



Government of the Cook Islands

2014

MINISTRY OF EDUCATION Statistics Report



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*“E akapapaa’nga
teia ei tauturu i te
akamarama’anga i
te kaveinga no te
turanga apii Kuki
Airani”.*



Maraurau o te Pae Api'i
KUKI AIRANI

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INTRODUCTION

Welcome to the Cook Islands Ministry of Education Statistics Report 2014.

It is the aim of the Ministry of Education to provide all stakeholders as well as national, regional and international partners with quality educational statistics.

Information in this report is produced from the Education Management Information System. The data for this report are collected annually from schools and the Cook Islands Tertiary Training Institute. Data are provided for the current year and as a five year time series where appropriate.

Should you require any further information, please do not hesitate to contact the Planning and Development Division of the Ministry of Education. A copy of this publication is also available on the Ministry of Education's website: www.education.gov.ck

The Ministry of Education acknowledges all those who have supported the collection and analysis of data.

Planning and Development Division
Ministry of Education

2014 AT A GLANCE

Student Enrolments:

	Male	Female	Total
Early Childhood Education	228	232	460
Primary Education	934	909	1843
Secondary Education	863	855	1718
Overall	2,025	1,996	4,021

Net Enrolment Rates (%):

	Early Childhood Education	Primary Education	Junior Secondary Education	Senior Secondary Education
Male	77	96	82	51
Female	79	96	84	58
Overall	78	96	83	54

Gross Enrolment Rates (%):

Male	78	103	99	64
Female	79	103	100	78
Overall	78	103	100	71

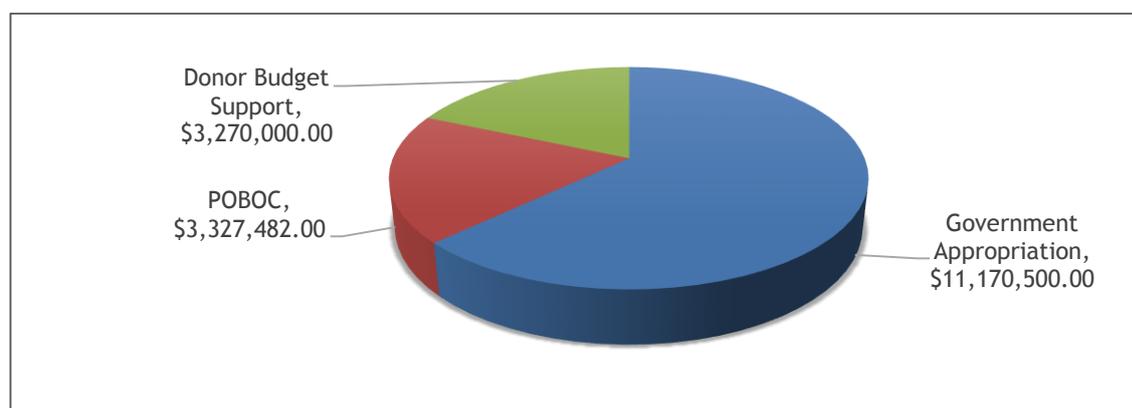
Number of Teachers:

	Male	Female	Total
- Early Childhood Education	0	33	33
- Primary Education	14	97	111
- Secondary Education	68	56	124
Total	82	186	268

Number of Schools:

- Early Childhood Centres	25
	Stand-alone 1
	Attached to Primary Schools 10
	Attached to Area Schools 14
- Primary Schools	11
- Secondary Schools	4
- Area Schools	15

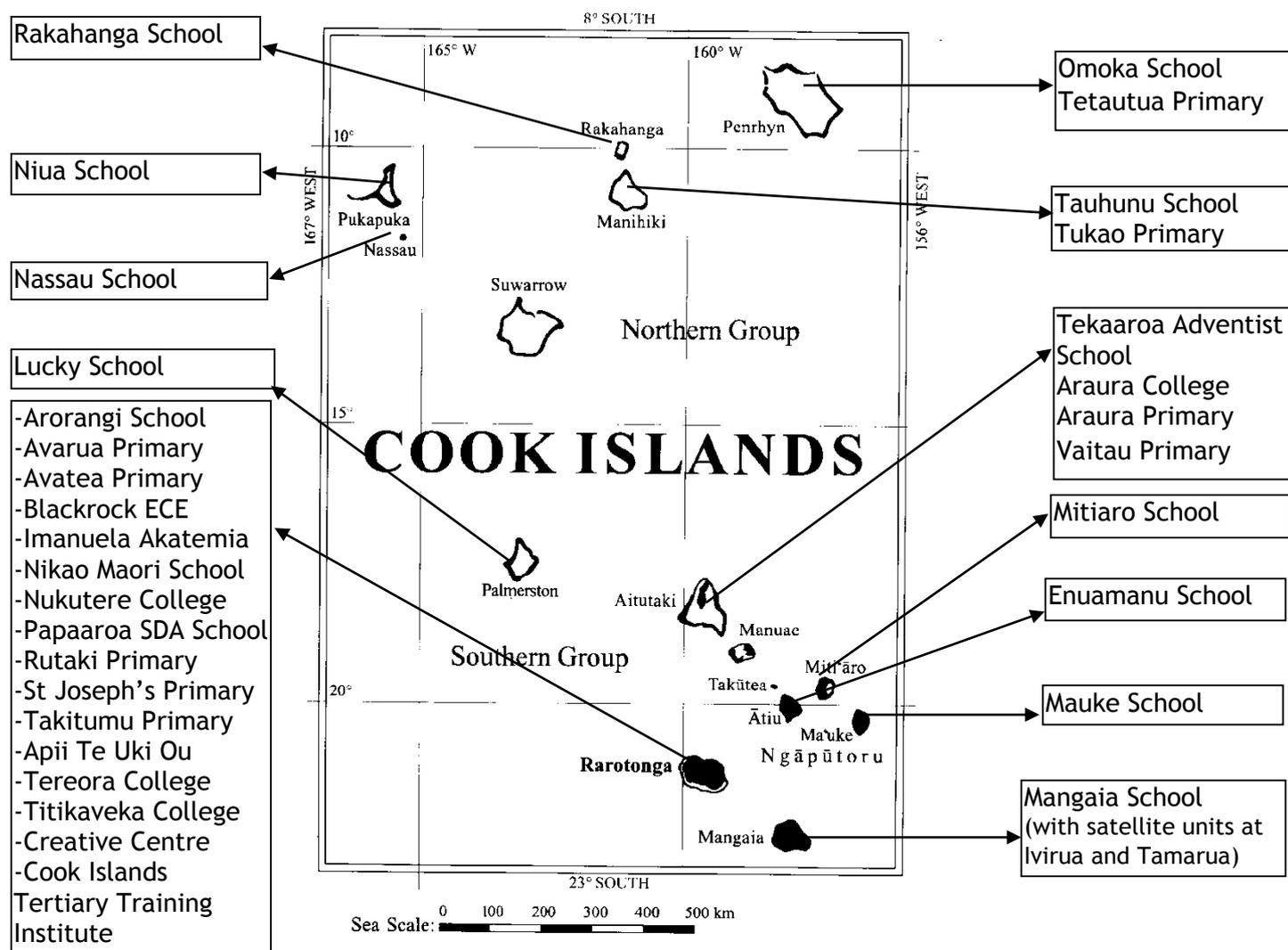
Education Budget 2013/14:



STRUCTURE OF THE EDUCATION SYSTEM

Education in the Cook Islands is mainly provided by government institutions. There are 32 providers including 1 stand-alone ECE Centre, 11 Primary Schools (10 of which have ECE Centres attached), 4 Secondary Schools, 15 Area Schools¹ (all with ECE Centres) and a Tertiary institute.

The geographical spread of these providers is shown on the map below.



All 8 private schools, made up of 5 Church and 3 Independent schools, receive 100% of the equivalent allocation of government schools from the national education budget. All Government and Private Schools are required to be open to both educational and financial audit.

Governance of Public Schools sits with the Ministry of Education. However, each school has its own stakeholder committee which makes decisions on individual school policy, strategic plans and annual goals. Governance of Private Schools sits with a School Board.

The Cook Islands Tertiary Training Institute (CITTI), established in 2013 provides full and part time vocational programmes and a wide range of community education courses in Rarotonga and sister islands

¹ An Area School is a school that provides education from Early Childhood through to secondary level on one site and under one management structure.

SCHOOLS IN THE COOK ISLANDS

Table 1: Schools by Region, Island, Status and Education Level

REGION	ISLAND	SCHOOL STATUS	EDUCATION LEVELS
Rarotonga	Rarotonga	Government: <ul style="list-style-type: none"> - Arorangi School - Avarua School - Avatea School - Nikao Maori School - Rutaki Primary - Takitumu Primary - Tereora College - Titikaveka College Private - Church: <ul style="list-style-type: none"> - Imanuela Akatemia - St Joseph's Primary - Nukutere College - Papaaroa SDA School Private - Independent: <ul style="list-style-type: none"> - Blackrock ECE - Apii Te Uki Ou - The Creative Centre 	ECE - Year 8 ECE - Year 8 Year 1 - Year 8 ECE - Year 8 ECE - Year 6 ECE - Year 6 Year 9 - Year 13 Year 7 - Year 12 ECE - Year 13 ECE - Year 6 Year 7 - Year 11 ECE - Year 10 ECE ECE - Year 8 Adult Inclusive Education
Southern Group	Aitutaki	Government: <ul style="list-style-type: none"> - Araura Primary - Vaitau Primary - Araura College Private - Church: <ul style="list-style-type: none"> - Tekaaroa Adventist School 	ECE - Year 6 ECE - Year 6 Year 7 - Year 13 ECE - Year 6
	Mitiaro	Government: <ul style="list-style-type: none"> - Mitiaro School 	ECE - Year 11
	Atiu	Government: <ul style="list-style-type: none"> - Enuamanu School 	ECE - Year 13
	Mauke	Government: <ul style="list-style-type: none"> - Mauke School 	ECE - Year 11
	Mangaia	Government: <ul style="list-style-type: none"> - Mangaia School (ECE satellite units at Ivirua and Tamarua) 	ECE - Year 13
Northern Group	Manihiki	Government: <ul style="list-style-type: none"> - Tauhunu School - Tukao School 	ECE - Year 11 ECE - Year 11
	Penrhyn	Government: <ul style="list-style-type: none"> - Omoka School - Tetautua School 	ECE - Year 11 ECE - Year 7
	Rakahanga	Government: <ul style="list-style-type: none"> - Rakahanga School 	ECE - Year 11
	Pukapuka	Government: <ul style="list-style-type: none"> - Niua School 	ECE - Year 11
	Nassau	Government: <ul style="list-style-type: none"> - Nassau School 	ECE - Year 9
	Palmerston	Government: <ul style="list-style-type: none"> - Lucky School (Island Administration) 	ECE - Year 11

NATIONAL ENROLMENT & TEACHER TRENDS 2010 - 2014

Figure 1: Enrolment by Educational Level for the Years 2010 - 2014

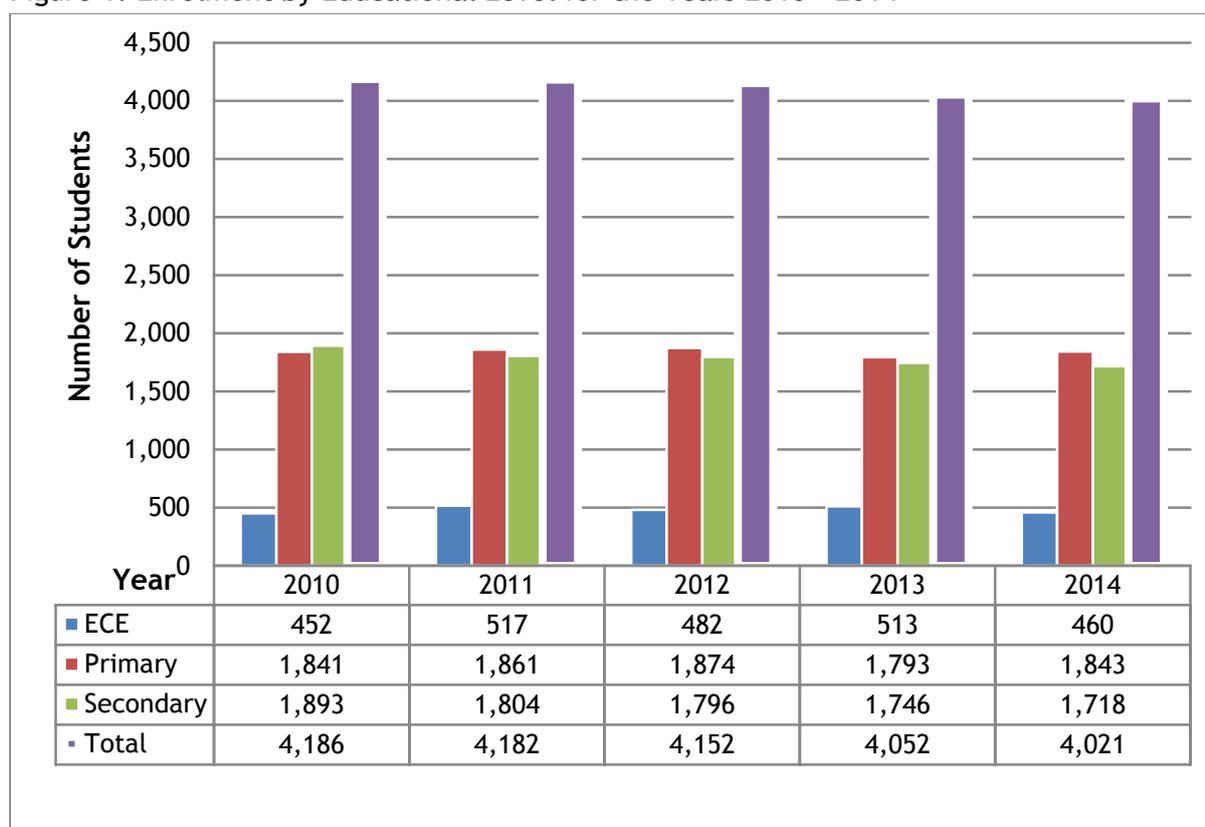
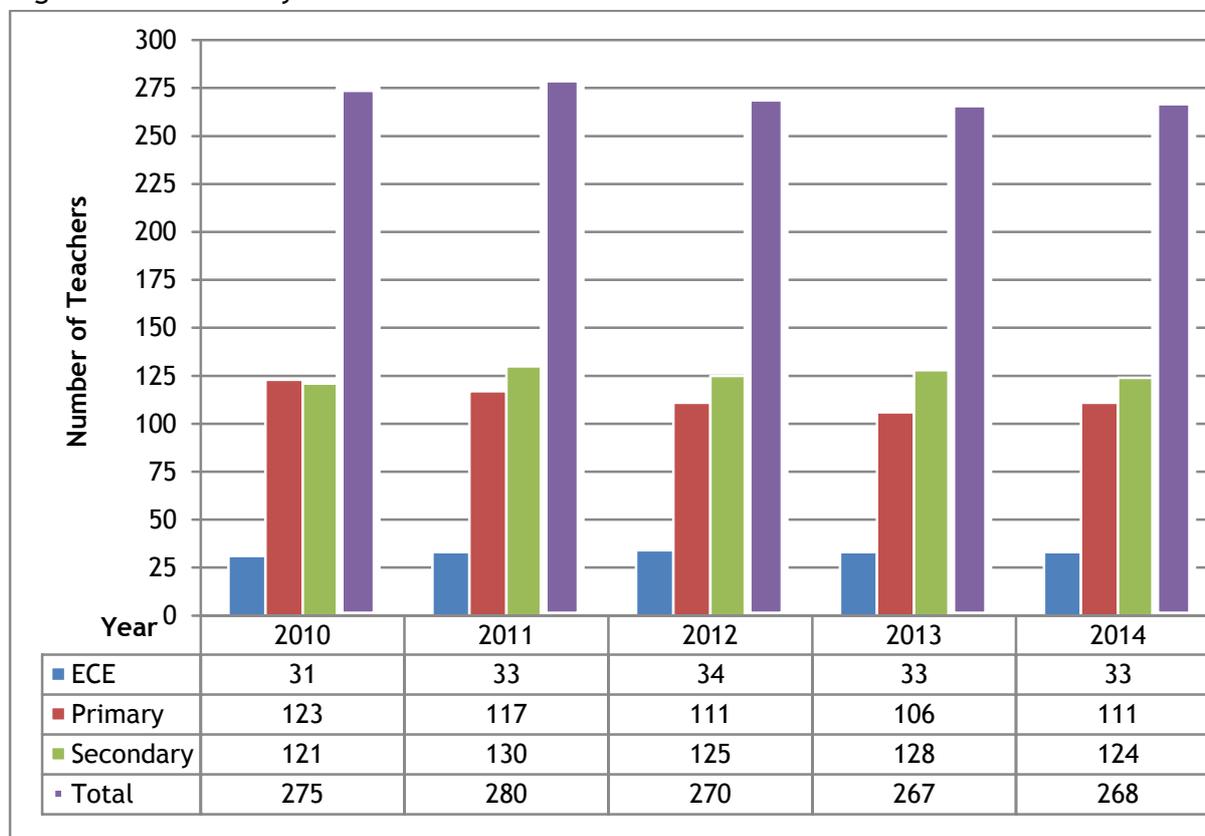


Figure 2: Teachers by Educational Level for the Years 2010 - 2014



TEACHER QUALIFICATIONS

The Ministry of Education, in partnership with the University of the South Pacific (USP), encourages teachers to upgrade their qualifications. With the revised job descriptions, registration as a teacher will be contingent on the teacher's active work towards a first degree if they do not already hold one.

Currently the following cohorts are active in the Cook Islands:

- a. Diploma in ECE
- b. Bachelor of Education (Primary)
- c. Bachelor of Education (Secondary)
- d. Post Graduate Diploma in Educational Leadership
- e. Post Graduate Professional Certificate in Educational Policy and Planning
- f. Master of Education

Courses are delivered through mixed modalities including DFL semester courses, online courses, summer and winter schools, and face to face intensives with ongoing semester support. The graph below indicates the number of teachers with specific teaching qualifications. The Ministry now supports and encourages those with subject specific qualifications to also complete additional papers and qualifications in education.

Figure 3: Teachers with a Teaching Certificate for the Years 2010 - 2014

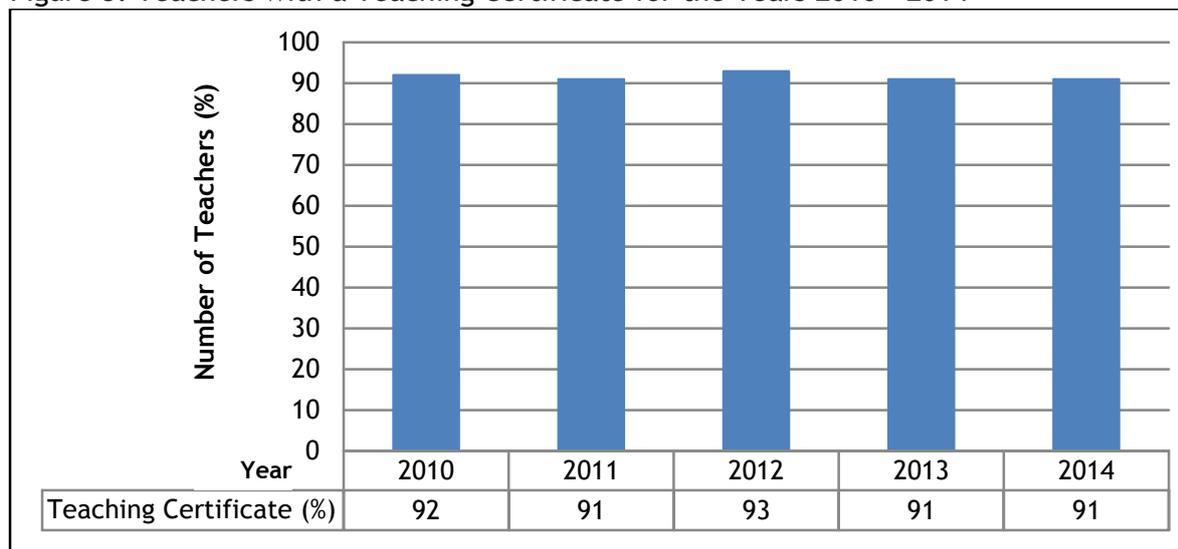
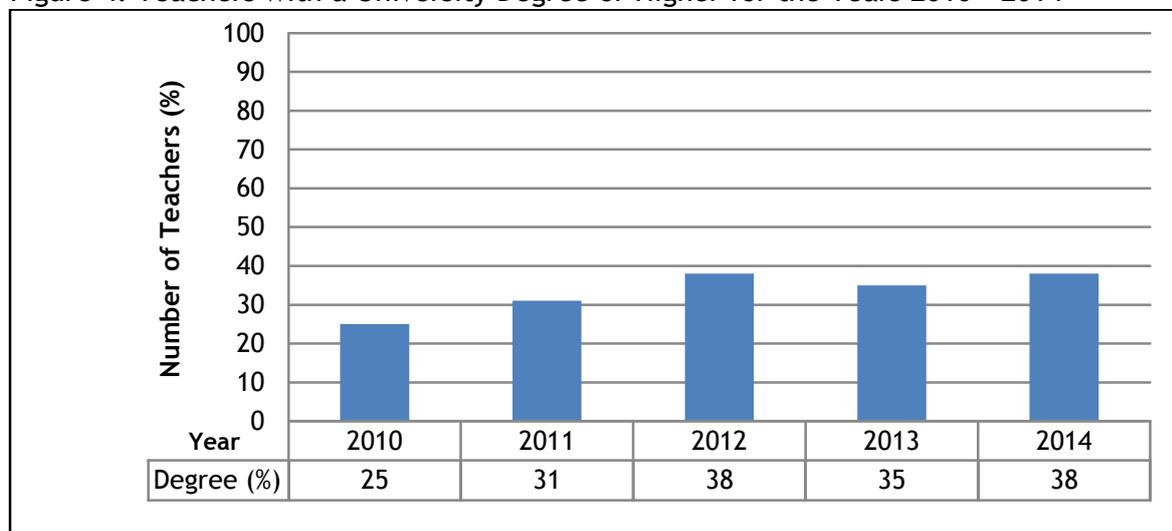


Figure 4: Teachers with a University Degree or Higher for the Years 2010 - 2014



FAST TRACK TEACHER INITIATIVE

This initiative was introduced in 2011 to assist the Ministry with addressing staffing shortages - particularly in specialist subjects in secondary schools. The programme allows for graduates working in other disciplines, trained (or partially trained) teachers who have been working outside of the sector for some time and wish to return to teaching, or those who have been involved in education in a different role such as remedial support, to train and gain registration as teachers in the Cook Islands. Specialist secondary programmes are individualised in recognition of the university papers required in specialist subject areas. Fast Track teachers take university papers in assessment, child/youth development and curriculum. There are Ministry designed pedagogy courses and all Fast Track teachers have in-school mentors as well as regular monitoring from the Ministry Human Resources Management Training and Development staff.

Table 2: Number of Trainees from 2011 to 2014

Year	Male	Female	ECE Training	Primary Training	Secondary Training	Total
2011	4	6		5	5	10
2012	5	6		6	5	11
2013	3	5	1	1	6	8
2014	5	8	2	4	7	13
Graduates						
2012	2	5	-	5	2	7
2013	1	4	-	-	5	5

2013 Graduates

A total of 5 secondary level teachers graduated with specialist teaching subjects covering Physical Education and Health, Performing Arts, Social Studies, English, Cook Islands Maori and Information and Communication Technology (ICT). Twelve candidates have successfully completed the course since the Fast Track programme started in 2011.

2014 Fast Track Training Programme

All teacher trainees are based in schools for 2014. Secondary specialist teaching areas include Food Technology & Textiles, Visual & Performing Arts, Cook Islands Maori, Agriculture & Horticulture, English, Science, Biology, Visual Arts, Information Technology and Mathematics.

2014	Male	Female
Total Trainees:	5	8
ECE Training	0	2
Primary Training	0	4
Secondary Training	5	2
Continuing in 2014	2	5
New Intake	3	3
Trainee Placements in the Region		
- Rarotonga	4	5
- Southern Group	1	1
- Northern Group		2

EARLY CHILDHOOD EDUCATION

Early Childhood Education (ECE) has been a priority for the Ministry over recent years. Quality ECE and the skills it develops in the very young establish a base for positive educational outcomes in formal schooling. Parents and the community have an important role to play in this development and the Ministry supports parents in this role as well as continuing to focus on quality personnel and resources in the Early Childhood sector.

The following strategies have been identified to support the continued development of ECE:

- An Action Research approach to the continued professional development of ECE teachers.
- Individual teacher needs analysis on practice and determining interventions for change
- Pay parity for ECE teachers.
- Significant improvement in the physical learning environment and the specific health and safety requirements of this learning area.
- Lowering of the eligibility age for funded ECE to 3 years.

Table 3: 2014 ECE Enrolments by Gender and Region

Gender	Rarotonga	Southern Group	Northern Group	National
Female	139	63	30	232
Male	124	68	36	228
Total	263	131	66	460

Figure 5: Early Childhood Education Enrolment by Region 2010 - 2014

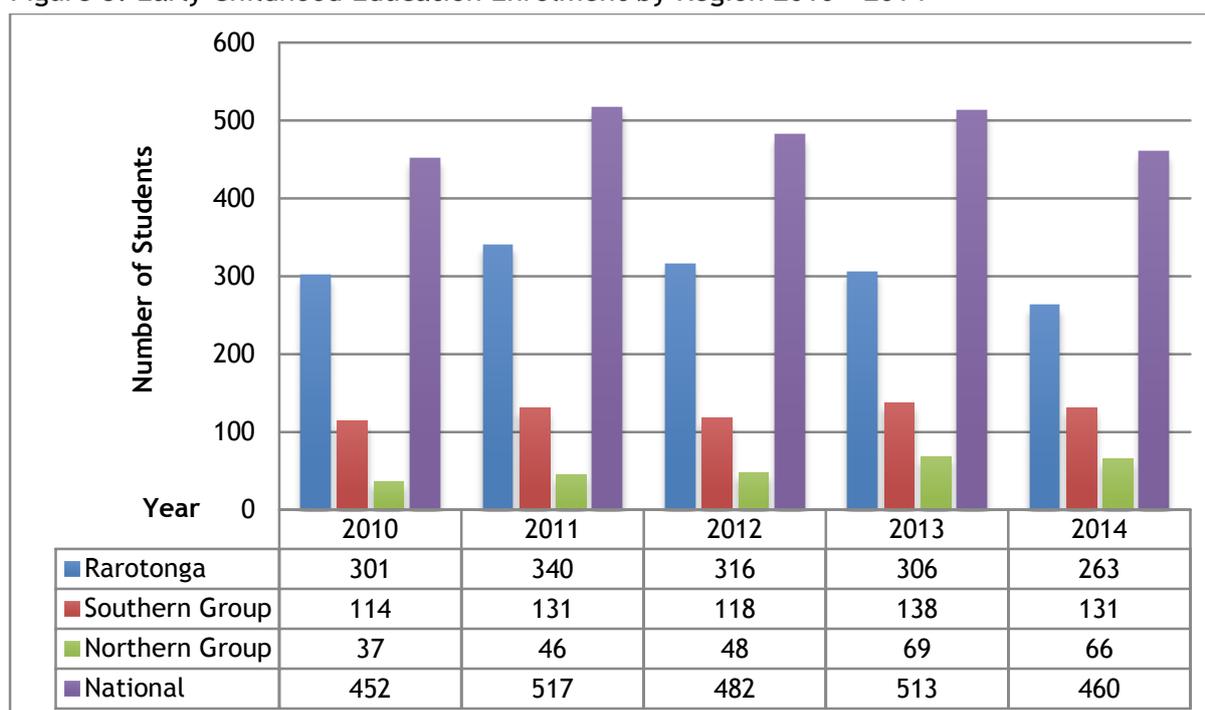


Figure 6: National Early Childhood Education Teachers by Region 2010 - 2014

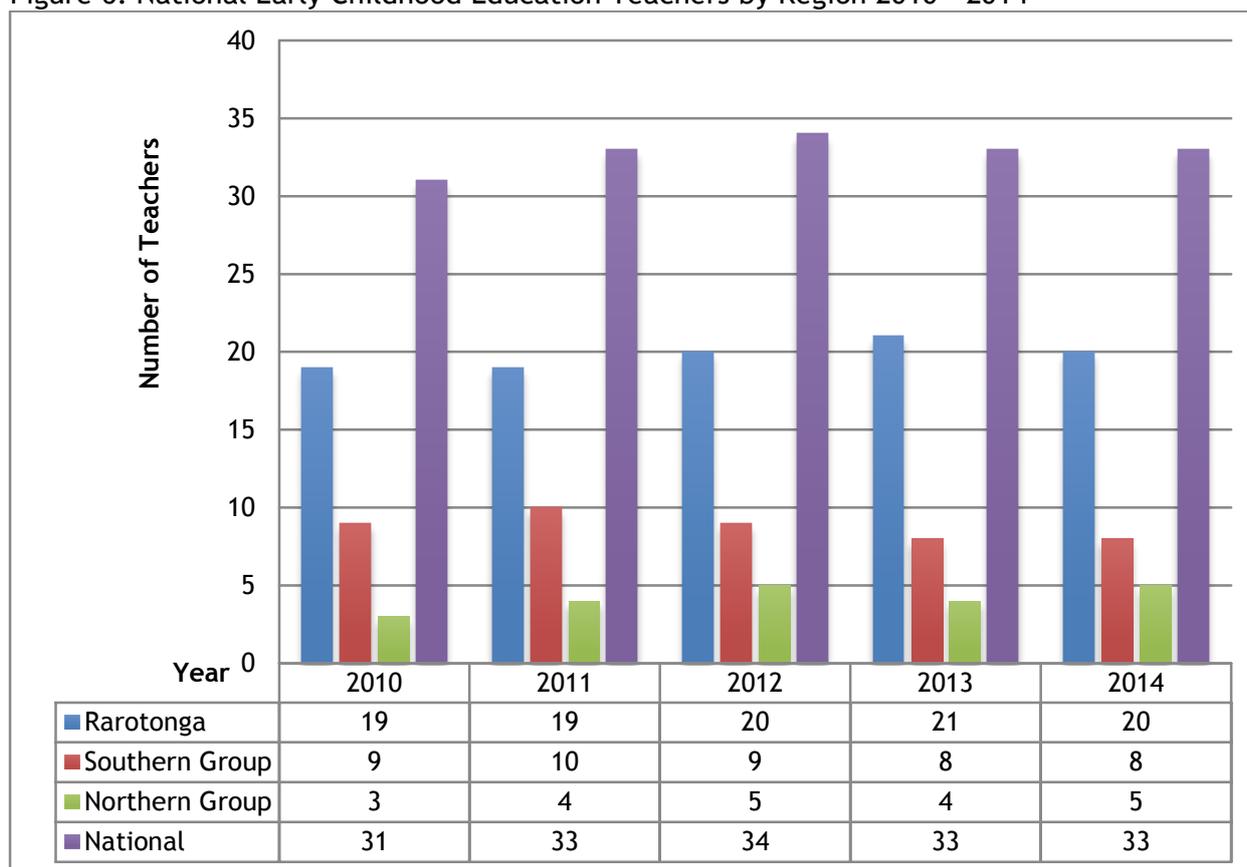


Figure 7: National ECE Student : Teacher Ratio by Region 2010 - 2014

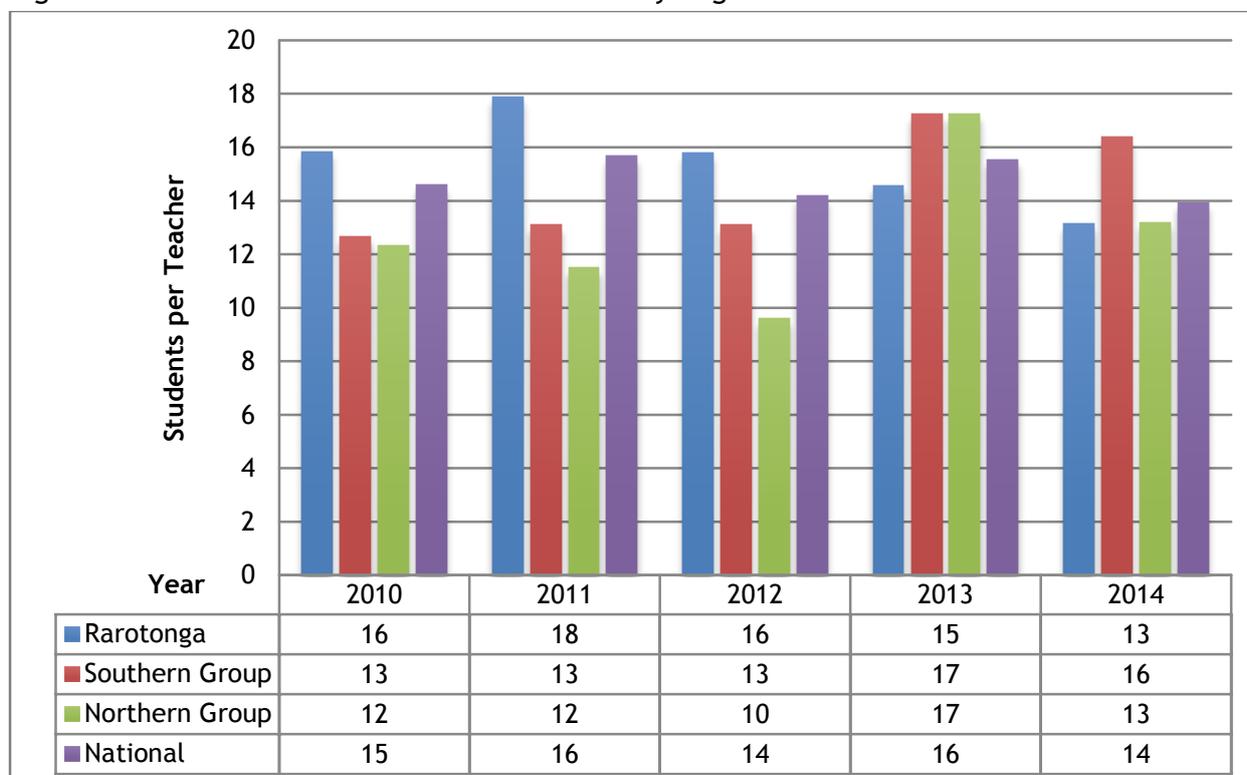
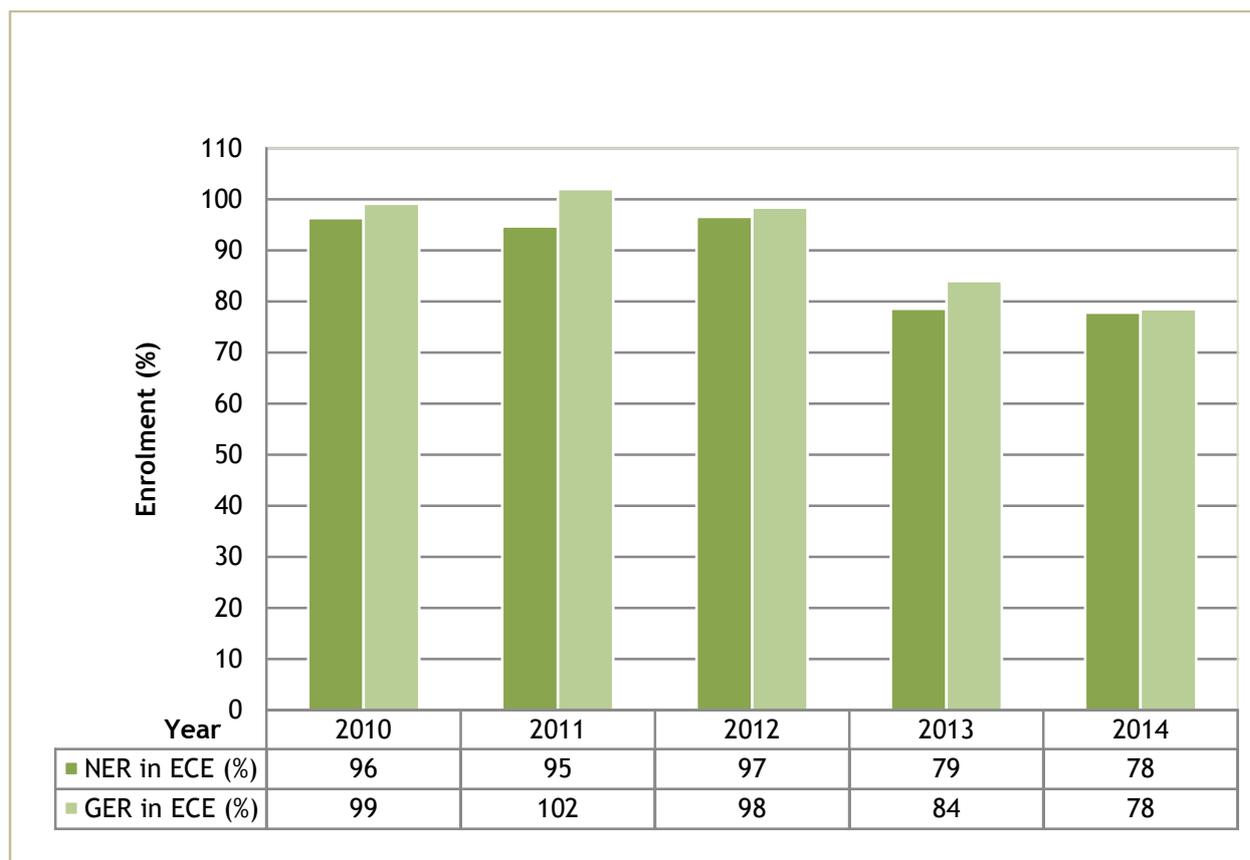


Figure 8: Enrolment Rates in Early Childhood Education 2010 - 2014



Te Kakaia

The Ministry also has a focus on working with parents to support them in their role as the first teachers of their children. This is particularly targeted at families with children under the age of 12 years. This work is carried out by the Te Kakaia coordinator in partnership with other Advisors and agencies. The aim is to promote the value of Early Childhood Education and Primary Education and to develop 'positive parenting' through the use of a Tool Box for parents. This work includes community based workshop series for parents, radio programmes, other media campaigns and working with agencies such as the Ministry of Health and the Ministry of Internal Affairs to coordinate the services and support that can be provided to young parents.

PRIMARY EDUCATION

Current priorities for the Ministry of Education at primary school level include:

- Continued emphasis on literacy programmes - with a shift to the writing strand.
- Strengthening of Maori language programmes, particularly in Rarotonga, and the provision of quality Maori language resources.
- Development of a range of assessment tools to assess learning in literacy and numeracy to inform the next steps for individual learners and allow for reliable and valid monitoring at a national level.
- Continued support for the Numeracy Programme including specific teacher content knowledge professional development programmes.

Table 4: 2014 Primary Education Enrolments by Gender and Region

Gender	Rarotonga	Southern Group	Northern Group	National
Female	624	195	90	909
Male	616	239	79	934
Total	1,240	434	169	1,843

Figure 9: National Primary Education Enrolment by Region 2010 - 2014

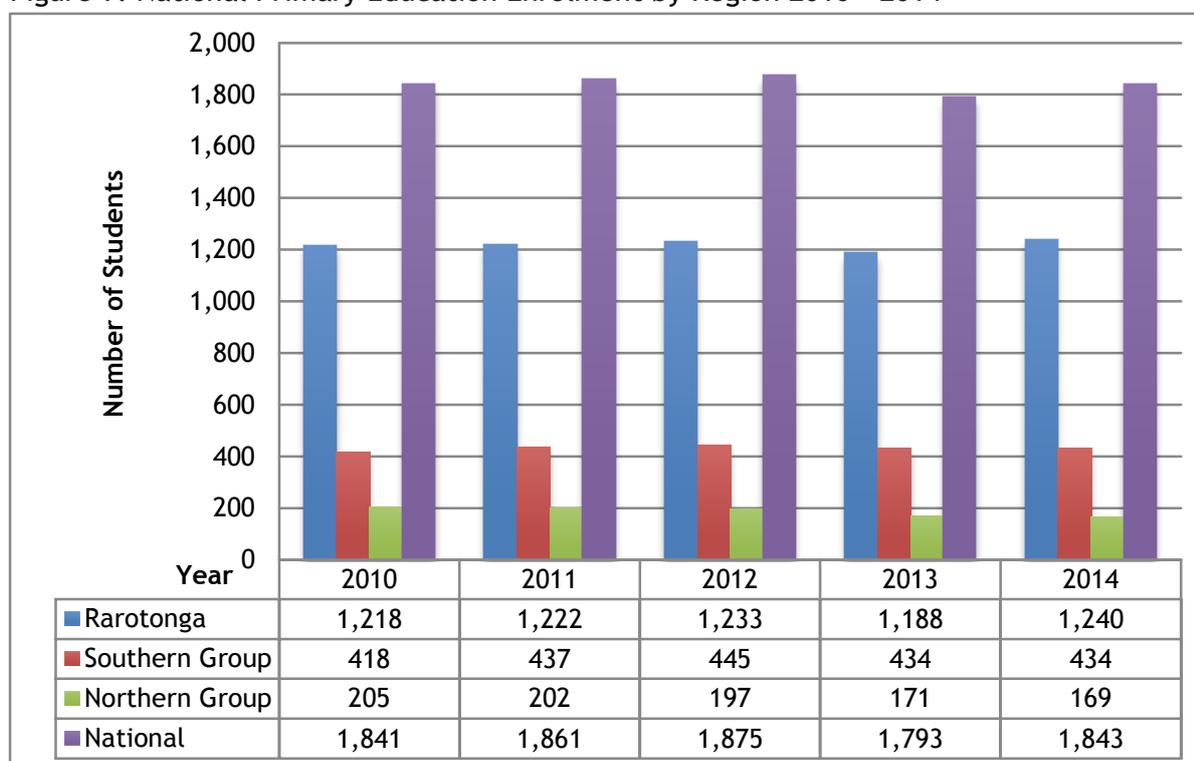


Table 5: 2014 Primary Education Teachers by Gender and Region

Gender	Rarotonga	Southern Group	Northern Group	National
Female	62	24	11	97
Male	9	3	2	14
Total	71	27	13	111

Figure 10: National Primary Education Teachers by Region 2010 - 2014

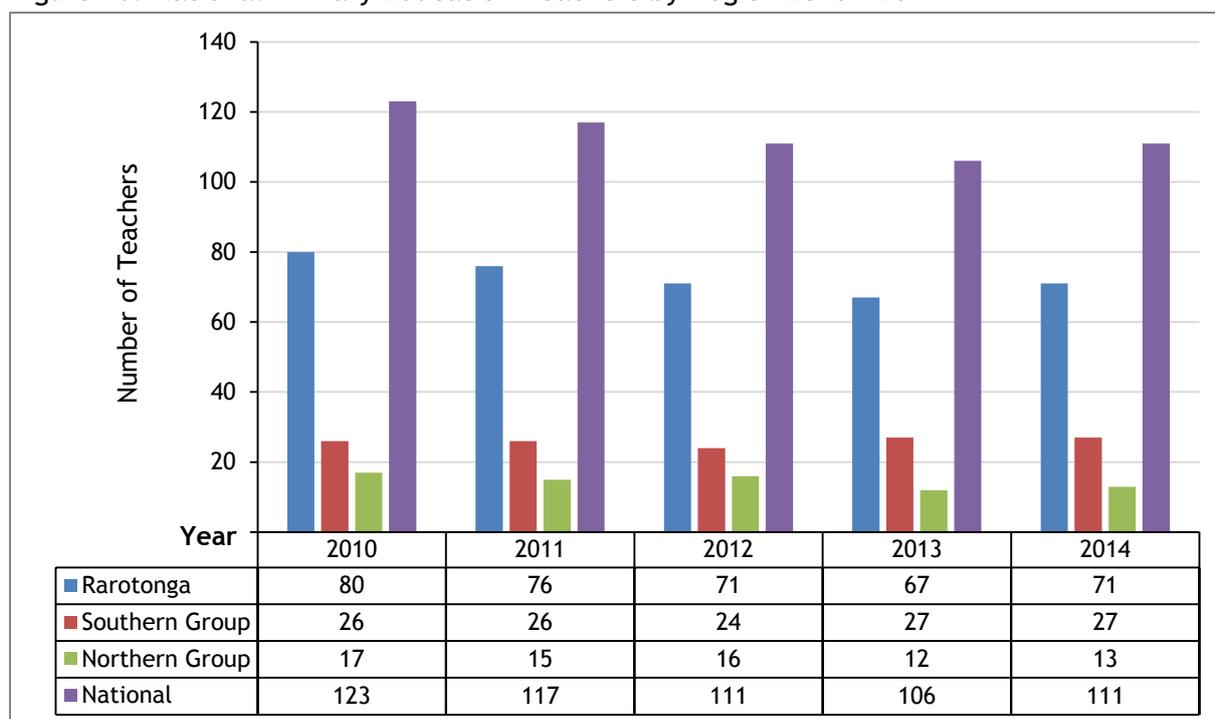
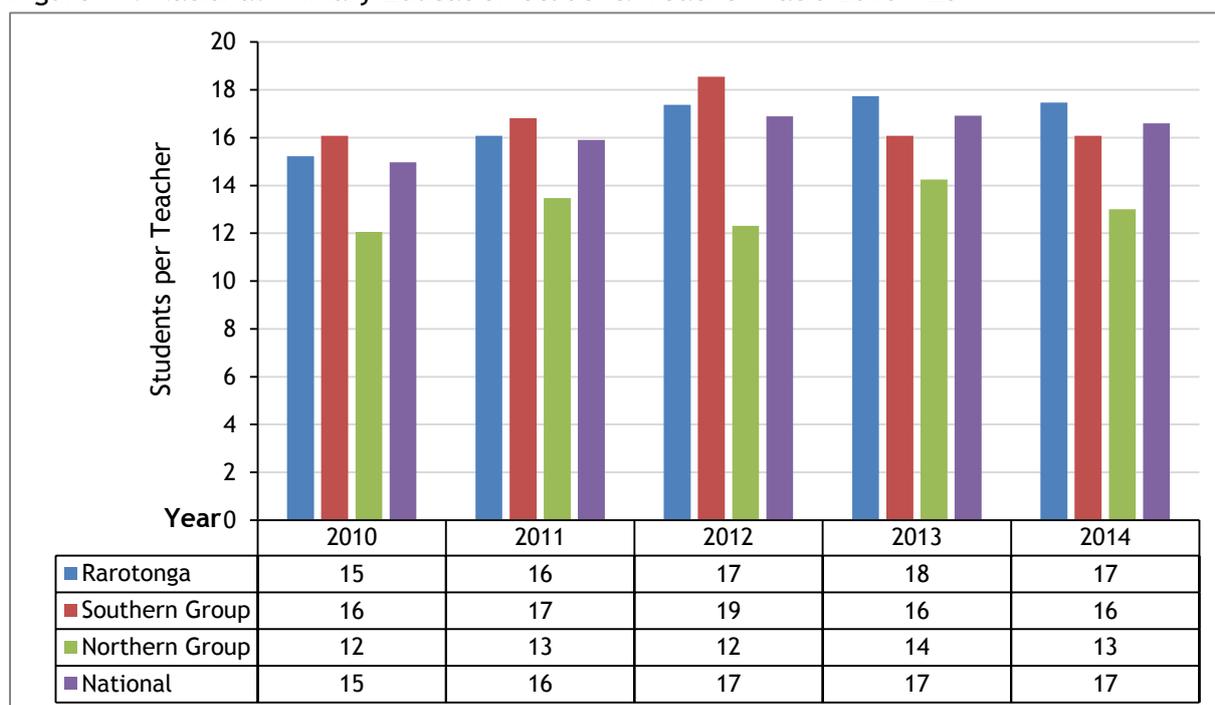


Figure 11: National Primary Education Student: Teacher Ratio 2010 - 2014



NUMERACY AND LITERACY

Improved numeracy and literacy outcomes for all learners are key goals for the Ministry of Education and relate to many targets of the Education Master Plan *Learning for Life*. The Ministry of Education is ensuring that both financial and professional support are provided to achieve these goals. Student outcomes are tracked against mid and long term targets.

NUMERACY

The Numeracy project started in the Cook Islands in 2004. The aim of the project is for students to become numerate. It is focused on improving student performance in mathematics through improving the professional capability of teachers.

This can be achieved by teachers:-

- understanding how children develop number concepts
- understanding how children develop and use mental strategies
- recognizing the stages of development of each child and responding to the children's learning needs
- increasing confidence in teaching mathematics.

A challenge for the project has been the lack of depth of mathematical content knowledge of many primary school teachers which impacts on their ability to address the development of numeracy strategies with students. Since 2011, the Ministry has enrolled a number of teachers in a University of Auckland course which builds capacity in the understanding and teaching of mathematics. This is the same course that primary school teachers in New Zealand take as part of their undergraduate study.

The course enables teachers to investigate a wide range of strategies that children use to solve mathematical problems. It also gives them the opportunity to reflect on reasons for naïve misconceptions and subsequent planning for teaching thinking strategies. The content of the course focuses on areas such as:

- part-whole thinking applied to the additive and multiplicative domains
- metacognitive processes that aid selection of efficient methods to solve mathematical problems
- relational understanding of decimal fractions.

The tables below show the overall Year 3 numeracy progress against 2015 targets, national achievement and teacher participation in the University of Auckland programme.

Figure 12: National Year 3 Numeracy Progress against the 2015 Target

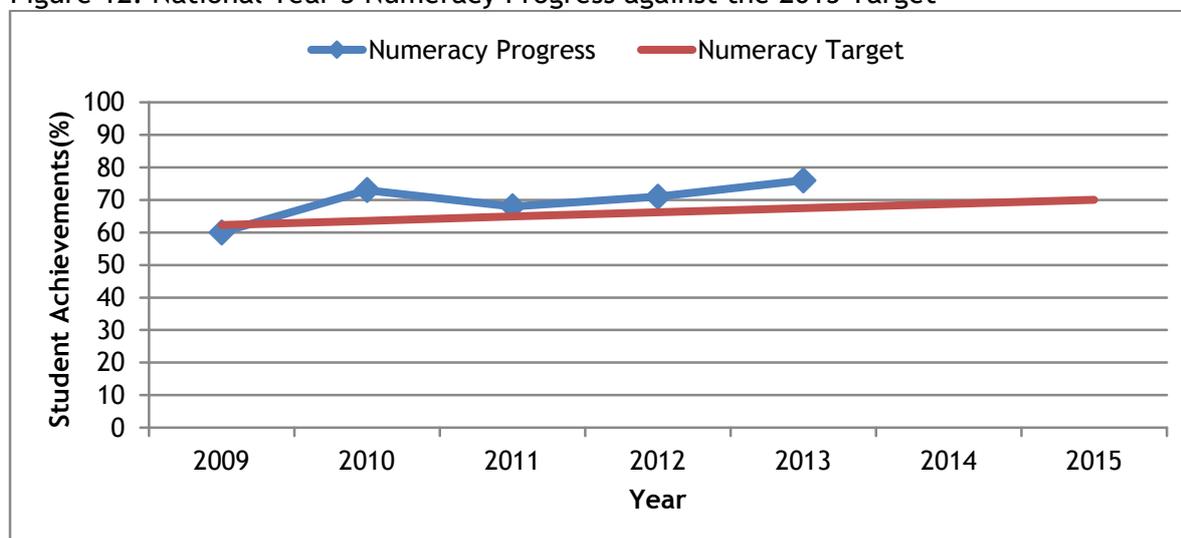


Figure 13: Year 3 National Numeracy Achievement (%) by Region 2009 - 2013

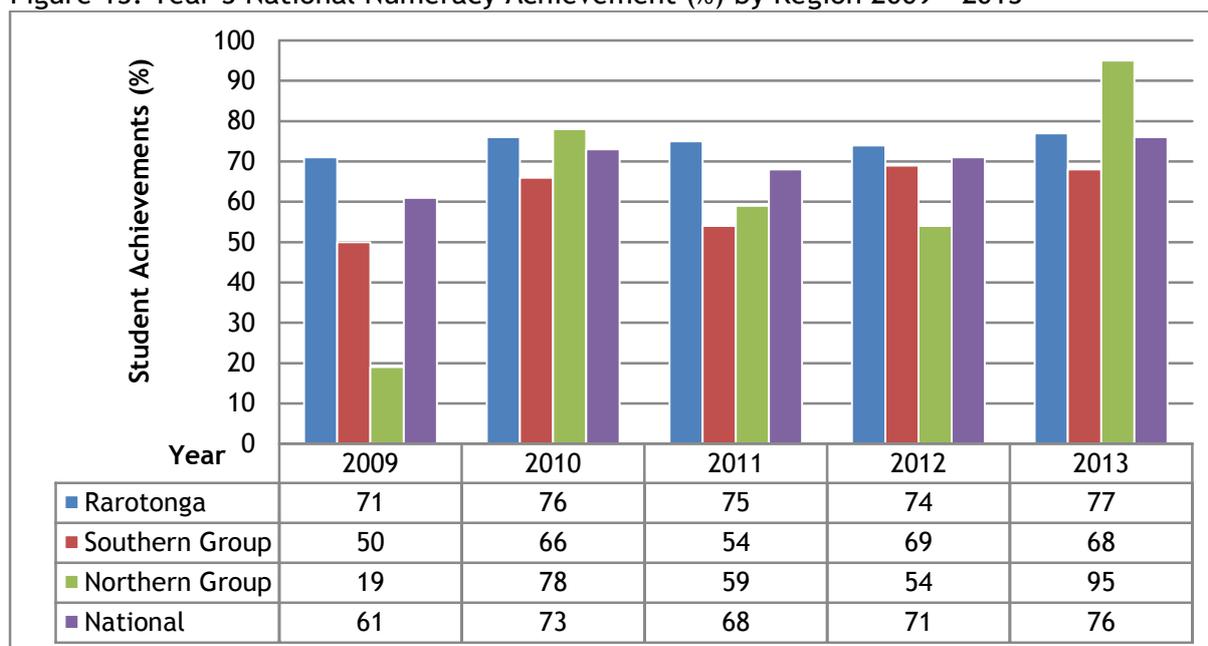
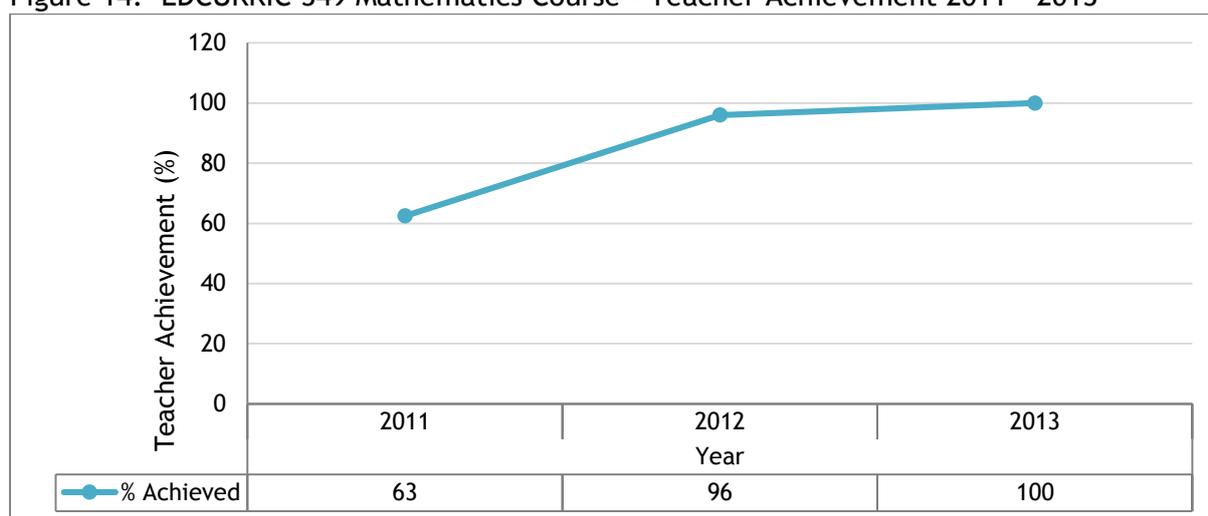


Figure 14: EDCURRIC 349 Mathematics Course - Teacher Achievement 2011 - 2013



There are 25 students enrolled in 2014.

LITERACY

An increase in primary school literacy will lead to a literate adult population. There has been a focus on literacy in both English and Maori language since 2002, with the introduction of specific advisors initially in reading and more recently in literacy. This focus includes both Cook Islands Maori and English and since 2013 the Ministry has been differentiating funding for schools to provide an additional incentive to their Maori language literacy programmes.

Activities developed under these programmes include:

- development and implementation of in-service programmes, including cluster and school based workshops and in-school modelling
- continued implementation of a lead teacher programme
- the development, testing, evaluation and editing of instruments to gather evidence on students' reading levels in both English and Cook Islands Maori

- significant resourcing of school libraries
- the development of new formal national assessment tools for Y6 and Y8

Literacy in the primary school has been measured using different instruments over time. Between 1999 and 2006 formal diagnostic testing at Grade 4 and 6, using a standard test paper from the Ministry, was used to assess literacy in both Cook Islands Maori and English. In 2007, this changed to the use of evidence gathered by teachers over the year using newly developed instruments. This was reported to the Ministry against agreed standards and levels annually.

The figures below show the summary of the Year 4 Literacy Achievement from 2009 to 2013 nationally and by region.

Figure 15: National Maori Literacy Achievement at Year 4 by Region 2009 - 2013

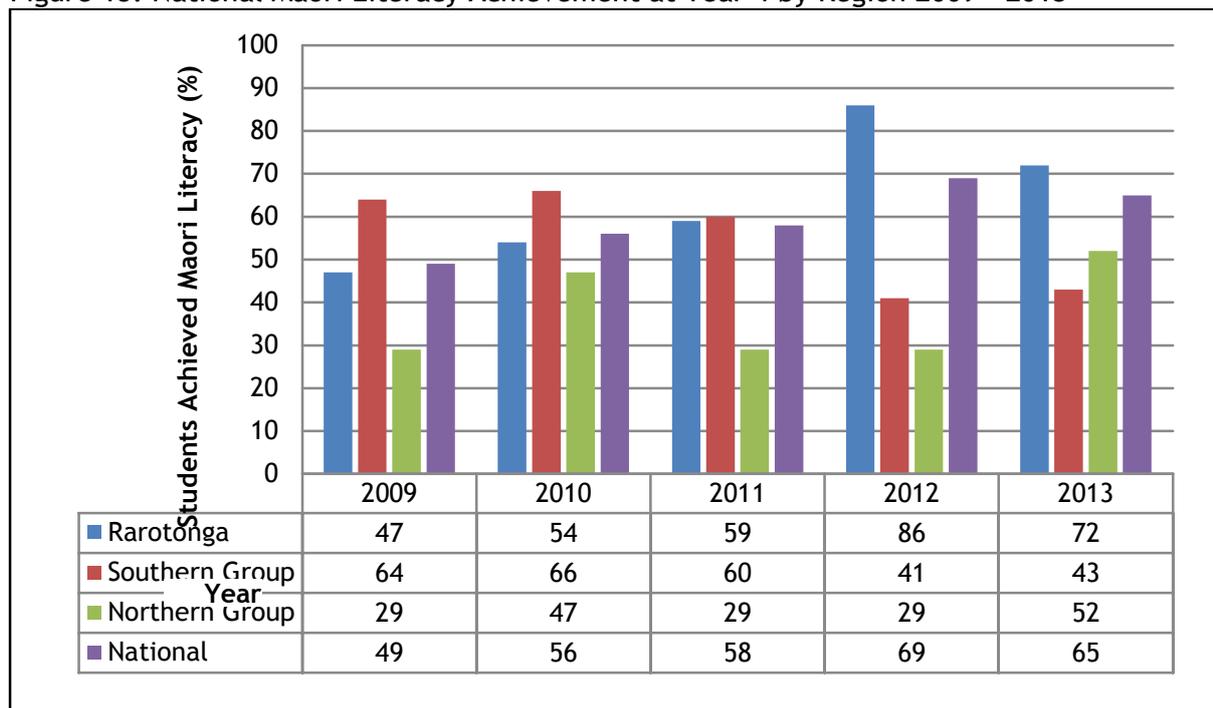


Figure 16: National Year 4 English Literacy Achievement by Region 2009 - 2013

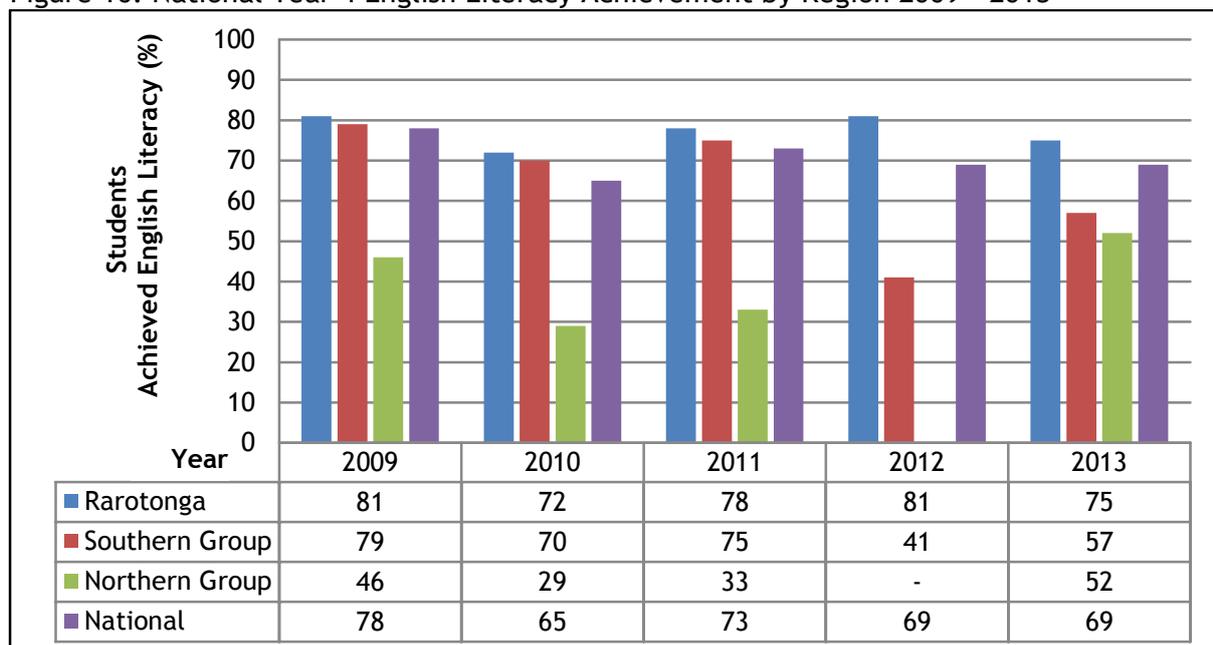


Figure 17: National Year 4 Maori Literacy Progress against the 2015 Target

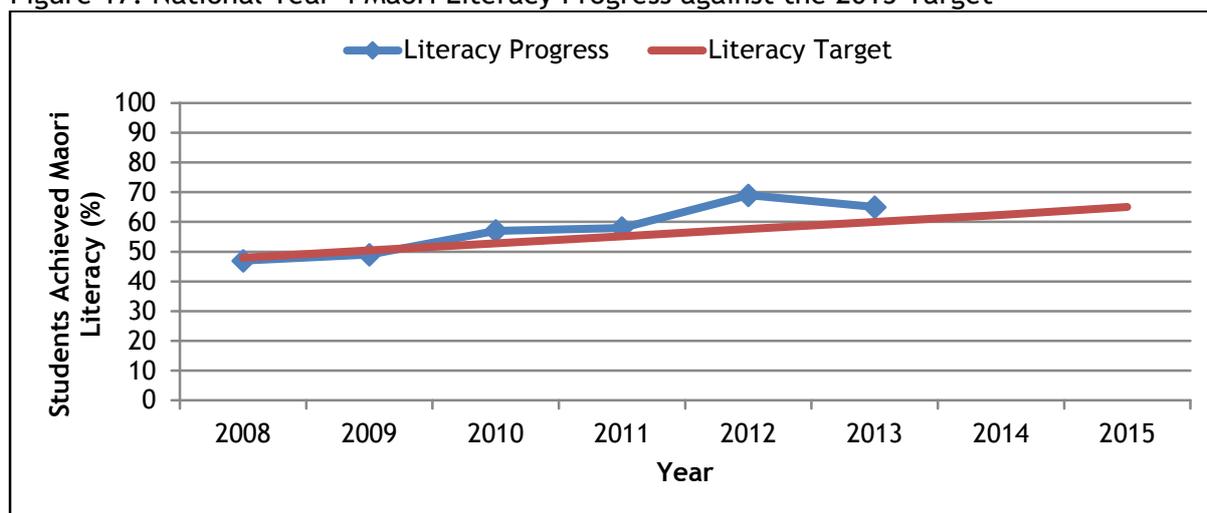
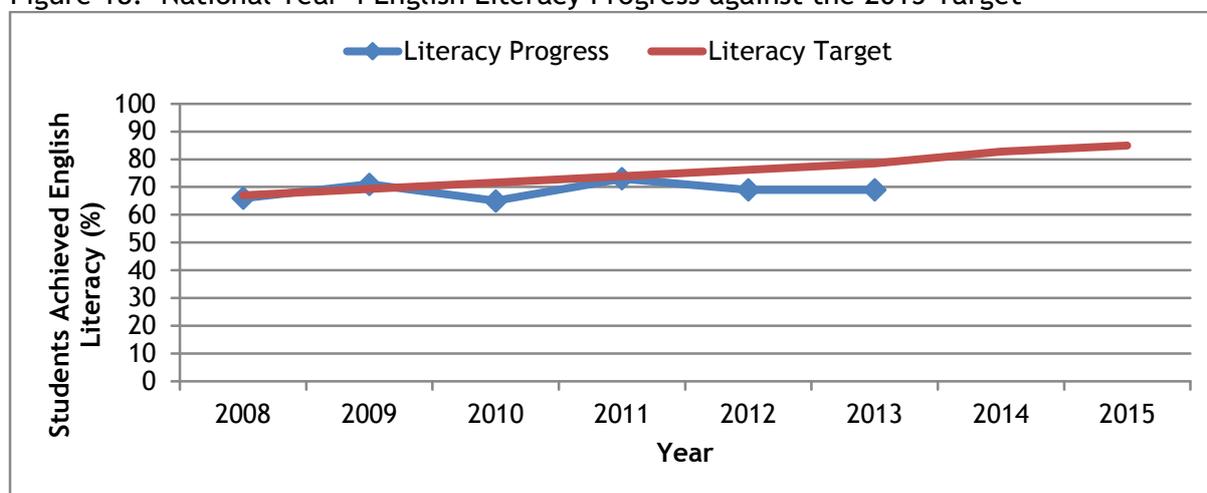


Figure 18: National Year 4 English Literacy Progress against the 2015 Target



SECONDARY EDUCATION

Young Cook Islanders need to have the opportunity to gain the knowledge, skills and qualifications that will equip them for the career and lifestyle of their choice. The Ministry has developed a range of strategies to increase the scope of subjects that students can access at secondary school and has provided services such as guidance and career counseling to support students as they make decisions about further study and career pathways. There has been an emphasis on providing seamless education and linking academic, vocational, trade and alternative courses to meet the needs of all students.

These strategies include:

- a. Consolidating subject scope: there has been a considerable increase in the scope of subjects available at secondary level over the last 5 years. There is now a period of consolidation required to build and ensure the capacity of local teachers in these areas to ensure the sustainability of these programmes.
- b. Dual Pathway Programmes: a range of pathways is available which students can utilize to gain credits towards both school based and vocational qualifications including carpentry, hospitality and automotive engineering. Students in the Pa Enua can access these through block courses facilitated by visiting tutors.
- c. Alternative Pathways - the Ministry recognizes that traditional school based academic programmes do not suit all learners. By creating alternative pathways for learning, the Ministry, in collaboration with other providers, can ensure that the

learning needs of all students are met. There have been a number of programmes around the Arts and Creative Industries added to this area.

- d. Increased scope of careers education programmes - noting that young people are looking for relevancy between what they are learning at school and their future lives and livelihoods, careers education has been extended to Y7 -13 students. The programmes for the younger students are particularly important in our Pa Enua schools where students may not be exposed to as many career options in their daily lives.
- e. Increased access for students in isolated communities - the Ministry is developing a range of online learning options for students in isolated communities. This includes “face to face” on line time with tutors to support learning. These programmes have been reviewed and the intention is to expand both the programmes and level of support to young people who wish to stay on their home island to be able to continue their education.

Table 6: 2014 Secondary Education Enrolments by Gender and Region

Gender	Rarotonga	Southern Group	Northern Group	National
Female	590	197	68	855
Male	600	177	86	863
Total	1,190	374	154	1,718

Figure 19: National Secondary Education Enrolment by Region 2010 - 2014

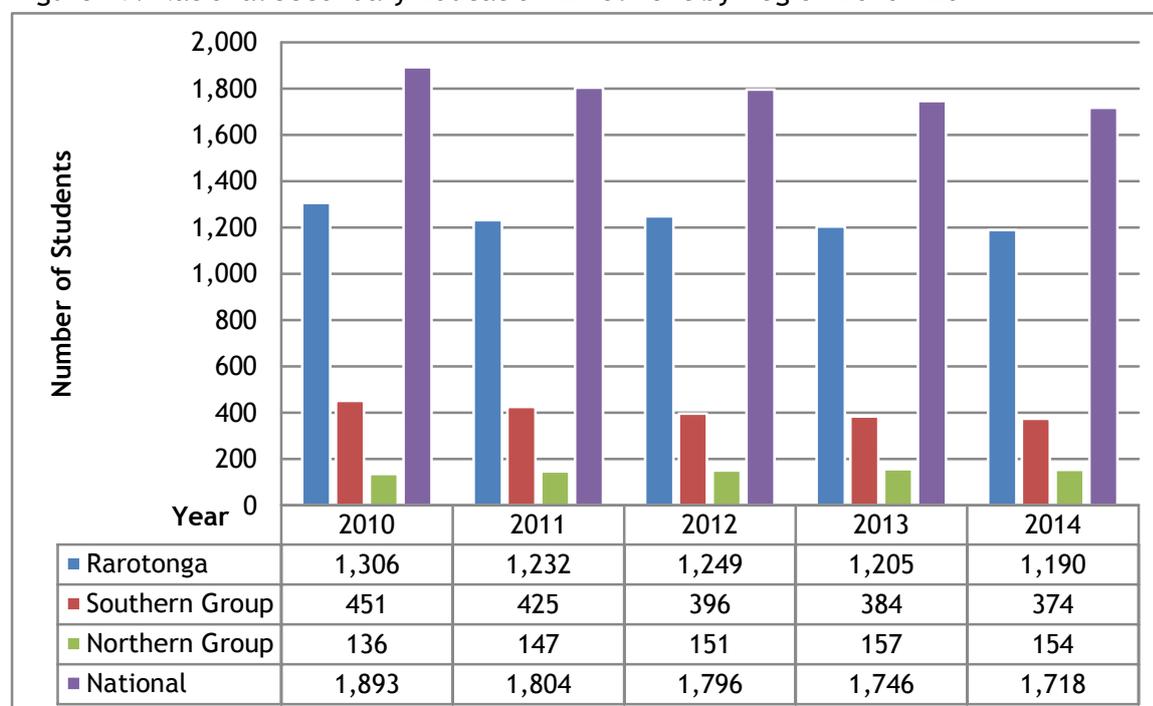


Table 7: 2014 Secondary Education Teachers by Gender and Region

Gender	Rarotonga	Southern Group	Northern Group	National
Female	37	26	5	68
Male	41	10	5	56
Total	78	36	10	124

Figure 20: National Secondary Education Teachers by Region 2010 - 2014

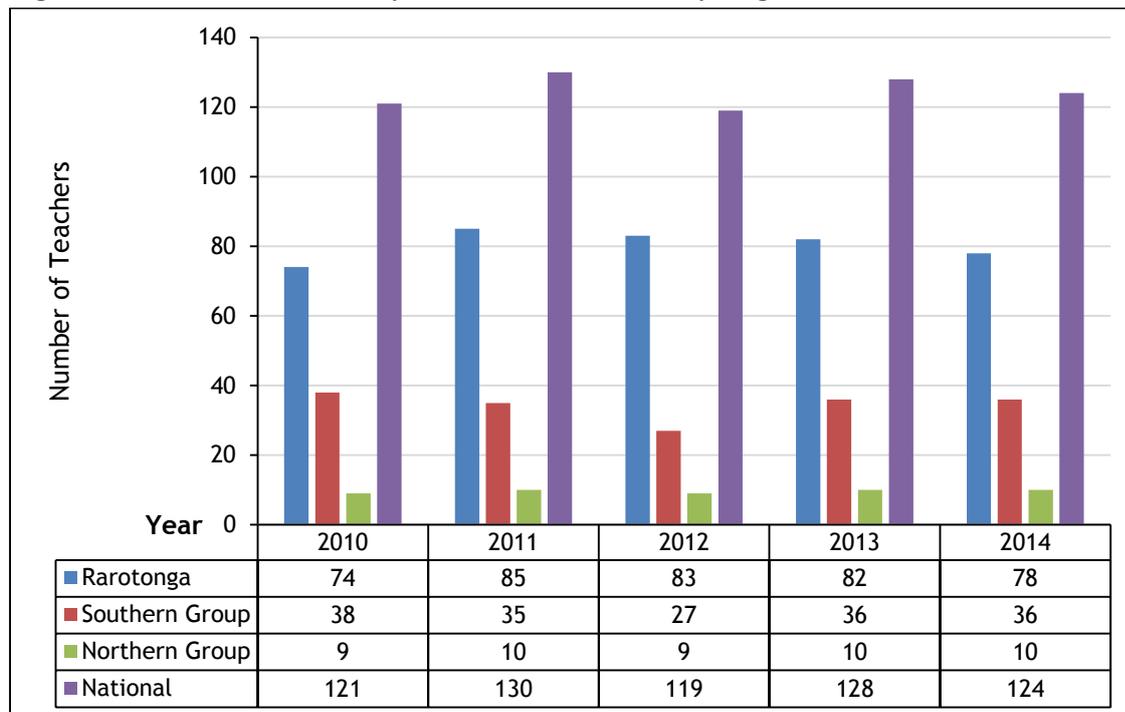
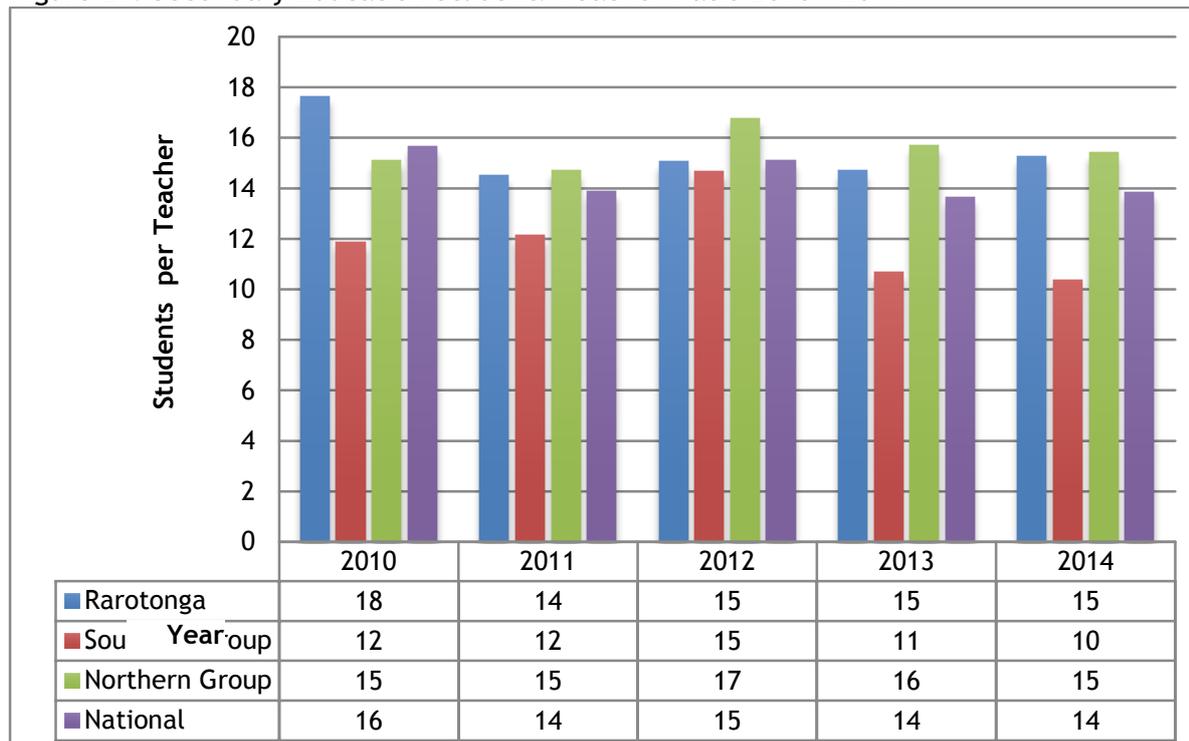


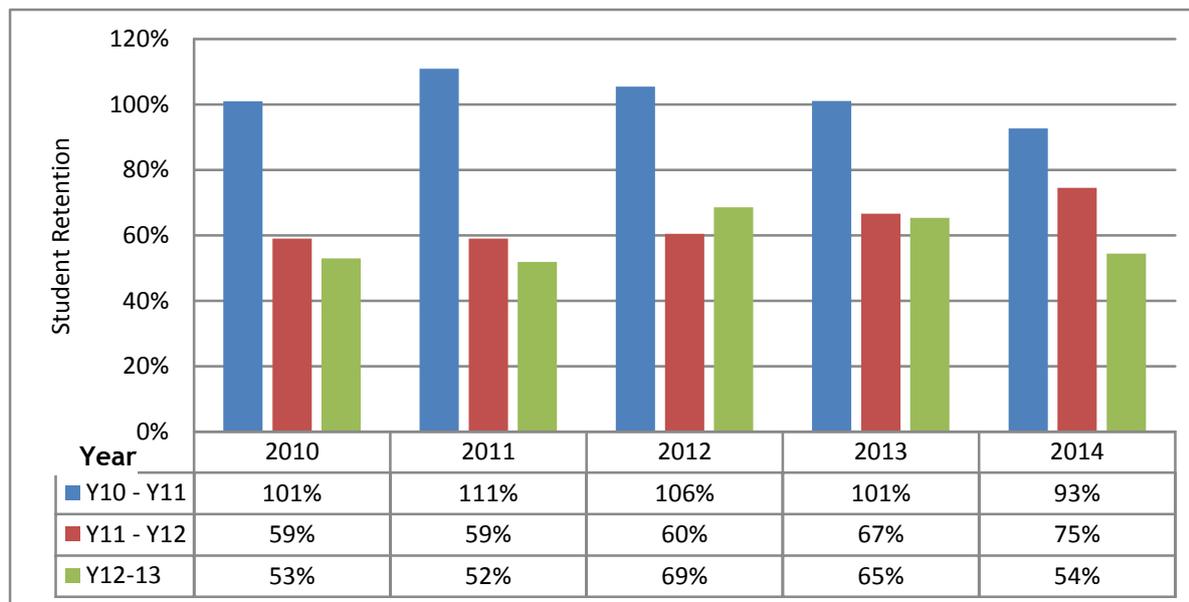
Figure 21: Secondary Education Student: Teacher Ratio 2010 - 2014



SENIOR SECONDARY STUDENT RETENTION

Providing secondary education that engages young people and retains them in schooling is a focus for the Ministry. The Education Act 2012 increased the minimum leaving age from 15 to 16 years which will impact on retention particularly from Year 11 to Year 12. The change towards 100% retention from Year 10 - 11 suggests that students are now moving through secondary school with their appropriate age cohort.

Figure 22: Senior Secondary Student Retention Rates



NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT (NCEA)

In 2002, to maintain alignment with New Zealand, the Cook Islands changed to the National Certificate of Educational Achievement (NCEA) as its national qualification. NCEA is a standards based qualification where students gain credits by providing evidence against particular performance criteria. This evidence can be provided through external examination and/or work completed internally over the school year. This qualification has three levels of attainment which align to the final three years of secondary schooling.

The Cook Islands has set the following targets for national achievement in school based qualifications and retention of students in learning under the Education Master Plan (2008-2023):

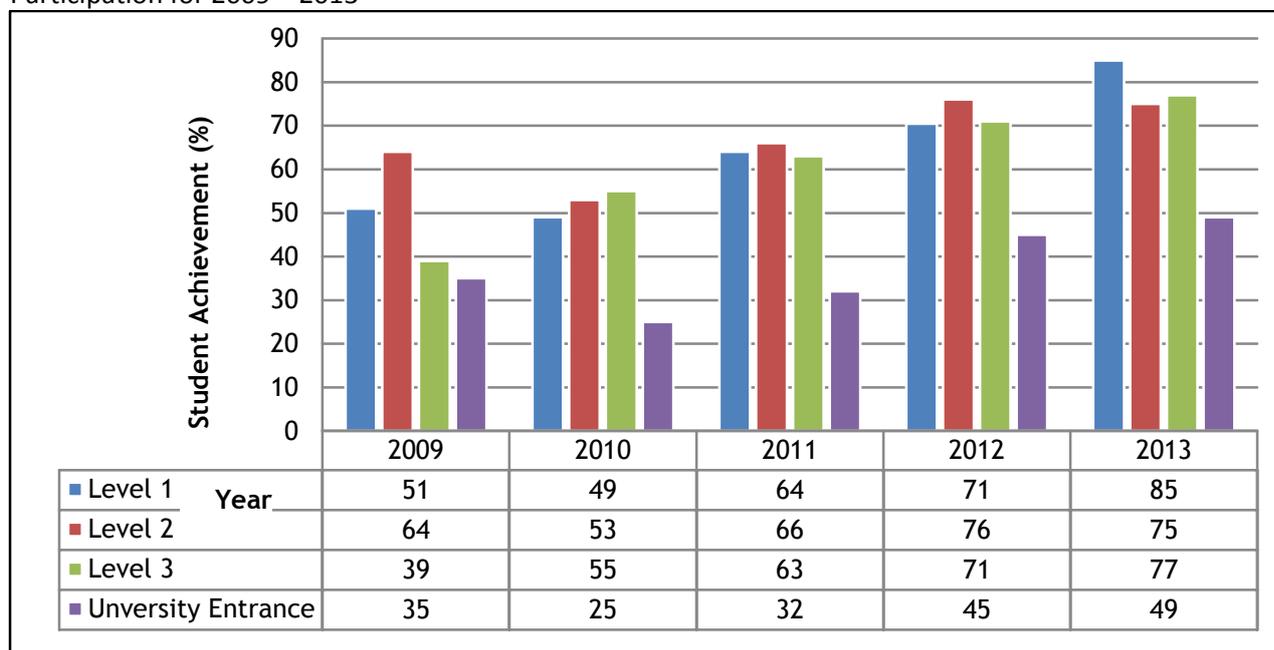
- ensuring 75% of students entering NCEA Level 1 for the first time at year 11 will achieve the qualification
- achieving 90% student retention beyond the minimum leaving age either in formal schooling or another recognized course of learning
- ensuring that at least 60% of school leavers are participating in some form of tertiary education.

National Certificate of Educational Achievement by Participation

Figures 24-27 are the NCEA results based on the year level cohort. However, many students now progress through the final years of secondary education taking programmes at multiple levels. They may achieve the qualification in a year that does not correlate to their cohort year at school. The figure below shows NCEA results by Participation. In this figure, only

those students undertaking a programme of study that contains enough credits to be eligible for the award of the qualification are considered.

Figure 23: National Certificate of Education Achievement Level 1 to Level 3 National Results by Participation for 2009 – 2013



Annual targets are set based on 2008 baselines and results are tracked to ensure that suitable progress is being made.

These figures are based on cohort tracking. For Level 1 therefore, the figures report the percentage of Year 11 students achieving Level 1; Level 2 responds to a Year 12 cohort; and Level 3 a Year 13 cohort. It is recognized however that students participate in NCEA at different levels. The cohort tracking is a measure of the efficiency of the system and does not show all assessment results which would in fact increase each of these outcomes.

Figure 24: National Certificate of Education Achievement Level 1 to Level 3 National Results for 2009 - 2013

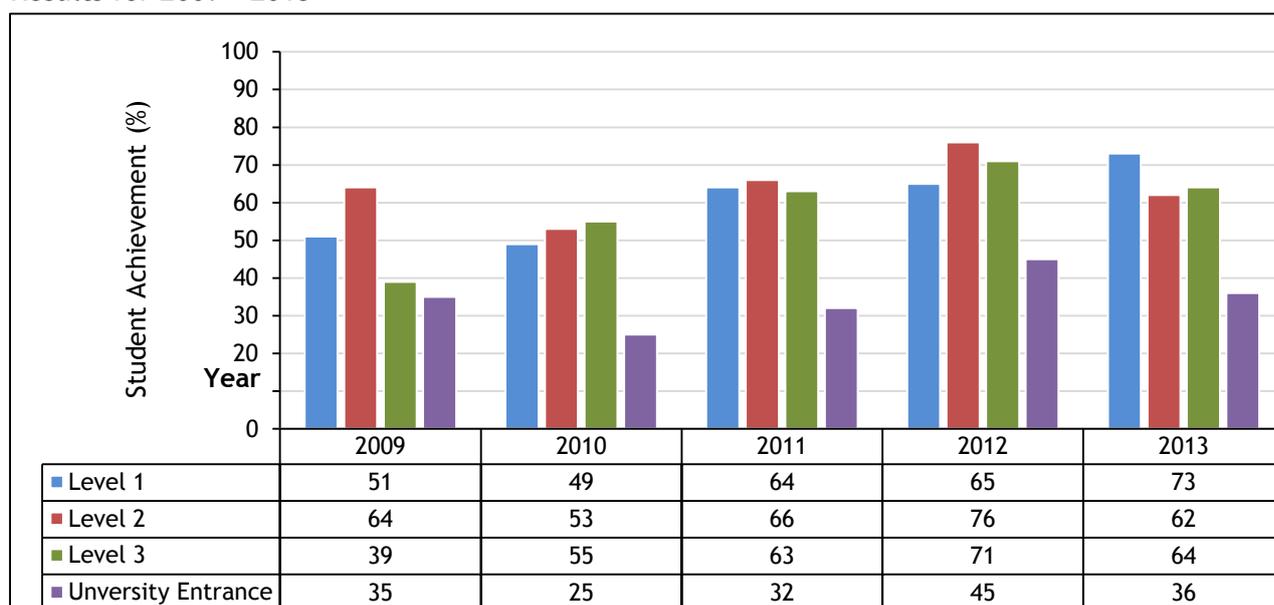


Figure 25: NCEA Level 1 Achievement Progress against the 2015 Target

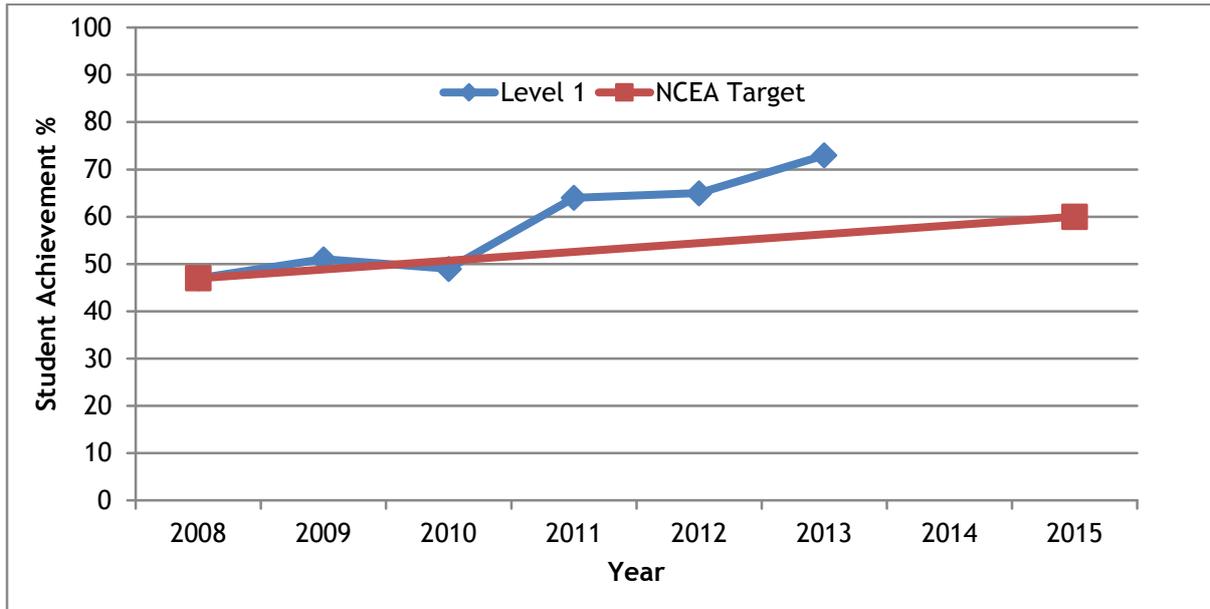


Figure 26: NCEA Level 2 Achievement Progress against the 2015 Target

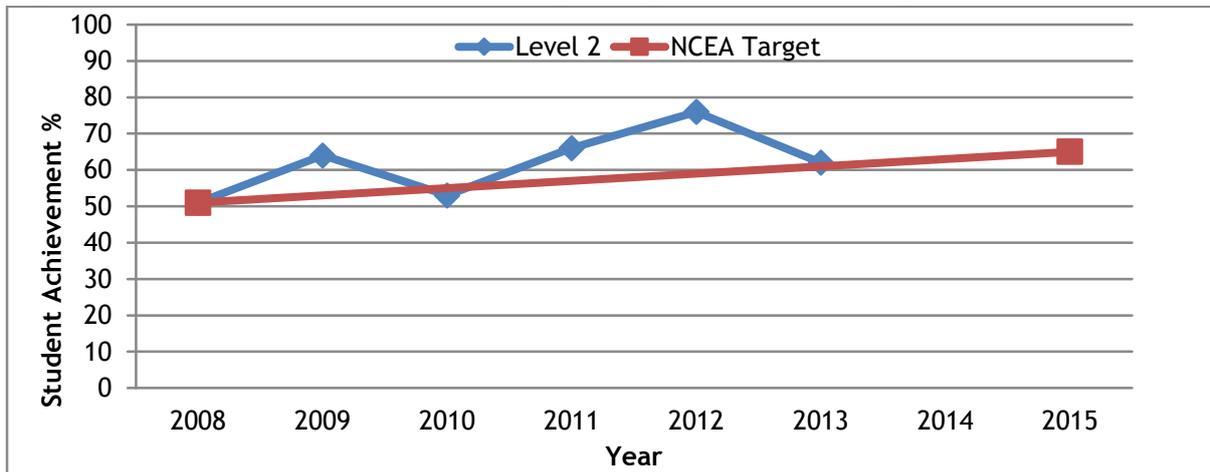


Figure 27: NCEA Level 3 Achievement Progress against the 2015 Target

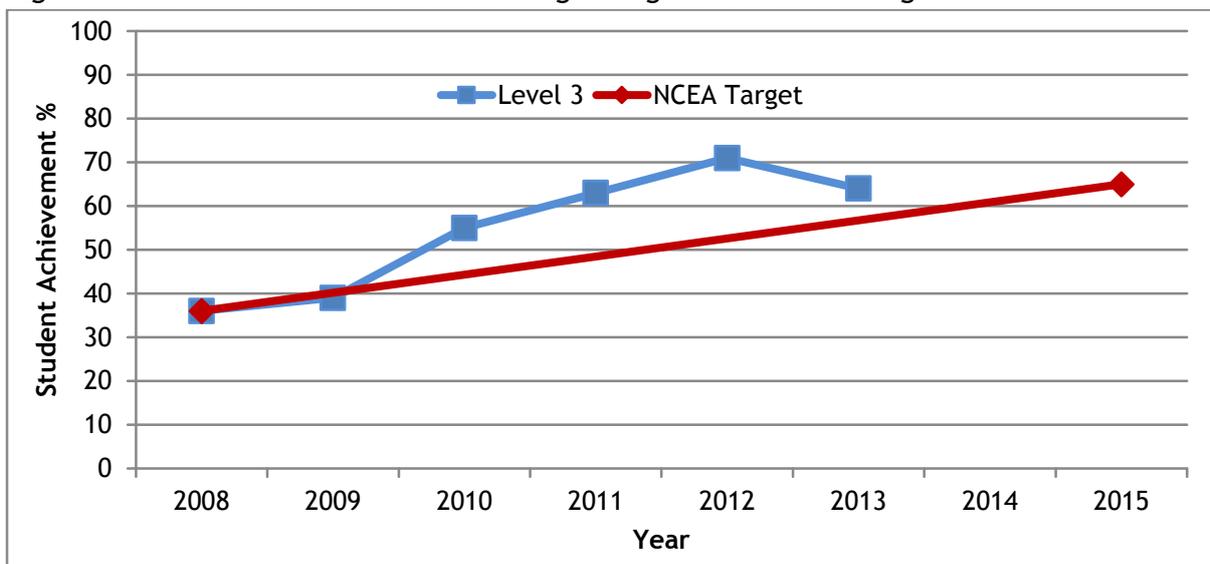


Figure 28: NCEA Level 1 Literacy Progress against the EMP Target

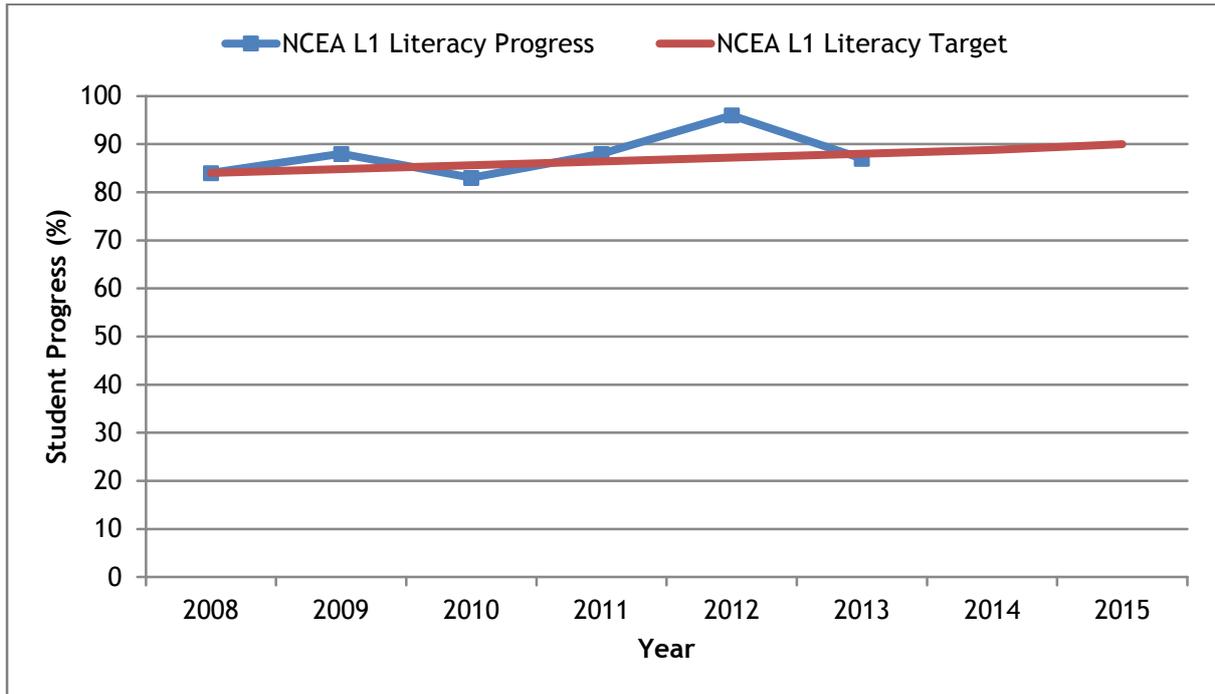
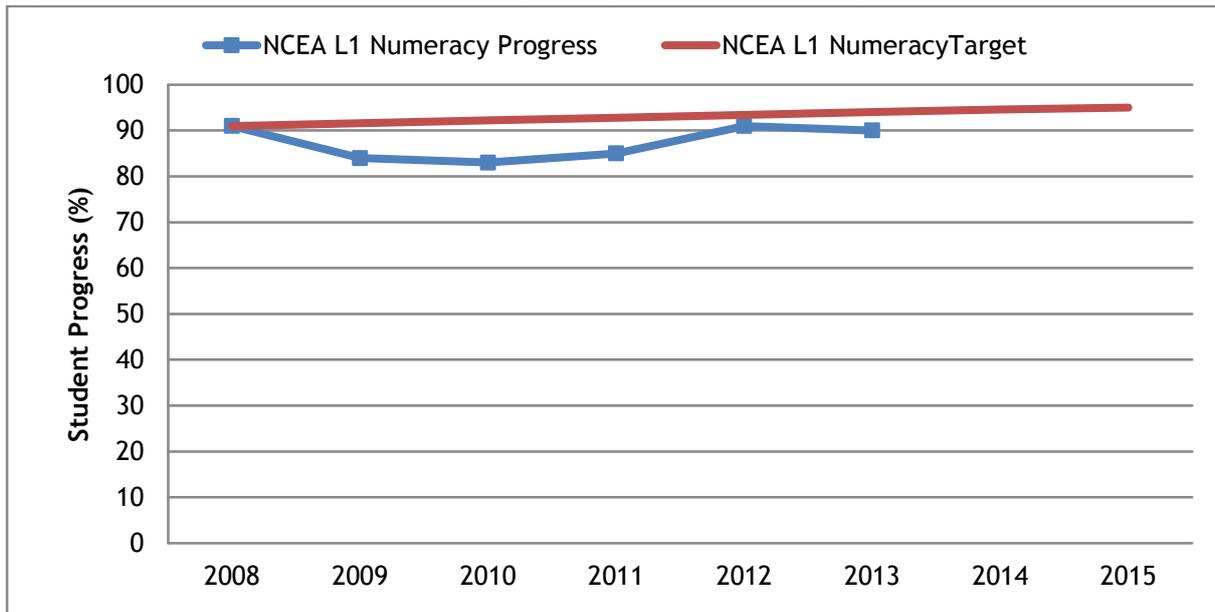


Figure 29: NCEA Level 1 Numeracy Progress against the EMP Target



NATIONAL CERTIFICATE of EDUCATIONAL ACHIEVEMENT ENDORSEMENTS

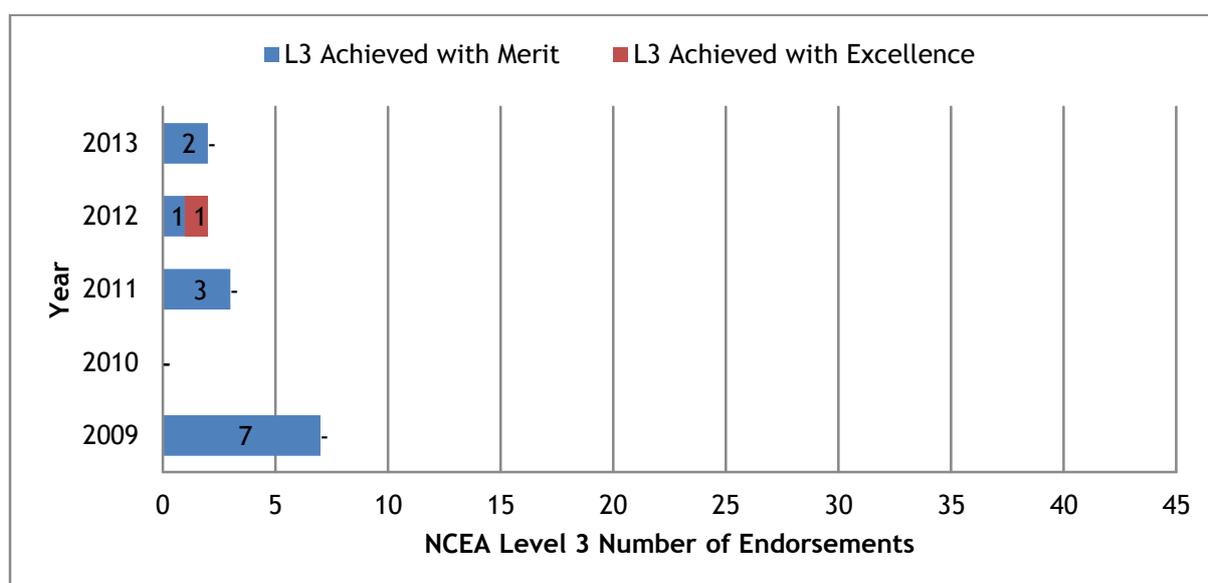
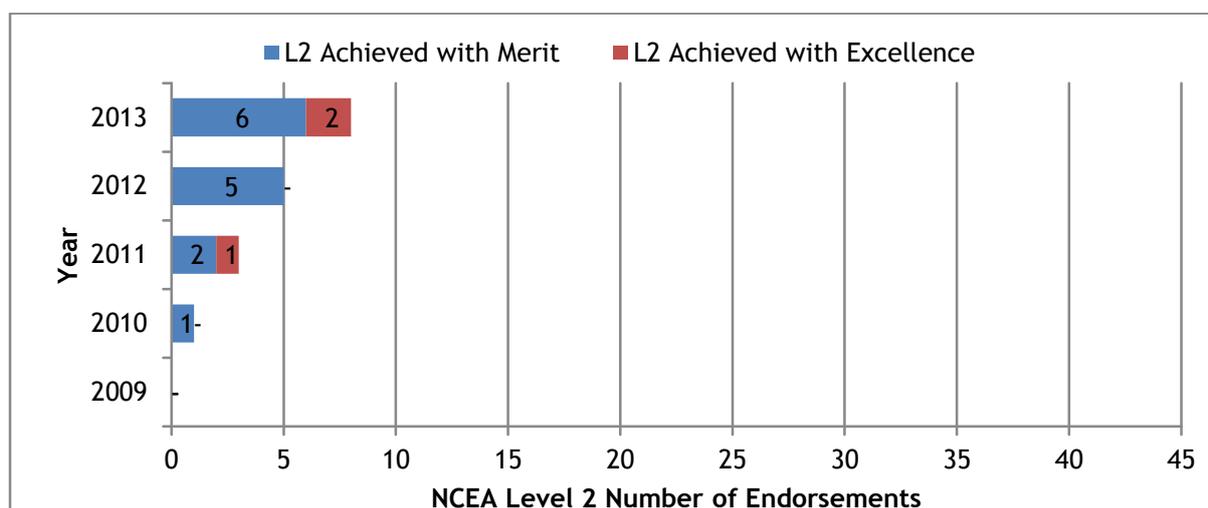
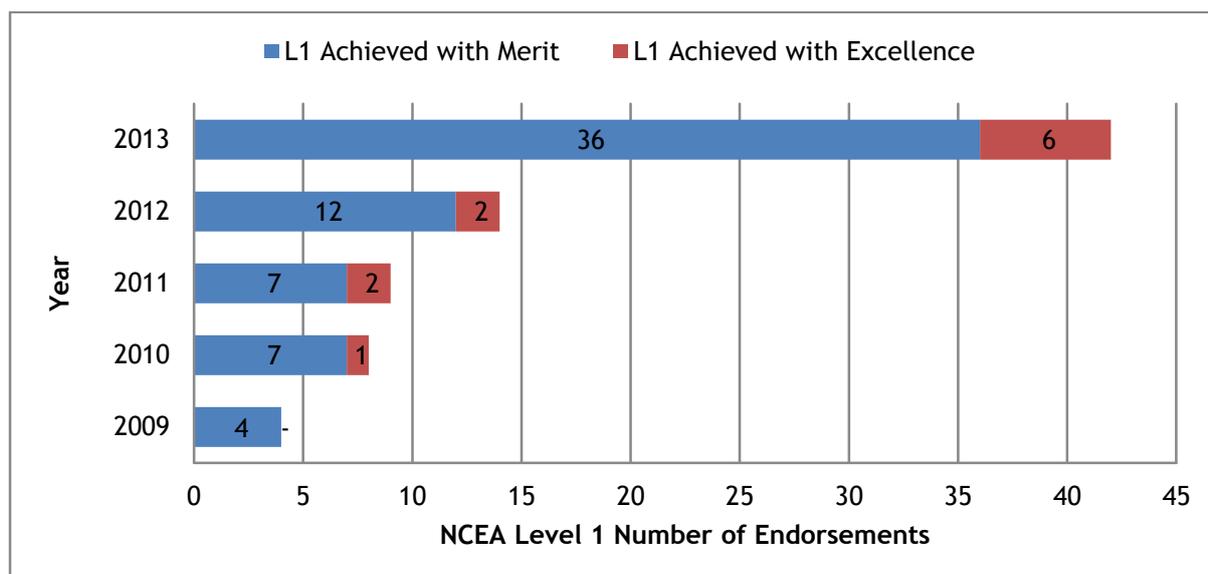
NCEA Certificate Endorsement

The NCEA Certificate may be endorsed with merit or excellence at each level. For excellence endorsement, at least 50 credits achieved at that level must have been achieved with excellence. For merit endorsement, at least 50 credits achieved at that level must have been achieved with merit or excellence.

Table 8: NCEA Level 1 to Level 3 Merit and Excellence Endorsements 2009 - 2013

Year	2009	2010	2011	2012	2013
Merit					
Level 1	4	7	7	12	36
Level 2	0	1	2	5	6
Level 3	7	0	3	1	2
Excellence					
Level 1	0	1	2	2	6
Level 2	0	0	1	0	2
Level 3	0	0	0	1	-

Figure 30: National Certificate of Education Achievement Level 1 to Level 3 National Results Endorsed with Merit or Excellence for 2009 – 2013



NCEA Course Endorsement

An individual course may also be endorsed with merit or excellence. To gain this endorsement, the student must gain at least 14 credits in a subject at excellence or merit level. The majority of subjects have a requirement of minimum internally assessed and externally assessed credits within that 14. To be eligible for endorsement, a student must be enrolled in at least 14 credits in an individual subject area. The following graphs and tables show the percentage of course endorsements gained from the total number of eligible courses, for example, a student taking an 18 credit course in Science, a 20 credit course in Mathematics and a 10 credit course in Social Science, would only be eligible for course endorsement in two subjects - Science and Mathematics.

Figure 31: National Certificate of Education Achievement Level 1 to Level 3 National Course Results Endorsed with Merit or Excellence for 2011 - 2013

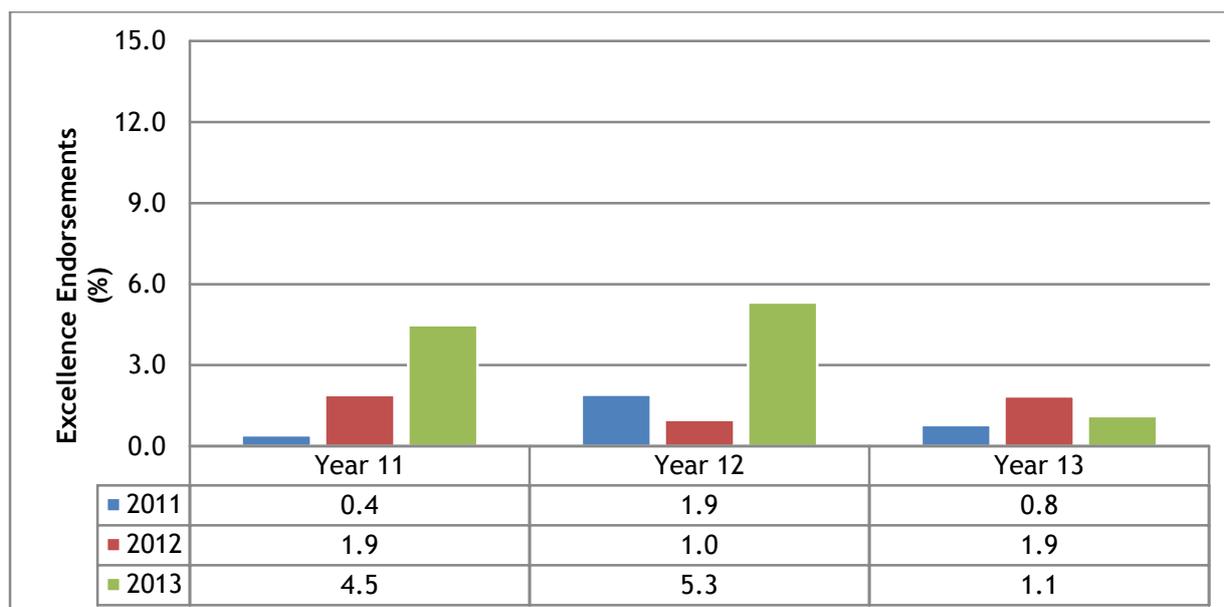
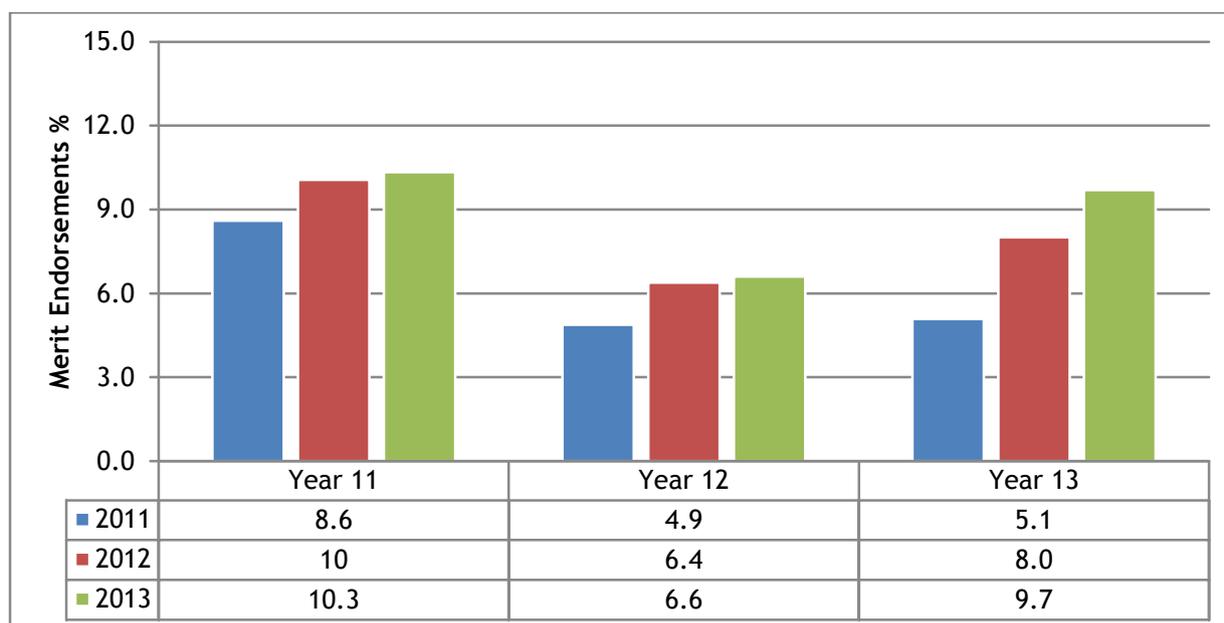
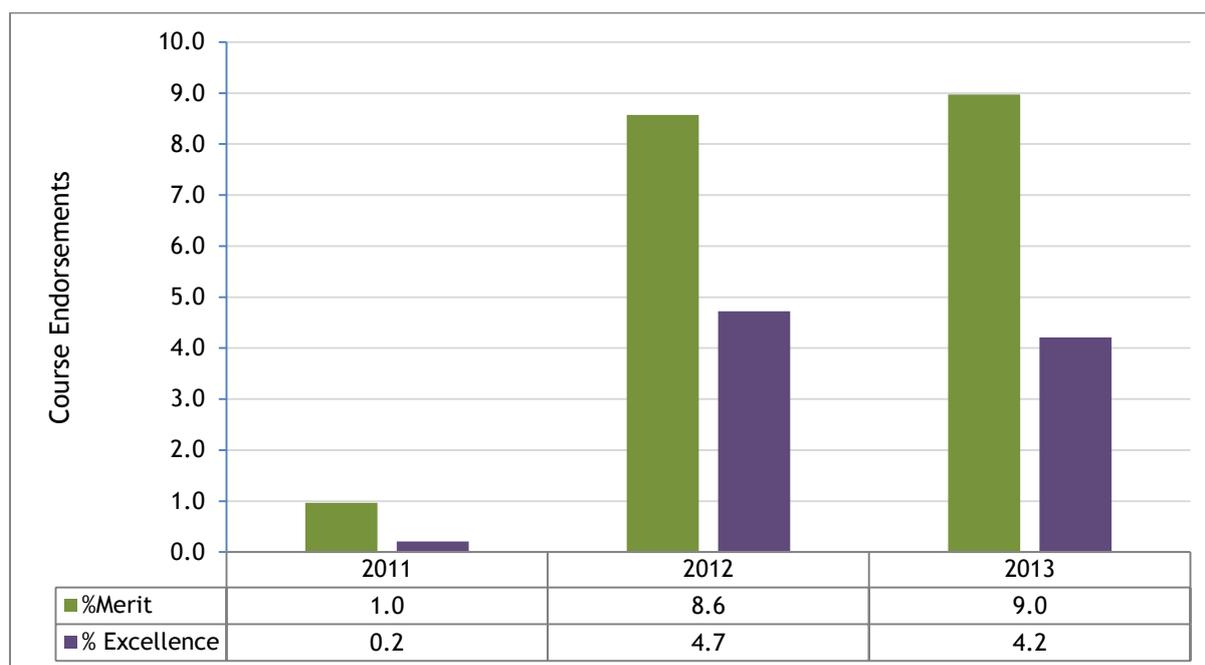


Figure 32: National Certificate of Education Achievement Level 1 to Level 3 Courses Endorsement Progress for the years 2011 to 2013



TERTIARY EDUCATION

The Cook Islands Tertiary Training Institute has been created to provide quality vocational services for the Cook Islands. Its goal is to achieve the aims of the Cook Islands Government to lift the skills level of the population through expanding post-school training options, increasing the range of qualifications on offer, connecting training more directly to the needs of local industry and focusing on the training needs of young people and the Sister Islands.

Early focus has been on:

- Teaching staff undertaking professional development including the achievement of relevant teaching, assessment and moderation qualifications
- Developing excellent programmes which are relevant and accessible
- Developing and implementing a Cook Islands Apprenticeship programme
- Developing external relationships with industry groups
- Consulting and maintaining dialogue with high schools
- Increasing student support services and providing literacy support to all students
- Improving the students' physical learning environment
- Expanding the use of e-learning technologies in the teaching environment.

Since 2013 there has been strong growth in the provision of both full time vocational courses, including apprenticeships, and continuing education courses. Industry Advisory Boards have been established and brokers have been appointed on several sister islands. All relevant staff have completed an Adult Education training programme with the Southern Institute of Technology in New Zealand.

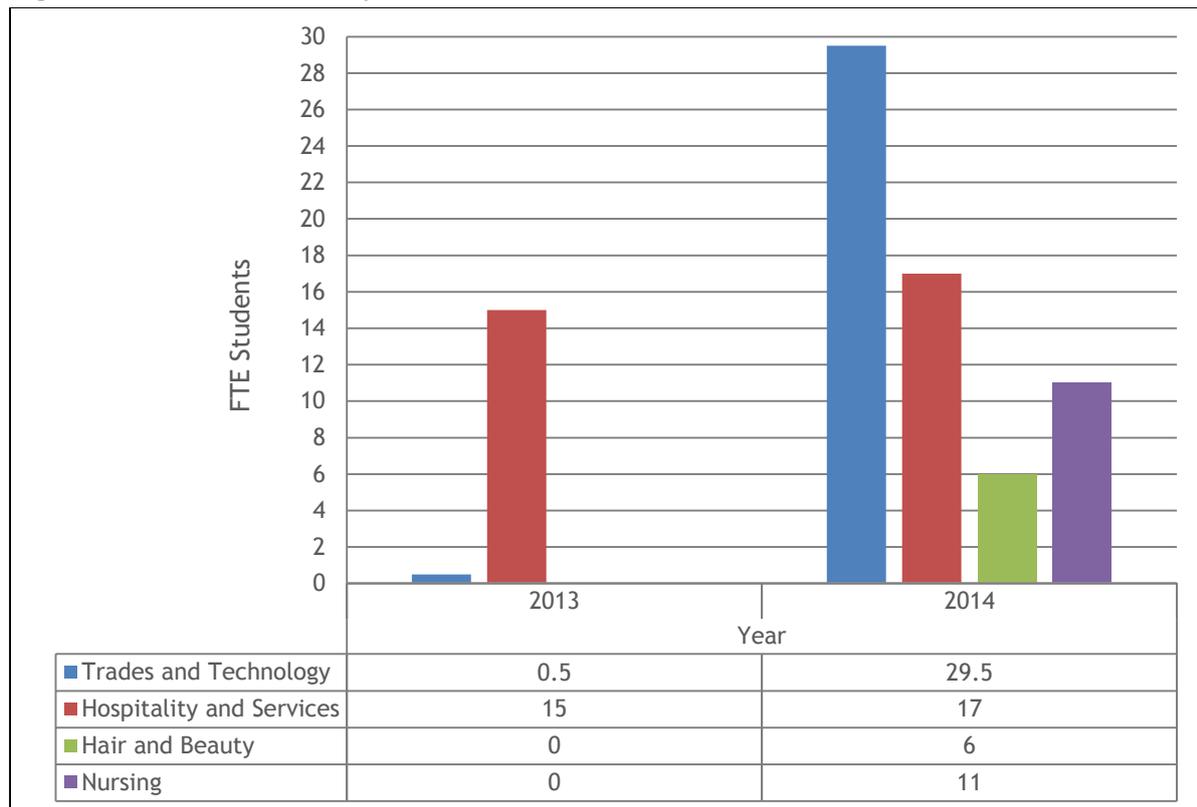
In 2013 there were four fulltime hospitality and services programmes and in 2014 the number of courses increased to 6 including an apprenticeship programme involving 11 students.

In 2014 there are also three fulltime trades courses, two of which are delivered in Aitutaki.

CITTI have run 21 different continuing education courses in 2014 with an average of 12 students for each course. The courses have been delivered in Rarotonga, Mangaia and Pukapuka and have covered traditional, food and beverage, trades and IT skills.

In 2014 the first intake of 11 fulltime students is undertaking the three year Diploma in Nursing course run in collaboration with the Ministry of Health.

Figure 33: National Tertiary Enrolments FTE Students - Years 2013 and 2014



MINISTRY OF EDUCATION BUDGET

The Ministry of Education planning is governed by the Annual Budget Policy Statement from government and aligned with the goals of the Education Master Plan, Statement of Intent and other mandates. An Annual Education Business Plan and Budget is developed for consideration by the government appointed Budget Support Group and central agencies. When preparing its submission, the Ministry considers the national priorities and how these can be supported through the education sector.

Figure 34: Education Budget 2009/2010 - 2013/2014

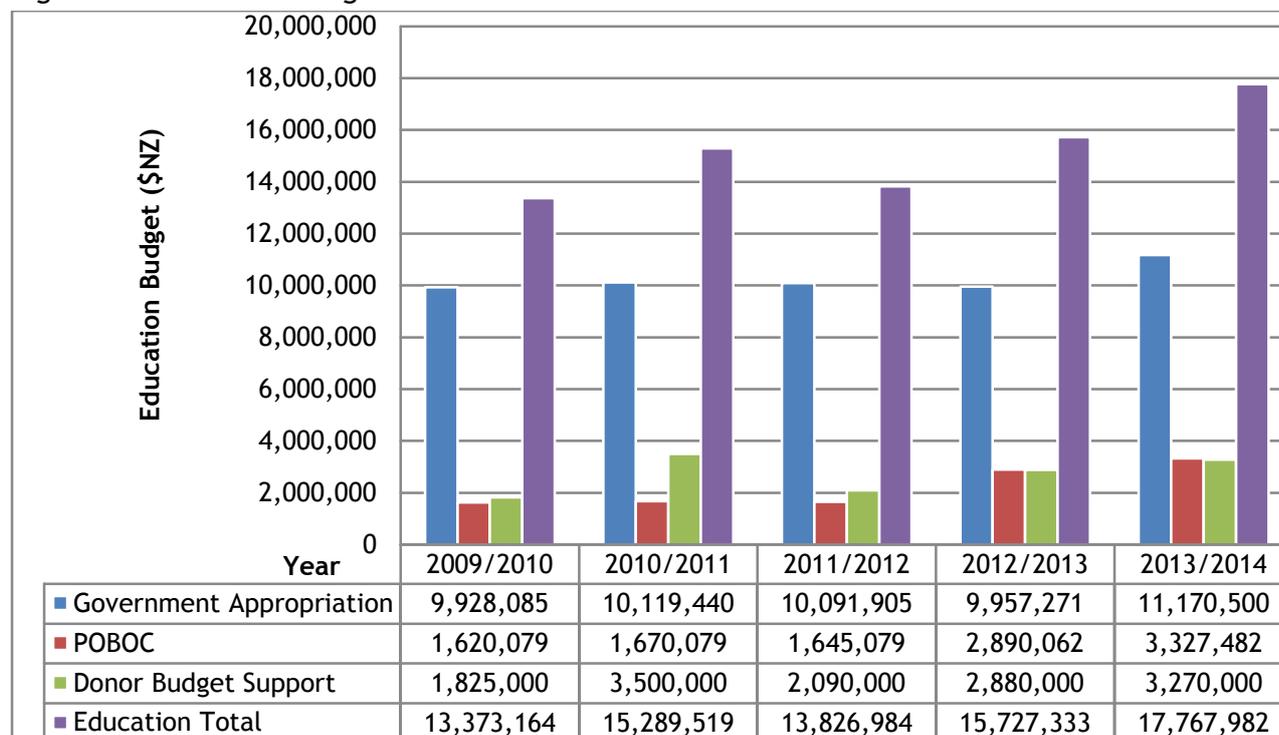


Table 9: 2013/2014 Education Budget by Output

EDUCATION	Gross (\$NZ)
Taku Ipukarea Kia Rangatira	\$ 278,162.00
Learning and Teaching	\$ 800,677.00
Learning and the Community	\$ 411,574.00
Infrastructure and Support	\$ 9,392,915.00
Corporate Services	\$ 287,172.00
Total	\$11,170,500.00

Table 10: Education Budget as percentage of Nominal GDP

Year	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
Government Appropriation to Ministry of Education	\$ 11,548,164	\$ 11,789,519	\$ 11,736,984	\$ 12,847,333	\$ 14,497,982
Nominal GDP	\$ 331,302,425	\$ 361,424,000	\$ 388,687,000	\$ 393,200,000	\$ 429,722,000
%	3.5	3.3	3.0	3.3	3.4

Table 11: Education POBOC, Capital Expenditure & Donor Budget Support

2013/14 Education POBOC	\$3,327,482.00
Subsidies	
➤ University of the South Pacific Contribution	\$ 285,000.00
Social Assistance	
➤ Government Funded Scholarships	\$280,000.00
➤ Private School Funding	\$ 1,982,627.00
➤ Cook Islands Trade Training Centre and the Hospitality Training Centre	\$ 759,855.00
➤ Education Forum	\$ 20,000.00
2013/2014 Education Capital Expenditure	\$110,000
Additional Educational POBOC	
➤ Fire Damage to Avatea School and Nukutere College	\$ 88,400.00

2013/2014 Budget Data Source: Cook Islands Government Budget Estimates 2013/2014

APPENDICES

Appendix 1: 2014 Enrolment by Region School and Level

Region	School	ECE	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	Primary	Secondary	Total	
Rarotonga	Arorangi School	20	12	8	13	17	11	13	14	17	0	0	0	0	0	74	31	125	
	Avarua School	27	86	54	39	46	38	44	54	45	0	0	0	0	0	307	99	433	
	Avatea School	-	46	26	34	41	39	41	37	25	-	-	-	-	-	227	62	289	
	Blackrock Pre-school	35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	35
	Imanuela Akatemia	18	13	2	9	10	4	3	6	5	1	3	5	1	4	41	25	84	
	Nikao School	25	14	16	6	7	9	11	4	8	-	-	-	-	-	63	12	100	
	Nukutere College	-	-	-	-	-	-	-	28	35	34	27	24	-	-	-	-	148	148
	Papaaroa School	9	12	6	5	6	19	7	11	10	9	10	-	-	-	55	40	104	
	Rutaki School	28	7	6	16	6	13	10	-	-	-	-	-	-	-	58	-	86	
	St Joseph's School	27	63	32	29	28	25	25	-	-	-	-	-	-	-	202	-	229	
	Takitumu School	49	10	21	20	23	18	20	-	-	-	-	-	-	-	112	-	161	
	Te Uki Ou School	25	14	15	11	32	13	16	13	11	-	-	-	-	-	101	24	150	
Tereora College	-	-	-	-	-	-	-	-	-	-	125	143	129	148	102	-	647	647	
Titikaveka College	-	-	-	-	-	-	-	20	12	23	17	18	12	-	-	-	102	102	
Southern Group	Araura College	-	-	-	-	-	-	-	47	34	37	23	33	18	-	-	192	192	
	Araura Primary School	40	15	14	22	23	21	15	-	-	-	-	-	-	-	110	-	150	
	Tekaaroa School	25	7	12	13	12	6	9	-	-	-	-	-	-	-	59	-	84	
	Vaitau School	21	14	16	14	9	6	15	-	-	-	-	-	-	-	74	-	95	
	Enuamanu School	14	8	5	12	13	8	12	8	12	7	7	14	17	4	58	69	141	
	Mangaia School	18	12	9	16	17	10	19	12	17	10	8	15	13	1	83	76	177	
	Mauke School	7	4	5	6	8	3	4	4	4	4	6	6	-	-	30	24	61	
	Mitiaro School	6	4	7	3	2	-	4	4	2	3	2	2	-	-	20	13	39	
Northern Group	Tauhunu School	4	5	2	1	-	-	6	-	1	3	2	7	1	-	14	14	32	
	Tukao School	7	2	-	5	2	1	1	1	4	2	1	4	-	-	11	12	30	
	Rakahanga School	6	1	-	5	-	2	-	2	-	1	3	6	-	-	8	12	26	
	Omoka High School	11	4	3	4	2	8	4	4	6	3	3	2	1	-	25	19	55	
	Tetautua School	5	6	-	2	2	1	3	3	3	-	-	-	-	-	14	6	25	
	Niua Sch.(Pukapuka)	29	14	12	16	12	11	10	10	14	13	11	13	-	-	75	61	165	
	Nassau School	4	1	4	-	2	1	4	3	4	6	6	-	-	-	12	19	35	
	Palmerston School	-	-	2	1	1	4	2	1	1	2	5	2	-	-	10	11	21	
Total		460	374	277	302	321	271	298	286	270	283	277	280	211	111	1,843	1,718	4,021	

Appendix 2: 2014 Enrolments by Age and Level

Age Level	Age																	Total	
	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+		
ECE	209	247	4	-	-	-	-	-	-	-	-	-	-	-	-	-	0	460	
Year 1	-	44	210	118	2	-	-	-	-	-	-	-	-	-	-	-	0	374	
Year 2	-	-	38	139	98	2	-	-	-	-	-	-	-	-	-	-	0	277	
Year 3	-	-	-	58	175	69	-	-	-	-	-	-	-	-	-	-	0	302	
Year 4	-	-	-	-	73	166	79	3	-	-	-	-	-	-	-	-	0	321	
Year 5	-	-	-	-	-	45	151	74	1	-	-	-	-	-	-	-	0	271	
Year 6	-	-	-	-	-	4	49	162	81	2	-	-	-	-	-	-	0	298	
Year 7	-	-	-	-	-	-	1	55	154	71	5	-	-	-	-	-	0	286	
Year 8	-	-	-	-	-	-	-	-	43	143	81	3	-	-	-	-	0	270	
Year 9	-	-	-	-	-	-	-	-	-	3	32	114	131	3	-	-	0	283	
Year 10	-	-	-	-	-	-	-	-	-	-	1	22	125	126	3	-	0	277	
Year 11	-	-	-	-	-	-	-	-	-	-	-	1	22	136	109	12	0	280	
Year 12	-	-	-	-	-	-	-	-	-	-	-	-	-	8	61	114	22	6	211
Year 13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	22	68	20	111
Total	209	291	252	315	348	286	280	294	282	249	223	281	273	174	148	90	26	4021	
Female																			
Age Level	Age																	Total	
	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+		
ECE	104	126	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	232	
Year 1	-	25	109	45	1	-	-	-	-	-	-	-	-	-	-	-	-	180	
Year 2	-	-	14	74	55	1	-	-	-	-	-	-	-	-	-	-	-	144	
Year 3	-	-	-	31	81	33	-	-	-	-	-	-	-	-	-	-	-	145	
Year 4	-	-	-	-	28	88	34	2	-	-	-	-	-	-	-	-	-	152	
Year 5	-	-	-	-	-	24	78	34	1	-	-	-	-	-	-	-	-	137	
Year 6	-	-	-	-	-	4	28	84	34	1	-	-	-	-	-	-	-	151	
Year 7	-	-	-	-	-	-	-	28	69	34	1	-	-	-	-	-	-	132	
Year 8	-	-	-	-	-	-	-	-	25	77	34	-	-	-	-	-	-	136	
Year 9	-	-	-	-	-	-	-	-	-	2	23	55	56	1	-	-	-	137	
Year 10	-	-	-	-	-	-	-	-	-	-	1	8	67	56	1	-	-	133	
Year 11	-	-	-	-	-	-	-	-	-	-	-	1	13	74	46	7	-	141	
Year 12	-	-	-	-	-	-	-	-	-	-	-	-	-	5	35	54	12	3	109
Year 13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	14	40	12	67
Total	104	151	125	150	165	150	140	148	131	136	99	136	136	83	75	52	15	1996	
Male																			
Age Level	Age																	Total	
	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+		
ECE	105	121	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	228	
Year 1	-	19	101	73	1	-	-	-	-	-	-	-	-	-	-	-	-	194	
Year 2	-	-	24	65	43	1	-	-	-	-	-	-	-	-	-	-	-	133	
Year 3	-	-	-	27	94	36	-	-	-	-	-	-	-	-	-	-	-	157	
Year 4	-	-	-	-	45	78	45	1	-	-	-	-	-	-	-	-	-	169	
Year 5	-	-	-	-	-	21	73	40	-	-	-	-	-	-	-	-	-	134	
Year 6	-	-	-	-	-	-	21	78	47	1	-	-	-	-	-	-	-	147	
Year 7	-	-	-	-	-	-	1	27	85	37	4	-	-	-	-	-	-	154	
Year 8	-	-	-	-	-	-	-	-	18	66	47	3	-	-	-	-	-	134	
Year 9	-	-	-	-	-	-	-	-	-	1	9	59	75	2	-	-	-	146	
Year 10	-	-	-	-	-	-	-	-	-	-	-	14	58	70	2	-	-	144	
Year 11	-	-	-	-	-	-	-	-	-	-	-	-	9	62	63	5	-	139	
Year 12	-	-	-	-	-	-	-	-	-	-	-	-	-	3	26	60	10	3	102
Year 13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	28	8	44
Total	105	140	127	165	183	136	140	146	151	113	124	145	137	91	73	38	11	2025	

Appendix 3: 2004 - 2014 Enrolments by Level

Year	ECE	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	Total
2004	472	416	332	366	351	401	359	372	345	326	305	343	145	98	4,631
2005	473	390	330	351	390	345	395	353	366	325	294	307	175	79	4,573
2007	479	369	292	319	357	335	359	302	397	337	307	299	191	118	4,461
2008	470	344	328	307	318	352	330	368	329	369	327	333	193	98	4,466
2009	430	399	311	306	297	296	331	322	342	295	346	357	204	81	4,317
2010	452	335	330	298	301	285	292	309	330	317	266	351	212	108	4,186
2011	517	346	293	330	307	295	290	290	324	297	286	292	205	110	4,182
2012	482	308	324	308	340	294	300	292	280	317	280	306	179	142	4,152
2013	513	301	307	311	277	311	286	288	285	267	302	283	204	117	4,052
2014	460	374	277	302	321	271	298	286	270	283	277	280	211	111	4,021
Average	475	358	312	320	326	319	324	318	327	313	299	315	192	106	4,304

