



Government of the Cook Islands

Ministry of Education



# 2018/2019 Education Statistics Report



COOK ISLANDS

Ministry of Education

Maraurau o te Pae Api'i

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| Table of Contents  |    |
| <b>Foreword</b> .....  | 2  |
| <b>Introduction</b> .....  | 3  |
| <b>2019 at a Glance</b> .....  | 4  |
| <b>Schools in the Cook Islands</b> .....   | 5  |
| <b>Cook Islands Education System</b> .....   | 6  |
| <b>Early Childhood Education</b> .....   | 7  |
| Policy Legislation and Governance.....   | 7  |
| Personnel .....  | 7  |
| Curriculum Assessment and Environment .....  | 8  |
| Enrolment Performance .....  | 9  |
| <b>Primary Education</b> .....   | 12 |
| Enrolment Performance .....  | 12 |
| Personnel .....  | 15 |
| Priorities in Primary Education .....  | 16 |
| <b>Secondary Education</b> .....   | 24 |
| Enrolment Performance .....  | 24 |
| Senior Secondary Retention .....   | 28 |
| Personnel .....  | 29 |
| National Certificate of Educational Achievement (NCEA).....  | 31 |
| National Certificate of Educational Achievement by Participation .....                             | 31 |
| National Certificate of Educational Achievement by Enrolment.....                                  | 31 |
| <b>NCEA Student Achievement Progress</b> .....   | 32 |
| <b>NCEA Literacy and Numeracy</b> .....  | 34 |
| <b>National Certificate of Educational Achievement Endorsements</b> .....                          | 35 |
| <b>NCEA Certificate Endorsements</b> .....   | 35 |
| <b>NCEA Course Endorsements</b> .....  | 35 |
| <b>Inclusive Education</b> .....   | 38 |
| <b>Cook Islands Government Scholarship Scheme</b> .....  | 39 |
| <b>Tertiary Education</b> .....  | 40 |
| <b>Teacher Qualification</b> .....   | 41 |
| <b>Ministry of Education Budget</b> .....  | 43 |
| <b>APPENDICES</b> .....  | 46 |
| APPENDIX 1: SCHOOLS IN THE COOK ISLANDS BY REGION, ISLAND, STATUS AND LEVEL 2019.....              | 46 |
| APPENDIX 2: ENROLMENT BY REGION, SCHOOL AND LEVEL - 2019 .....                                     | 47 |
| APPENDIX 3: STUDENT ENROLMENTS BY AGE, SEX AND LEVEL - 2019 .....                                  | 48 |
| APPENDIX 4: ENROLMENTS BY LEVEL 2008 - 2019.....   | 49 |
| APPENDIX 5: SCHOOL TEACHERS AND STAFF BY REGION - 2019.....  | 50 |
| APPENDIX 6: ACHIEVEMENTS AND CONTRIBUTION OF THE MINISTRY OF EDUCATION TO THE NSDP 2016-2020 ..... | 51 |

## Foreword

Kia Orana.

I am pleased to introduce the 2018/2019 edition of the Cook Islands Ministry of Education Statistics Report.

A current priority of the Ministry is better use of data at all levels of education to inform decision making – from next learning steps for a student in the classroom through to changes in policy and funding mechanisms. Informed decision making that focusses on an outcome of quality education is based on good information. Valid and reliable data underpins such information.

This report covers student outcomes for the 2017/2018 academic year and 2018/2019 enrolment and participation data. Other sections of the report include finance and programme based data.

The Ministry of Education acknowledges the contributions made by all the schools, providers, ministry divisions, regional and international agencies who supported the collection and analysis of data of this Education Statistics Report.

The Cook Islands Education Statistics report is available to all our stakeholders. We sincerely hope that such data and information proves useful to researchers, policy-makers, those who provide services and support as well as to the community at large.

Meitaki Atupaka e Kia Manuia.

Danielle Tungane Cochrane  
Secretary of Education  
**Ministry of Education**

## Introduction

The Ministry of Education is pleased to share with you the Education Statistics report for 2018/2019.

Our aim is to provide all stakeholders with quality educational statistics that show our success and challenges in education, nationally, regionally and internationally.

Information in this report is produced from the Education Management Information System (EMIS) and is supported by data provided by internal divisions within the Ministry of Education. Data for this report are collected annually from Schools and the Cook Islands Tertiary Training Institute.

This year's report amalgamates data for 2018 and 2019. Student assessment and the National Certificate of Educational Achievement (NCEA) data is provided for the 2017 and 2018 years. Fiscal information is expressed in line with two financial years ending 30<sup>th</sup> June 2017/2018 and 2018/2019.

Should you require any further information, please 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](http://www.education.gov.ck)

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# Education in the Cook Islands At a glance, 2019



## LEARNING FOR LIFE



443 children attend early childhood centres, 49% are male and 51% are female.  
23 ECE teachers.

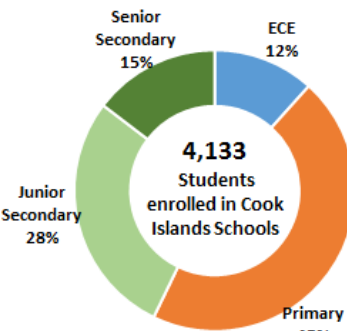
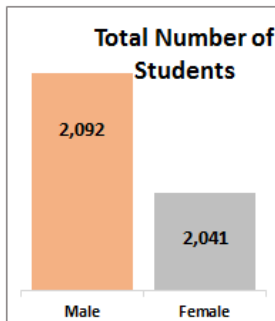


1,871 students attend primary school, 52% are male and 48% are female.  
112 primary teachers.

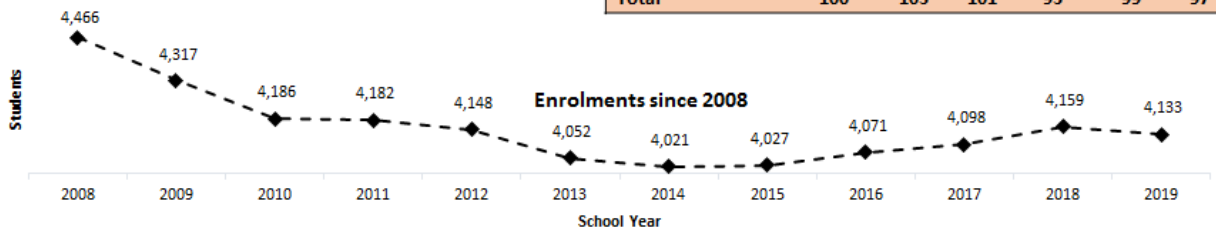


1,819 students attend secondary school, with a 50% split between male and female students.  
123 secondary teachers.

## STUDENTS

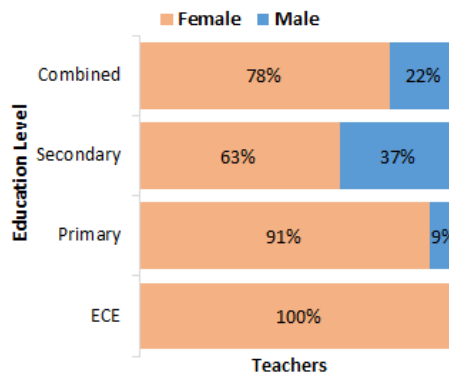
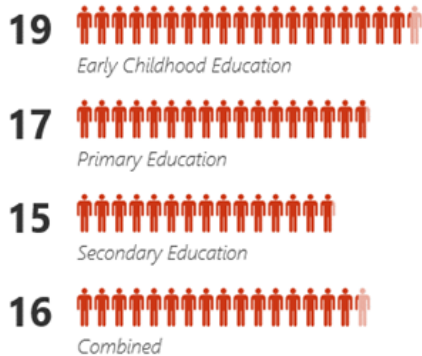


| Students                            | Gross Enrolment % |            |            | Net Enrolment % |           |           |
|-------------------------------------|-------------------|------------|------------|-----------------|-----------|-----------|
|                                     | Male              | Female     | Total      | Male            | Female    | Total     |
| Early Childhood Education           | 74                | 88         | 81         | 74              | 88        | 81        |
| Primary Education                   | 112               | 110        | 111        | 108             | 108       | 108       |
| Junior Secondary Education          | 108               | 111        | 109        | 101             | 104       | 102       |
| Senior Secondary Education          | 79                | 85         | 82         | 72              | 76        | 74        |
| Junior + Senior Secondary Education | 96                | 100        | 98         | 89              | 93        | 91        |
| <b>Total</b>                        | <b>100</b>        | <b>103</b> | <b>101</b> | <b>95</b>       | <b>99</b> | <b>97</b> |



## TEACHERS

### STUDENT:TEACHER RATIO

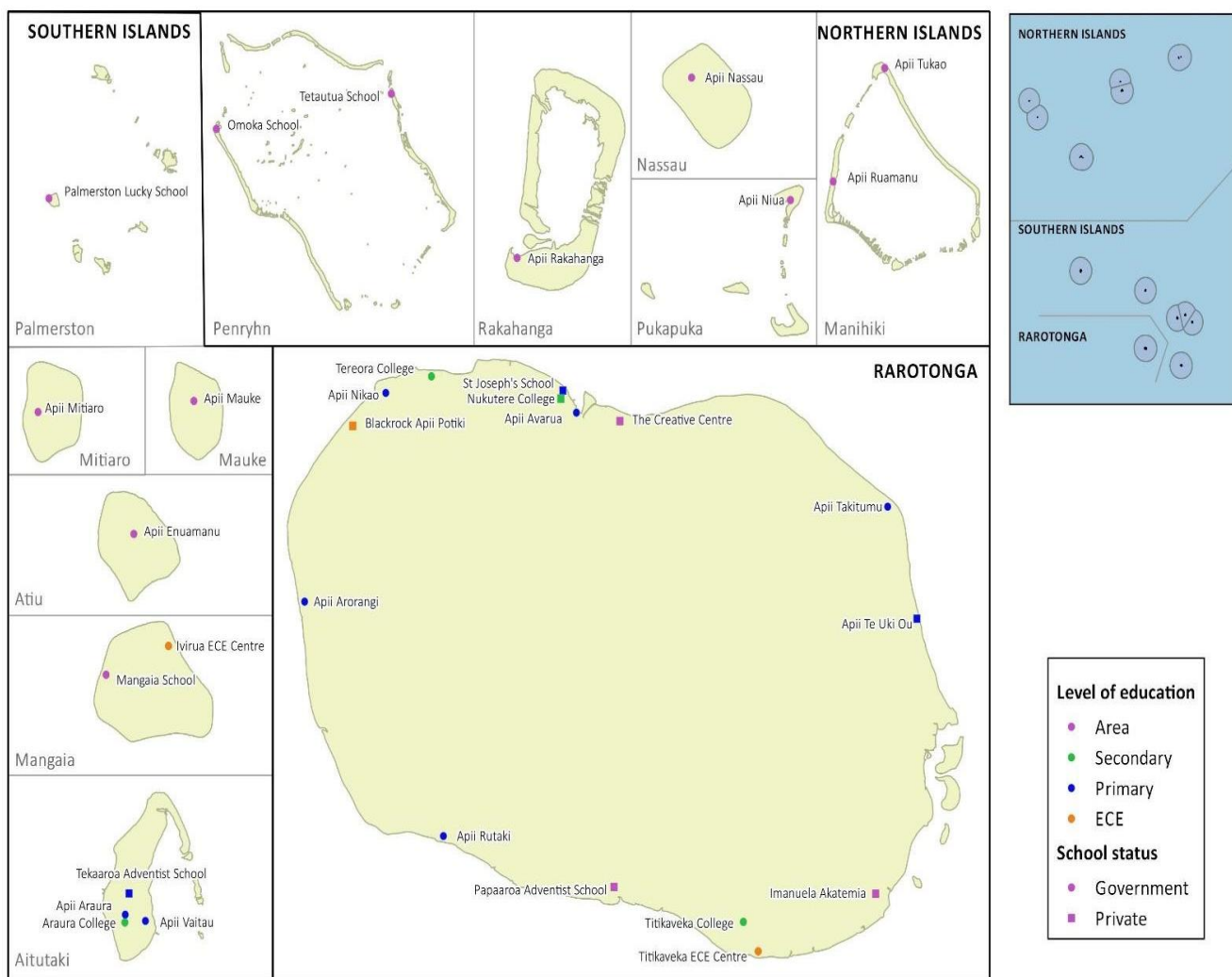


258 trained teachers  
90 teacher aides supporting students  
31 education providers

# Schools in the Cook Islands

Education in the Cook Islands is mainly provided by government institutions. There are 31 providers including 1 standalone ECE Centre, 11 Primary Schools (10 of which have ECE Centres attached), 4 Secondary Schools, 14 Area Schools<sup>1</sup> (all with ECE Centres) and a Tertiary Institute.

**Figure 1: Map of the Cook Islands**



In the Cook Islands Maori language, the word *Apii* means School. Other useful terms relating to education include;

- Apii - to teach, learn, practice
- Apii Potiki - Early Childhood/ Pre-school
- Kura Apii – Curriculum
- Tamariki – children
- Pu’apii - Teacher
- Tauira - Student, Pupil
- Tamou - to learn
- Tuatua - Talk, say, speak, converse
- Vaitoanga Kite – assessment
- Revera - levels
- Pa Enuā - Outer Islands
- Pa Enuā Tokerau - Northern Group Islands
- Pa Enuā Tonga - Southern Group Islands
- Akakoukouanga – summary
- Akakoroanga – aim
- Akameitakianga – acknowledgement
- Paunuanga - evaluation
- Tamanakoanga - suggestions

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

# Cook Islands Education System

Figure 2: Cook Islands Education System



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

Governance of Public Schools sits with the Ministry of Education. However, each school has its own stakeholder committee, the School 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 the Pa Enua.

# Early Childhood Education

## Policy Legislation and Governance

Quality **Early Childhood Education (ECE)** continues as a priority for the Ministry of Education and features as a significant part of the Education Master Plan (2008 - 2023), the Ministry’s strategic direction.

The Education Act (2012) stipulates that every person is entitled to be enrolled and educated at a government school if he or she is aged 3 years or older and resident in the Cook Islands.

The Ministry of Education have internal policies that address the needs of Early Childhood Education, such as an ECE resourcing policy and Te Kura Apii a te Tamariki Potiki o te Kuki Airani, which is the Cook Islands Early Childhood Education Curriculum.

## Personnel

The Ministry of Education continues to focus on the development of quality teaching practices and quality teachers in the ECE workforce. Tertiary level qualifications are financially supported in ECE specific studies for teachers and the ECE teacher cohort continues to be actively involved in professional development and qualification upgrade. Significant resourcing budget, specific to the requirements of ECE needs, with a focus on personnel and resources remains for all centres and schools.

**Figure 3: Number of Early Childhood Education Teachers by Region 2014 - 2019**

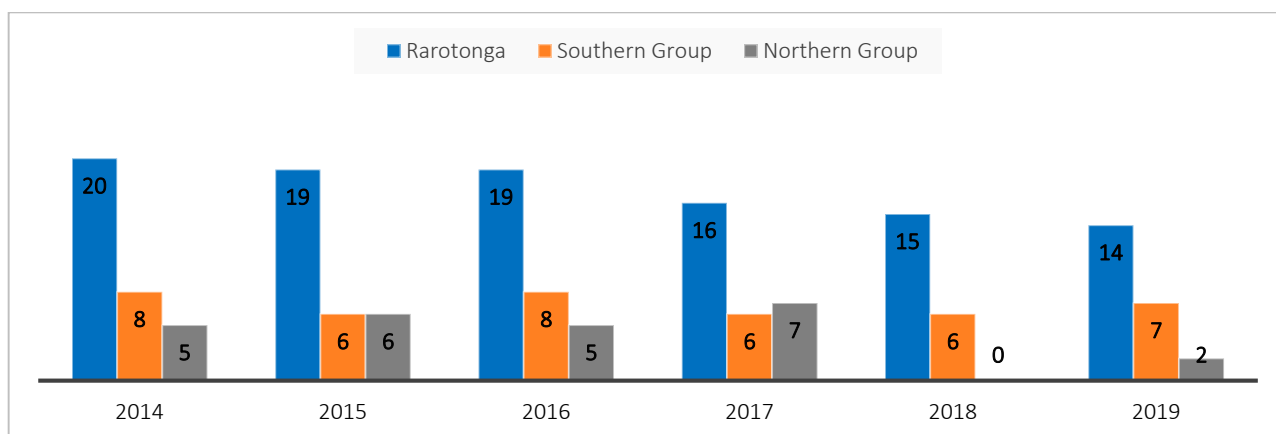


Figure 3 shows ECE teachers by region, further detailing a median of 17 ECE teachers in Rarotonga over the past 6 years, 7 in the Southern Group and 5 in the Northern Group.

**Table 1: ECE Teachers by Region 2009 – 2019**

| Region          | 2009      | 2010      | 2011      | 2012      | 2013      | 2014      | 2015      | 2016      | 2017      | 2018      | 2019      |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Rarotonga       | 16        | 19        | 19        | 20        | 21        | 20        | 19        | 19        | 16        | 15        | 14        |
| Southern Group  | 7         | 9         | 10        | 9         | 8         | 8         | 6         | 8         | 6         | 6         | 7         |
| Northern Group  | 5         | 3         | 4         | 5         | 4         | 5         | 6         | 5         | 7         | 0         | 2         |
| <b>National</b> | <b>28</b> | <b>31</b> | <b>33</b> | <b>34</b> | <b>33</b> | <b>33</b> | <b>31</b> | <b>32</b> | <b>29</b> | <b>21</b> | <b>23</b> |



Table 1 shows the number of ECE teachers by region over a 10-year period. In 2018, the Cook Islands had 11 ECE centres operating across the nation and a total of 21 ECE teachers who were either qualified or working towards a qualification as per Ministry of Education teacher standards. The number has increased to 23 in 2019.

**Figure 4: ECE Teachers by Qualification 2014 – 2019**

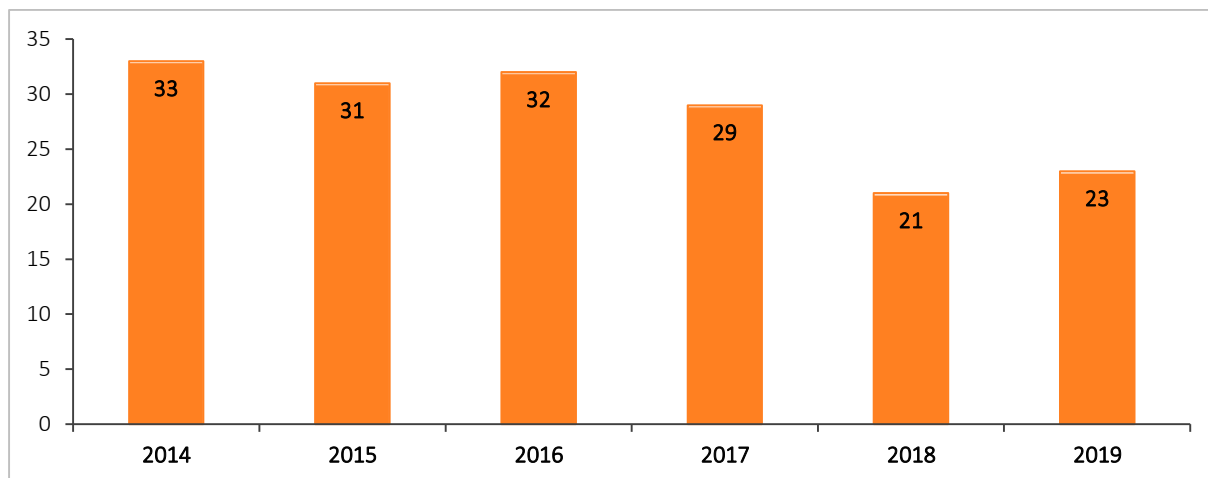


Figure 4 reflects the number of ECE teachers who have gained relevant qualification in Early Childhood Education and a decrease in number of graduates since 2016.

## Curriculum Assessment and Environment

All ECE Centres follow a Play Based learning curriculum that encourages development through play. This curriculum focuses on identity, inquiry, involvement, communication and contribution.

Assessment of children in ECE is a holistic process that involves providing a snapshot of children's development as they progress over a period of time through observation and quality interaction. Behaviour and learning are linked to curriculum goals.

The strands of the ECE curriculum provide descriptions and ways to apply to planning and activities within the ECE setting. The strands are:

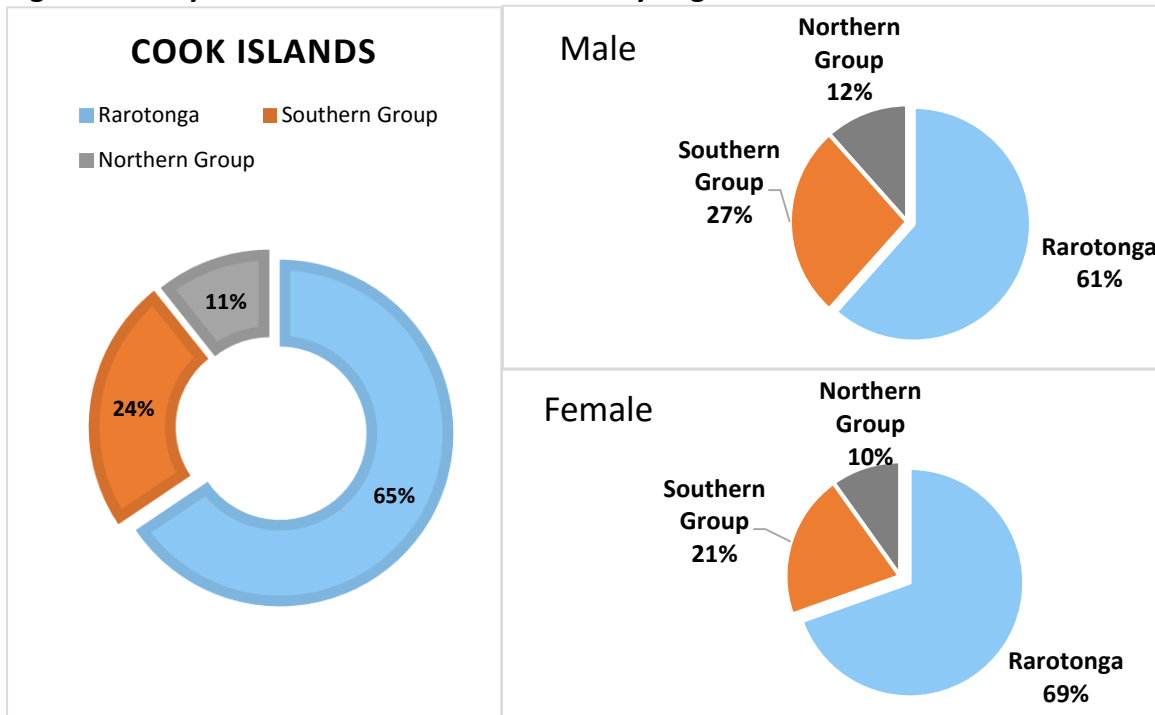
- Identity – Taku Turanga Vaevae
- Involvement – Piri Atu
- Inquiry – Uiui marama
- Communication – Apaipai Karere
- Contribution – Tauturu

The ECE building structures are set by building standards that ensure safety, good health practices and hygiene. All ECE centres must be able to provide holistic programmes of learning for children through spiritual, cognitive, social, emotional, cultural and physical development.

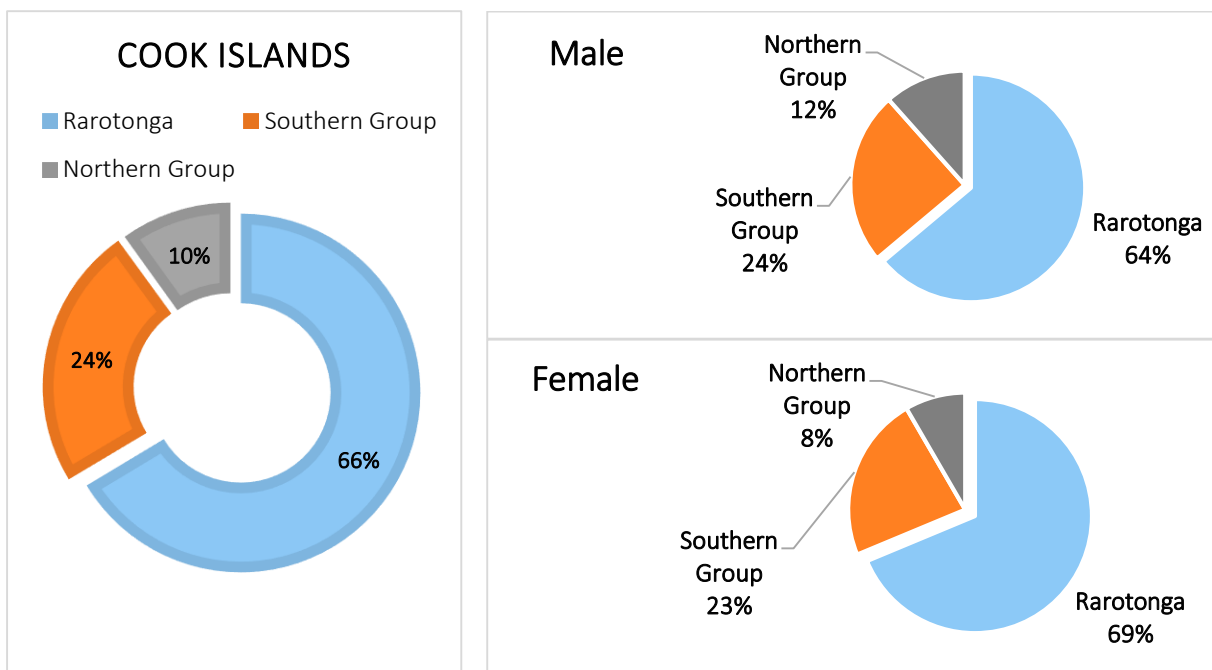
## Enrolment Performance

Figures 5 and 6 show high student numbers for 2018 and 2019 at ECE centres in Rarotonga compared to the Southern and Northern Group. There are more male students on average than female in the Southern Group. High number of female students remain in Rarotonga and Northern Group centres.

**Figure 5: Early Childhood Education Students by Region and Gender 2018**



**Figure 6: Early Childhood Education Students by Region and Gender 2019**



A key deliverable for ECE is to maintain a Gross Enrolment Rate (GER) of 85% and a Nett Enrolment Rate (NER) of 80% towards increased enrolment in ECE in 2018 and 2019. GER shows the general level of participation in ECE. NER shows the extent of enrolment of children aged 3 and 4 years in ECE.

Table 2, Figure 7 and Table 3 provide information on GER, NER and Gender Parity Index (GPI).

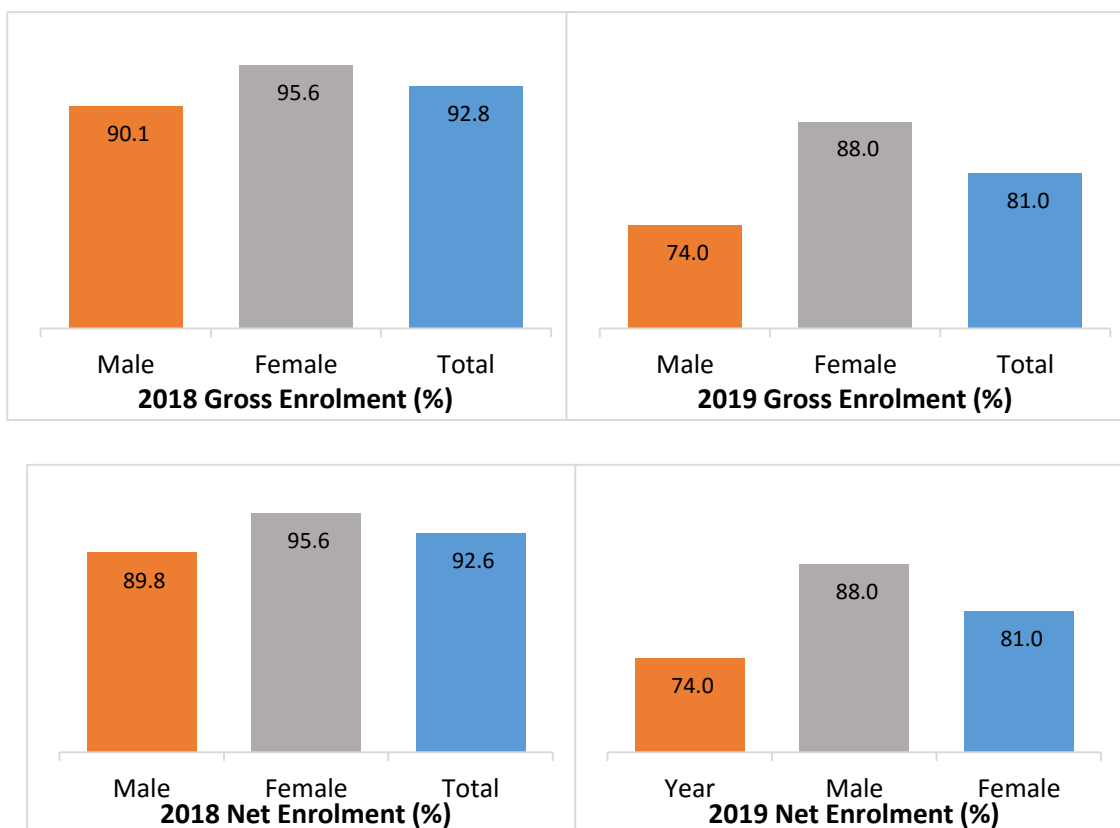
As defined by the UNESCO Institute for Statistics, GPI measures progress towards gender parity in education by the participation and learning opportunities available to females in relation to males. A GPI of 1 indicates equal number of females to males in ECE. In general, a value less than 1 shows a disparity in favour of males and a value greater than 1 shows a disparity in favour of females.

In 2018, we see an equal GER and NER of 93% which indicates that we have exceeded the key deliverable set for ECE in 2018. A GPI of 1.1 shows a gender disparity in favour of females. In 2019, we have a GER of 81% and a NER of 81% which indicates a result just under the set target of 85%. GPI in 2019 is 1.2, still in favour of girls.

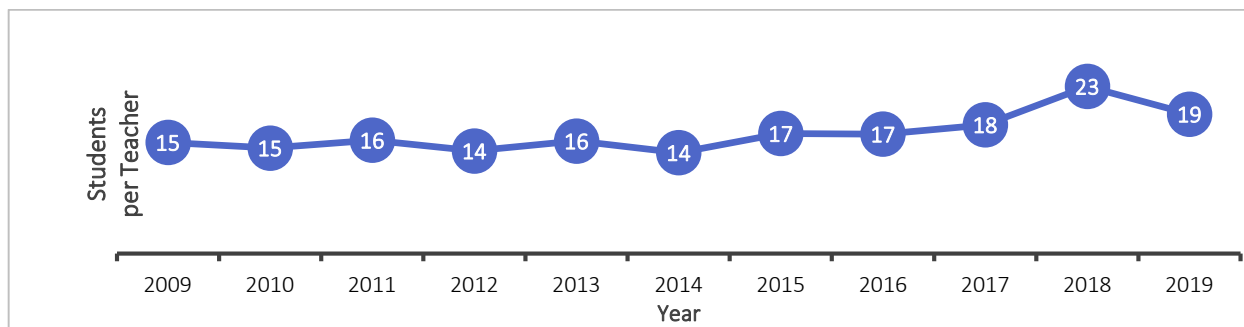
**Table 2: Student Enrolment Rates in ECE by Gender for Years 2014 – 2019**

| Year | GER  |        |       | GPI | NER  |        |       | GPI  |
|------|------|--------|-------|-----|------|--------|-------|------|
|      | Male | Female | Total |     | Male | Female | Total |      |
| 2014 | 75   | 81     | 78    | 1.1 | 74   | 80     | 77    | 1.08 |
| 2015 | 84   | 98     | 91    | 1.2 | 84   | 97     | 91    | 1.16 |
| 2016 | 96   | 102    | 99    | 1.1 | 94   | 100    | 97    | 1.07 |
| 2017 | 99   | 96     | 98    | 1.0 | 99   | 96     | 97    | 0.98 |
| 2018 | 90   | 96     | 93    | 1.1 | 90   | 96     | 93    | 1.1  |
| 2019 | 74   | 88     | 81    | 1.2 | 74   | 88     | 81    | 1.2  |

**Figure 7: Gross Enrolment Rate (GER), Nett Enrolment Rate (NER) 2018 and 2019**



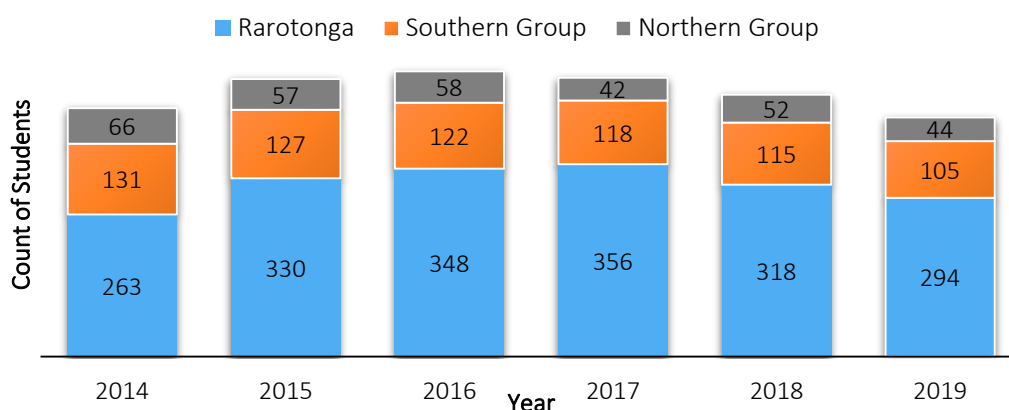
**Figure 8: Early Childhood Education Student Teacher Ratio 2009 - 2019**



ECE has maintained a steady number of student enrolment from 2009 to 2019. In the year 2018, the ECE teacher: student ratio was 1 teacher to 23 students. This correlates with the decrease in the number of ECE teacher graduates in 2018. The student: teacher ratio in 2019 is 1:19.

Figure 9 shows an average enrolment of 318 ECE students in Rarotonga over a period of 6 years, 119 in the Southern Group and 53 in the Northern Group. The enrolment increases in ECE may be attributed to general population increase between 2014 and 2017.

**Figure 9: Early Childhood Education Enrolment by Region 2014- 2019**



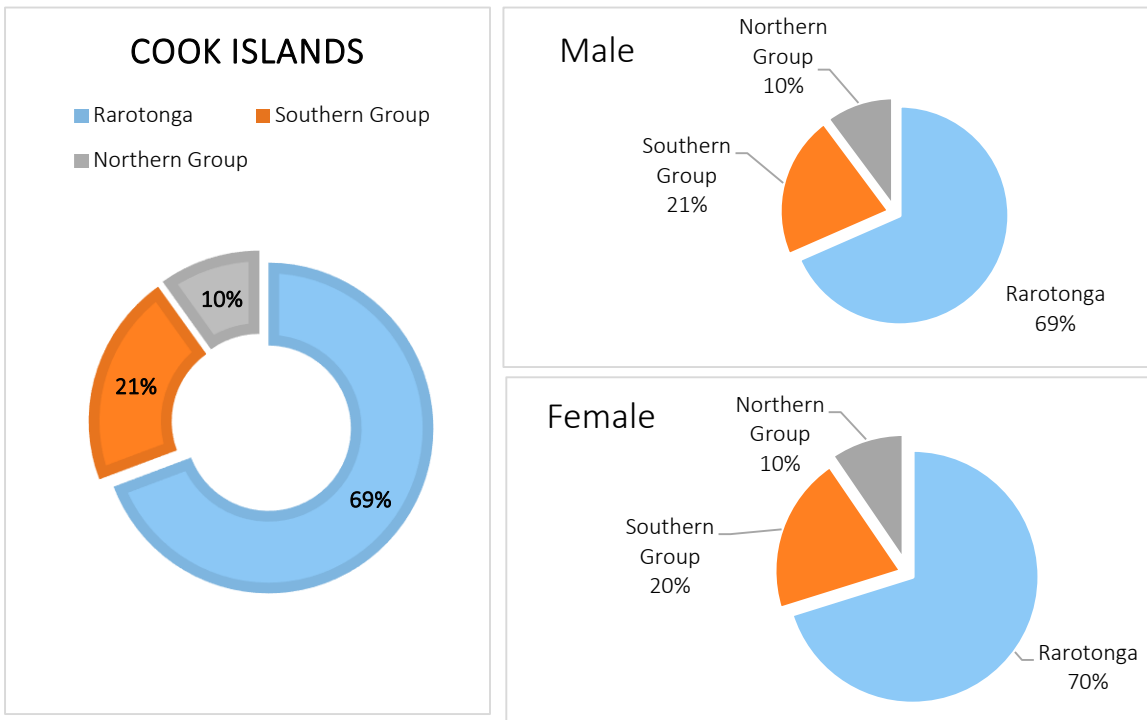
**Table 3: Number of ECE Students by Region, Provider Type and Gender**

| Region and Provider   | 2018       |            |            | 2019       |            |            |
|-----------------------|------------|------------|------------|------------|------------|------------|
|                       | Total      | Male       | Female     | Total      | Male       | Female     |
| <b>RAROTONGA</b>      | <b>318</b> | <b>149</b> | <b>169</b> | <b>294</b> | <b>138</b> | <b>156</b> |
| Government            | 195        | 87         | 108        | 181        | 79         | 102        |
| Private               | 123        | 62         | 61         | 113        | 59         | 54         |
| <b>SOUTHERN GROUP</b> | <b>115</b> | <b>65</b>  | <b>50</b>  | <b>105</b> | <b>53</b>  | <b>52</b>  |
| Government            | 88         | 50         | 38         | 70         | 38         | 32         |
| Private               | 27         | 15         | 12         | 35         | 15         | 20         |
| <b>NORTHERN GROUP</b> | <b>52</b>  | <b>28</b>  | <b>24</b>  | <b>44</b>  | <b>25</b>  | <b>19</b>  |
| Government            | 52         | 28         | 24         | 44         | 25         | 19         |
| Private               | -          | -          | -          | -          | -          | -          |
| <b>COOK ISLANDS</b>   | <b>485</b> | <b>242</b> | <b>243</b> | <b>443</b> | <b>216</b> | <b>227</b> |

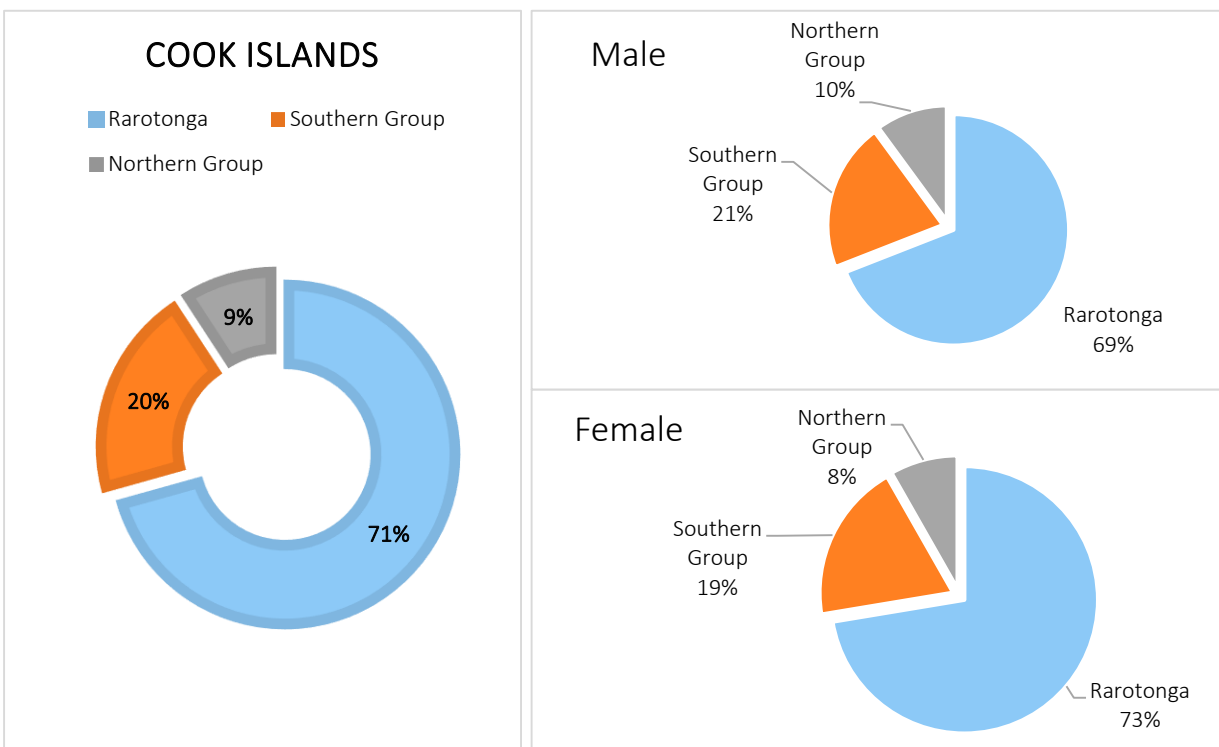
# Primary Education

## Enrolment Performance

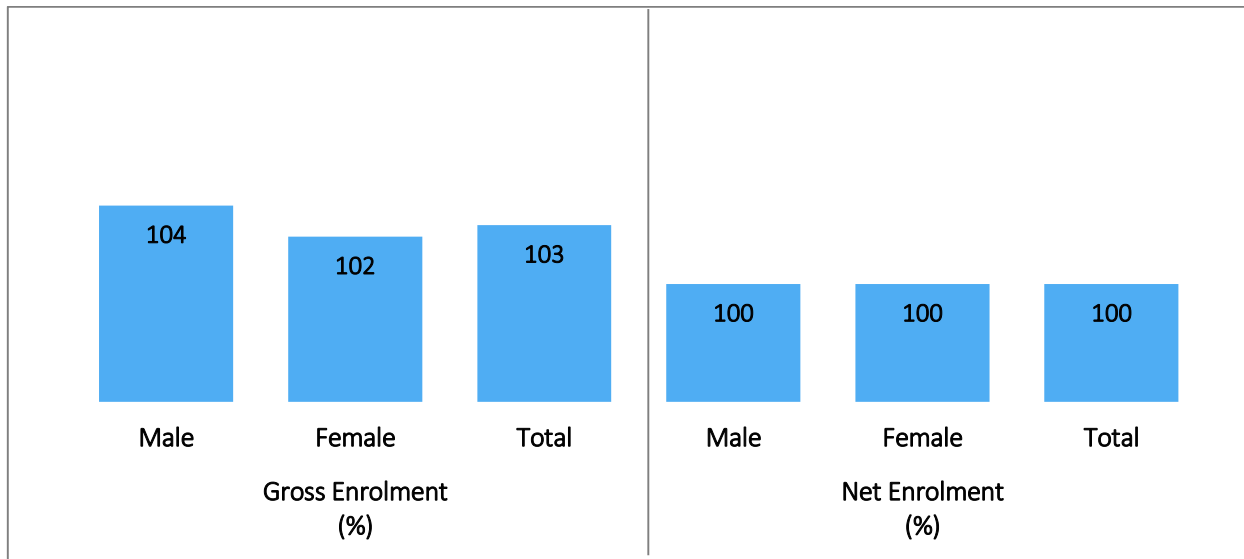
**Figure 10: Primary Education Students by Region – 2018**



**Figure 11: Primary Education Students by Region – 2019**



**Figure 12: Primary student enrolment rates – 2018**



**Figure 13: Primary student enrolment rates – 2019**

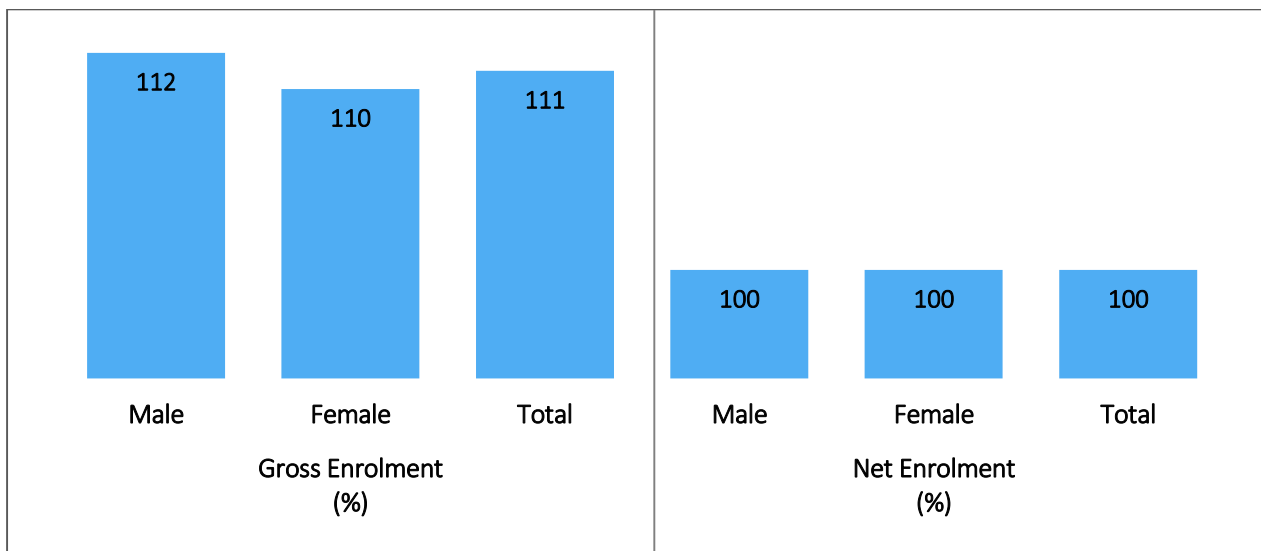


Figure 12 and 13 show enrolment rates for 2018 and 2019. There was an increase of 8% in gross enrolment in 2019. The 100% Nett enrolment rates indicate that 100% of our Primary students are enrolled at the right level for their age.

**Table 4: Enrolment Rates in Primary Education by Gender for Years 2014 – 2019**

| Year | Gross Enrolment (%) |        |       | GPI  | Net Enrolment (%) |        |       | GPI  |
|------|---------------------|--------|-------|------|-------------------|--------|-------|------|
|      | Male                | Female | Total |      | Male              | Female | Total |      |
| 2014 | 108                 | 104    | 106   | 0.97 | 100               | 97     | 99    | 0.97 |
| 2015 | 106                 | 99     | 103   | 0.94 | 100               | 96     | 99    | 0.96 |
| 2016 | 108                 | 105    | 106   | 0.97 | 100               | 100    | 100   | 1.00 |
| 2017 | 110                 | 103    | 107   | 0.94 | 100               | 100    | 100   | 1.00 |
| 2018 | 104                 | 102    | 103   | 0.98 | 100               | 100    | 100   | 1.00 |
| 2019 | 112                 | 110    | 111   | 0.99 | 100               | 100    | 100   | 1.00 |

Table 4 shows enrolment rates and GPI (Gender Parity Index) across a 6 year period. In 2018, a GER GPI of 0.98 represents a gender disparity in favour of males and a NER GPI of 1.00. In 2019, GER GPI is 0.99 , in favour of males and NER GPI of 1.00. In summary, we can say that we have a fairly balanced enrolment rates in primary education.

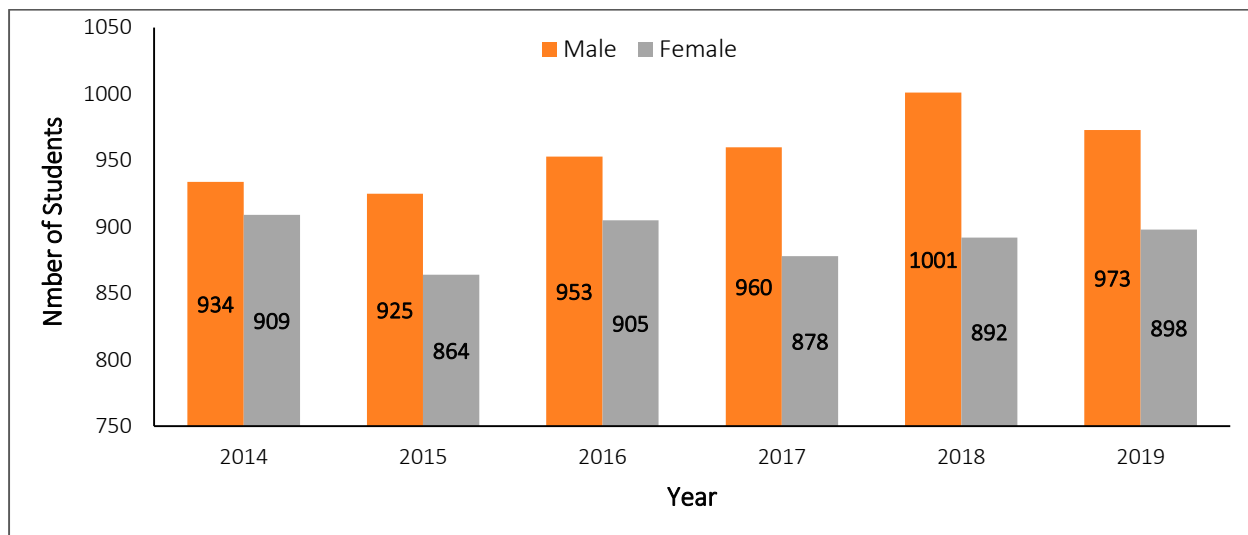
**Table 5: Primary Education Students by Region, Provider Type and Gender – 2018**

| Region and Status     | Total        | Male         | Female     |
|-----------------------|--------------|--------------|------------|
| <b>RAROTONGA</b>      | 1,311        | 685          | 626        |
| Government            | 890          | 465          | 425        |
| Private               | 421          | 220          | 201        |
| <b>SOUTHERN GROUP</b> | 395          | 214          | 181        |
| Government            | 339          | 182          | 157        |
| Private               | 56           | 32           | 24         |
| <b>NORTHERN GROUP</b> | 187          | 102          | 85         |
| Government            | 187          | 102          | 85         |
| Private               | -            | -            | -          |
| <b>COOK ISLANDS</b>   | <b>1,893</b> | <b>1,001</b> | <b>892</b> |

**Table 6: Primary Education Students by Region, Provider Type and Gender – 2019**

| Region and Status     | Total        | Male       | Female     |
|-----------------------|--------------|------------|------------|
| <b>RAROTONGA</b>      |              |            |            |
| Government            | 945          | 479        | 466        |
| Private               | 377          | 193        | 184        |
| <b>SOUTHERN GROUP</b> |              |            |            |
| Government            | 319          | 173        | 146        |
| Private               | 58           | 30         | 28         |
| <b>NORTHERN GROUP</b> |              |            |            |
| Government            | 172          | 98         | 74         |
| Private               | -            | -          | -          |
| <b>COOK ISLANDS</b>   | <b>1,871</b> | <b>973</b> | <b>898</b> |

**Figure 14: Number of Primary Education Students by Gender for Years 2014 - 2019**



## Personnel

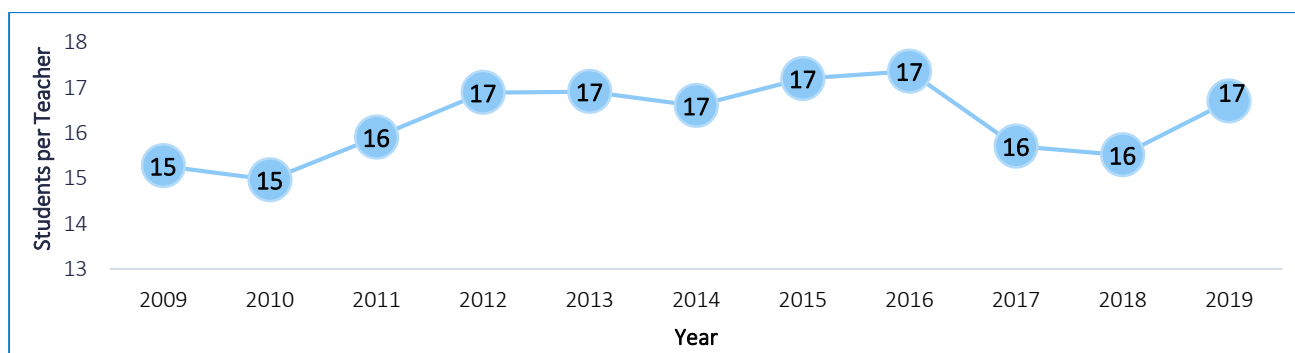
**Table 7: Number of Primary Education Teachers by Region and Gender – 2018 and 2019**

| 2018            |            |           |            | 2019            |            |           |            |
|-----------------|------------|-----------|------------|-----------------|------------|-----------|------------|
| Region          | Female     | Male      | Total      | Region          | Female     | Male      | Total      |
| Rarotonga       | 69         | 8         | 77         | Rarotonga       | 59         | 8         | 67         |
| Southern Group  | 25         | 2         | 27         | Southern Group  | 27         | 2         | 29         |
| Northern Group  | 17         | 1         | 18         | Northern Group  | 16         | 0         | 16         |
| <b>National</b> | <b>111</b> | <b>11</b> | <b>122</b> | <b>National</b> | <b>102</b> | <b>10</b> | <b>112</b> |

**Table 8: Primary Education Student: Teacher Ratio by region for Years 2009 – 2019**

|                | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|----------------|------|------|------|------|------|------|------|------|------|------|------|
| Rarotonga      | 16   | 15   | 16   | 17   | 18   | 17   | 18   | 19   | 16   | 17   | 20   |
| Southern Group | 16   | 16   | 17   | 19   | 16   | 16   | 17   | 17   | 20   | 15   | 13   |
| Northern Group | 11   | 12   | 13   | 12   | 14   | 13   | 13   | 11   | 11   | 10   | 11   |
| National       | 15   | 15   | 16   | 17   | 17   | 17   | 17   | 17   | 16   | 16   | 17   |

**Figure 15: National Primary Education Student: Teacher Ratio for Years 2009 – 2019**





## Priorities in Primary Education

The Ministry of Education priorities for **Primary Education in 2018** and **2019** include:

- a) National monitoring and assessment to inform literacy and numeracy programmes.
- b) Resource development to improve and support Maori literacy.
- c) Maori language and culture initiatives in schools.
- d) Relevant pedagogical styles and methods identified to support schools.
- e) Literacy development through writing

The Ministry of Education continues to develop Reo Maori Kuki Airani resources such as non-fiction readers that cater for a variety of learning levels as well as Cook Island dialects. This programme is led by the Language and Culture line and involves bringing together each year, a group of primary school teachers to write books that align with a chosen subject area such as Health and well-being, Science or Maths for example.

Learning and teaching advisors provide regular support to Cook Islands primary schools on request. There is a focus on the continued strengthening of skills, knowledge and learning behaviours in literacy and numeracy.

### **Primary Literacy**

Literacy data is collected at Year 4 and Year 8 for both Maori and English. At Year 6 the data is only collected for English as a checkpoint to project the students' achievements, as well as to provide intervention programmes to support students at risk before they reach Year 8. Maori reading and comprehension levels are assessed using a tool called Te Vaitoanga Kite Tatau, which is a Cook Islands Maori language reading assessment tool, developed to suit the various Cook Islands dialects. English reading and comprehension levels at Primary level are assessed using the PM Benchmark Reading Kit or PROBE. At Year 6 and 8, Progressive Assessment Tests (PAT) are administered by the Ministry of Education to measure Reading Comprehension and Reading Vocabulary. A writing framework was developed in 2015 and has been shared with 12 Cook Islands Primary schools and is a work in progress in 2019. Schools who are familiar with the writing tool, are collecting writing data internally. Pacific Islands Literacy and Numeracy Assessment (PILNA) was administered here in the Cook Islands and the results will inform our next steps of support to all schools next year. The literacy data provided in this report represents reading data only and is shown as a progression against a national target. Targets are set in the Education Master Plan 2008 - 2023 (EMP) and the Statement of Intent 2015 – 2019 which is due for review this year.

### **Primary Numeracy**

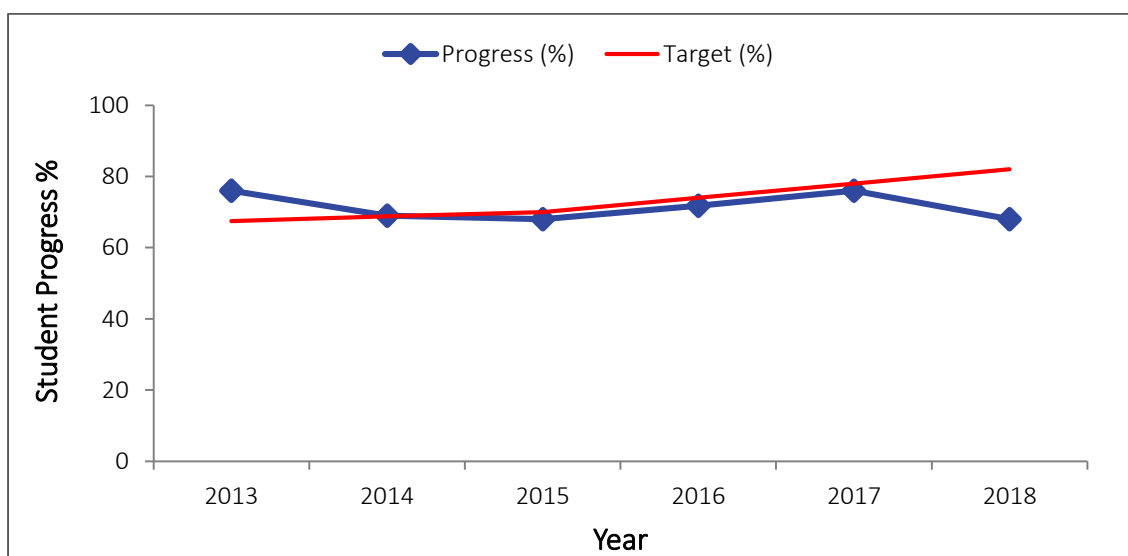
Numeracy data is collected at Years 3, Year 6, and Year 8. At Year 3, the assessments used are either JAM, NumPA, IKAN or GLoss. Initially, at Year 6 and Year 8, the Numeracy achievement of students were based on the results from the PAT Mathematics tool. As the stanine scores were difficult to translate into the numeracy strategy and knowledge stages as desired through the Numeracy Project, the decision to discontinue with PAT at Years 6 and 8 were approved. A new tool has been developed to reflect these numeracy stages according to the Numeracy Project Framework.

The Year 8 numeracy data represented in this Statistics report are based on these factors.

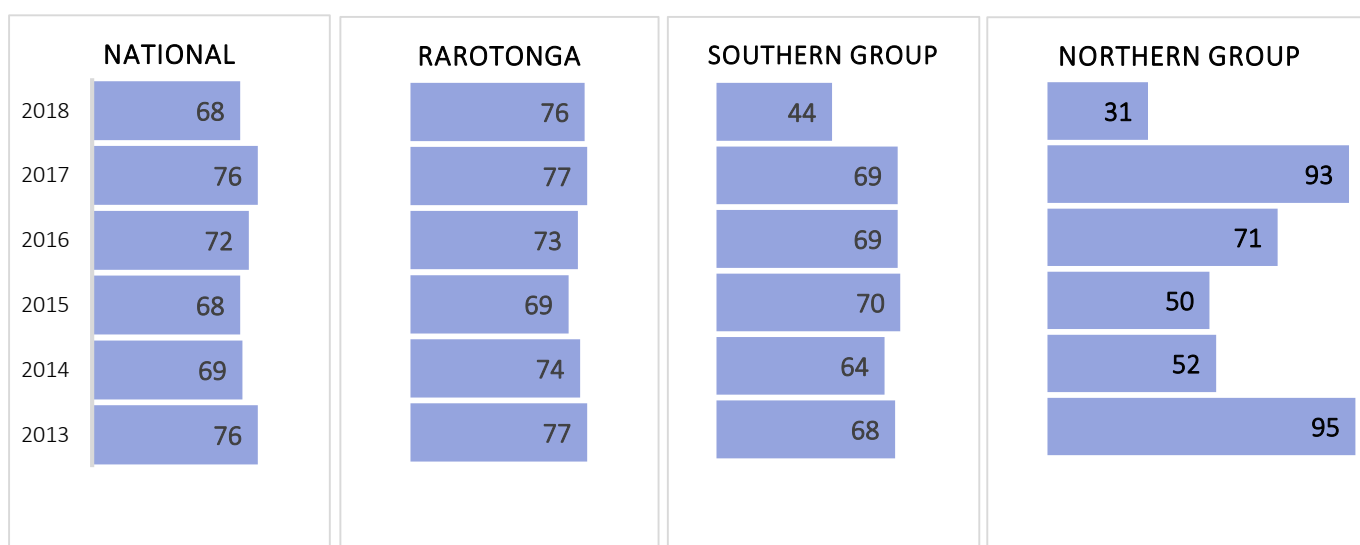
**Table 9: Year 3 Numeracy Achievement Levels (%) by Region and Gender At (3) and Above (4) - 2017 and 2018**

| Region         | 2017 |        |       | 2018 |        |       |
|----------------|------|--------|-------|------|--------|-------|
|                | Male | Female | Total | Male | Female | Total |
| National       | 74   | 78     | 76    | 66   | 70     | 68    |
| Rarotonga      | 73   | 82     | 77    | 79   | 73     | 76    |
| Southern Group | 69   | 69     | 69    | 35   | 62     | 44    |
| Northern Group | 100  | 85     | 93    | 0    | 50     | 31    |

**Figure 16: National Year 3 Numeracy Progress against the annual targets for Years 2013 – 2018**



**Figure 17: Year 3 National Numeracy Achievement Rate (%) for Years 2013 - 2018**



**Table 10: Year 4 Maori Literacy Student Achievement (%) by Region and Gender – 2017 and 2018**

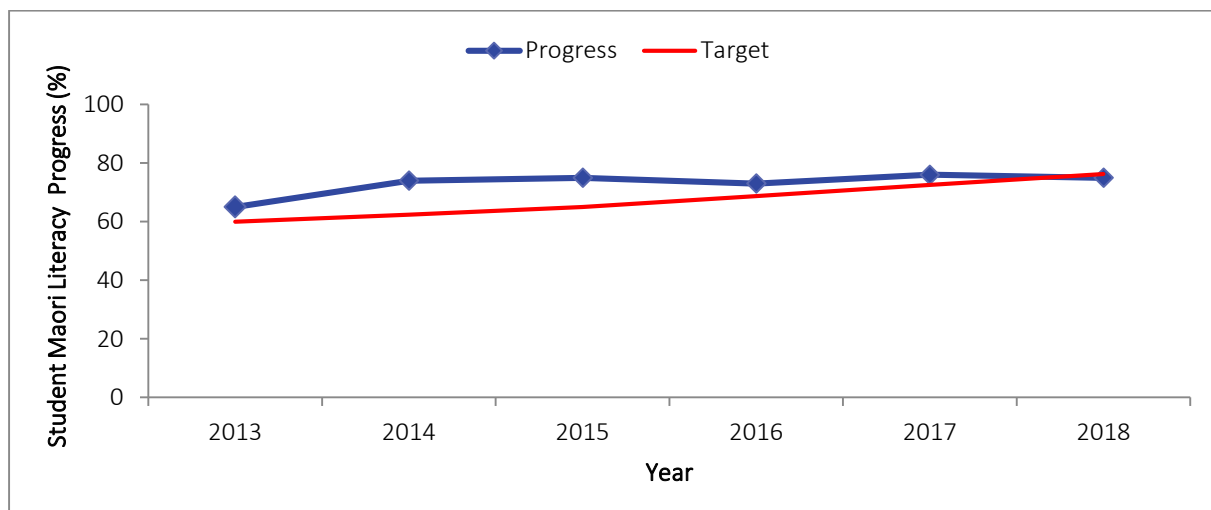
| Region         | 2017 |        |       | 2018 |        |       |
|----------------|------|--------|-------|------|--------|-------|
|                | Male | Female | Total | Male | Female | Total |
| National       | 72   | 80     | 76    | 69   | 80     | 75    |
| Rarotonga      | 77   | 86     | 81    | 69   | 82     | 76    |
| Southern Group | 62   | 70     | 65    | 65   | 53     | 60    |
| Northern Group | 29   | 58     | 47    | 75   | 100    | 86    |

**Table 11: Year 4 English Literacy Student Achievement (%) by Region and Gender – 2017 and 2018**

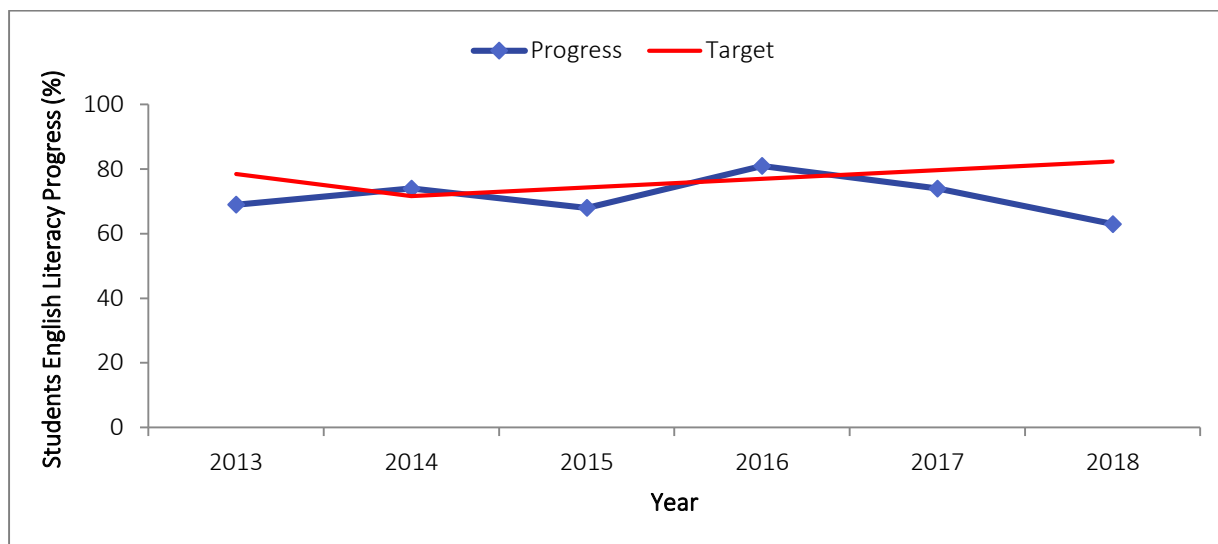
| Region         | 2017 |        |       | 2018 |        |       |
|----------------|------|--------|-------|------|--------|-------|
|                | Male | Female | Total | Male | Female | Total |
| National       | 68   | 81     | 74    | 56   | 69     | 63    |
| Rarotonga      | 68   | 83     | 75    | 59   | 66     | 63    |
| Southern Group | 67   | 70     | 68    | 45   | 72     | 58    |
| Northern Group | 71   | 92     | 84    | 55   | 89     | 70    |

The figures below show overall Year 4 student literacy achievement progress against annual targets for both Cook Islands Maori and English.

**Figure 18: National Year 4 Maori Literacy Achievement Progress (%) for Years 2013 - 2018**

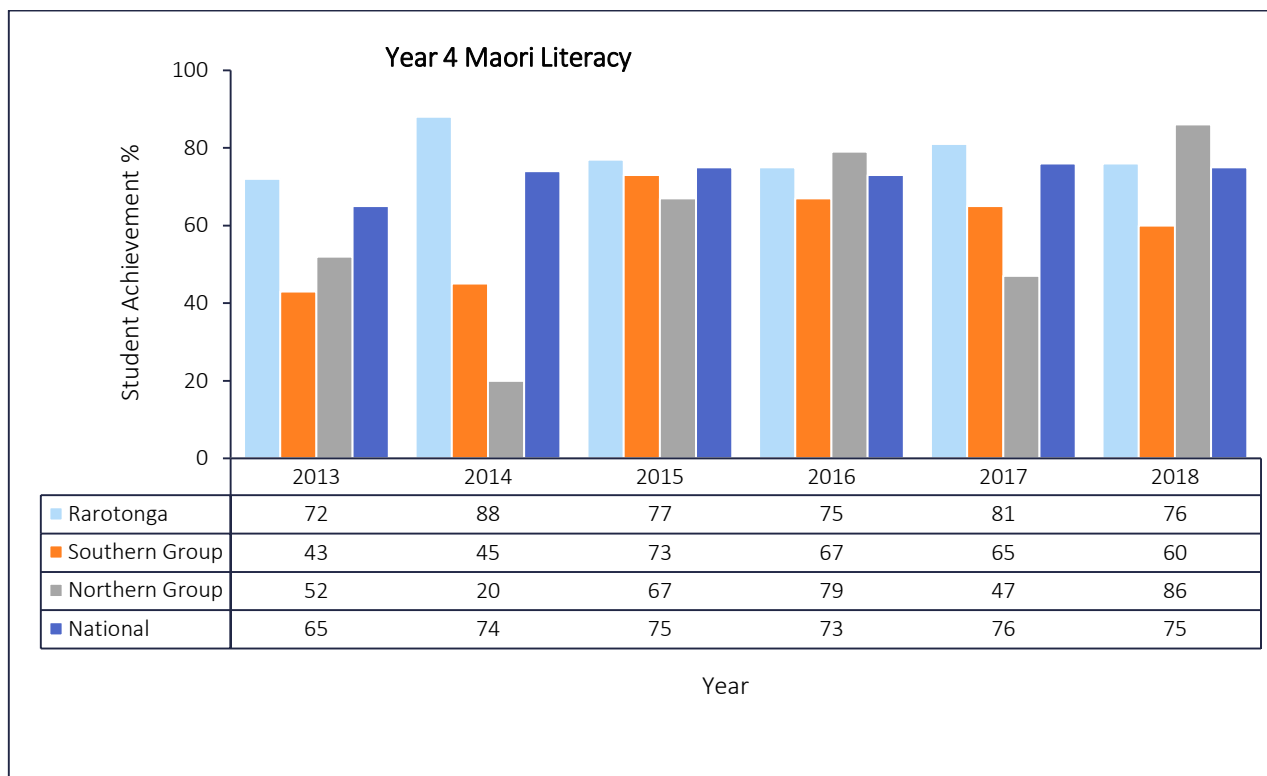


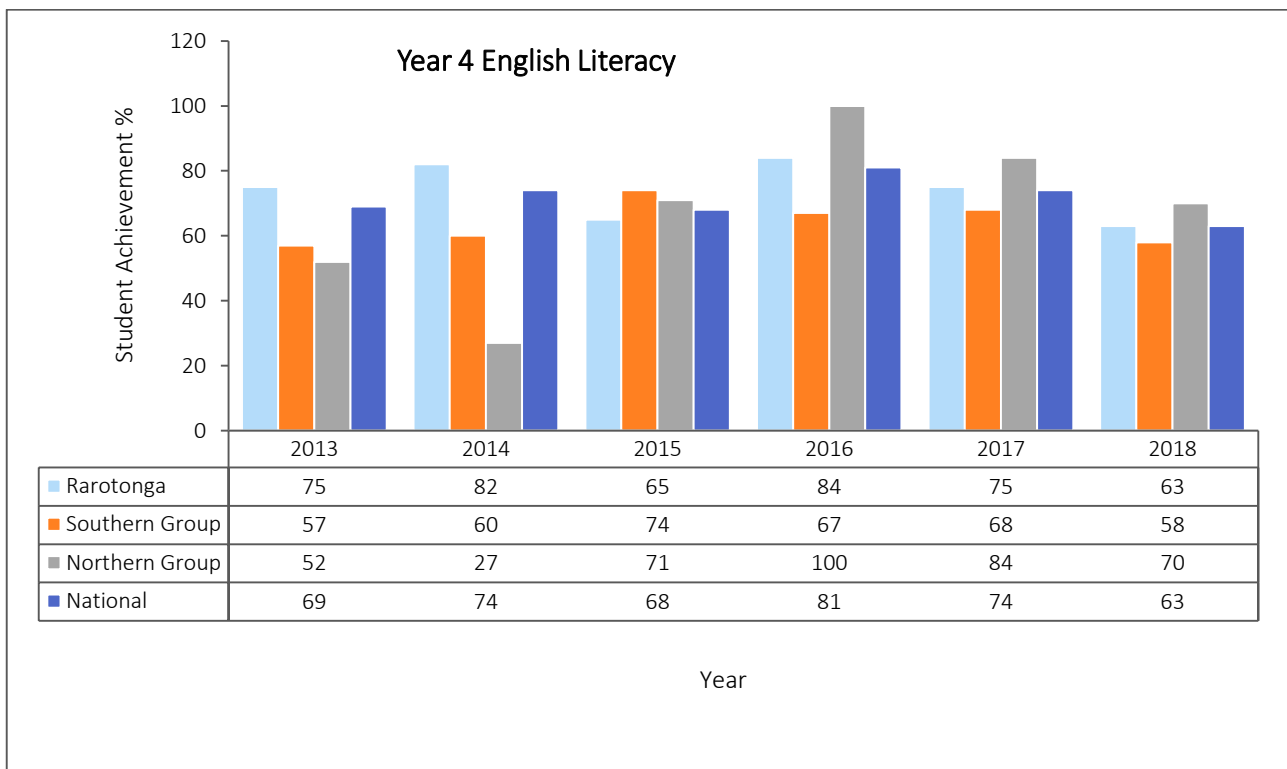
**Figure 19: National Year 4 English Literacy Achievement Progress (%) for Years 2013 - 2018**



The figures below show a summary of Year 4 Literacy Achievement from 2013 to 2018 nationally and by region, for both Cook Island Maori and English.

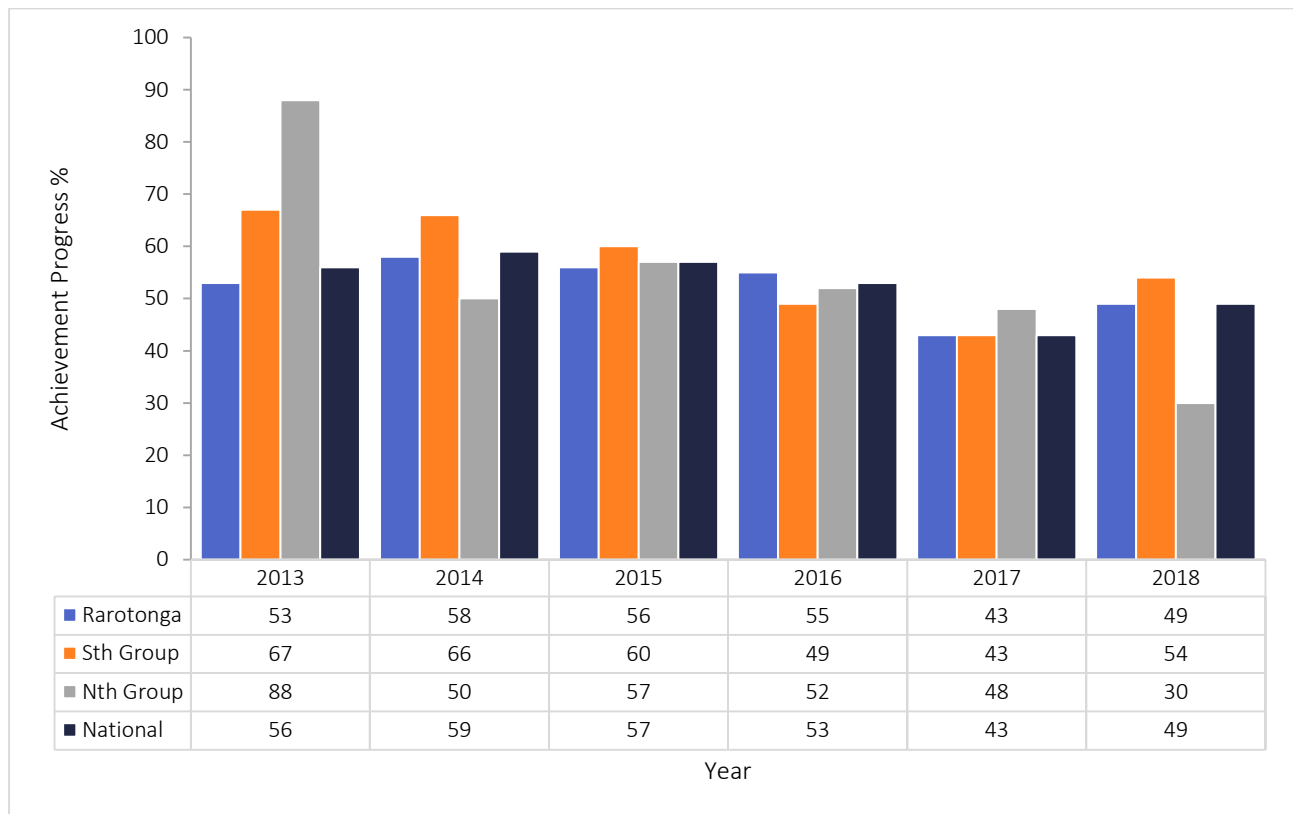
**Figure 20: Year 4 student Literacy Achievement by Region (%) Years 2013 – 2018**





Cook Island Maori dialects are the language of instruction in Pa Enua schools as decided by each school and their community. This is commonly supported through Bilingual language policies and programmes which allow for the progressive acquisition languages. As it stands, the Ministry of Education is currently working on collating evidence through research, to establish a new strategy for the acquisition of language, both Maori and English depending on the strengths of current language theories and best pedagogical practices in Cook Islands schools.

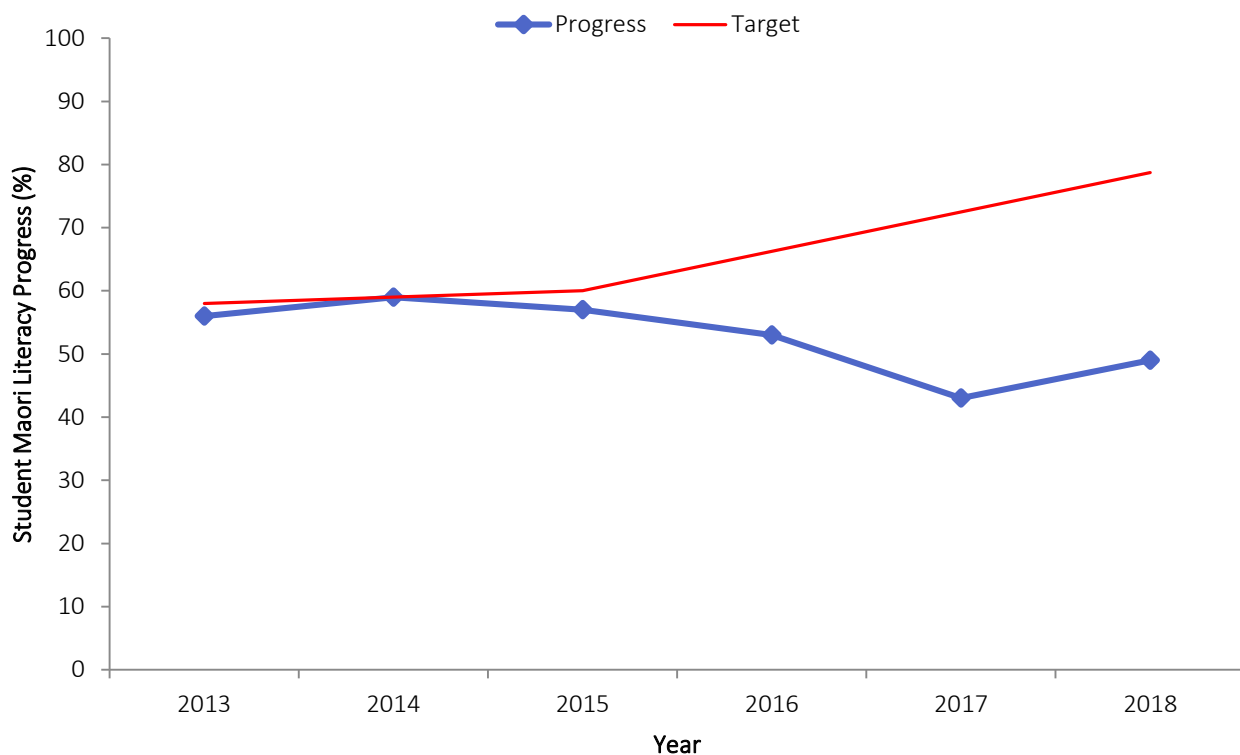
**Figure 21: National Year 8 Maori Literacy Achievement (%) by Region Years 2013 - 2018**



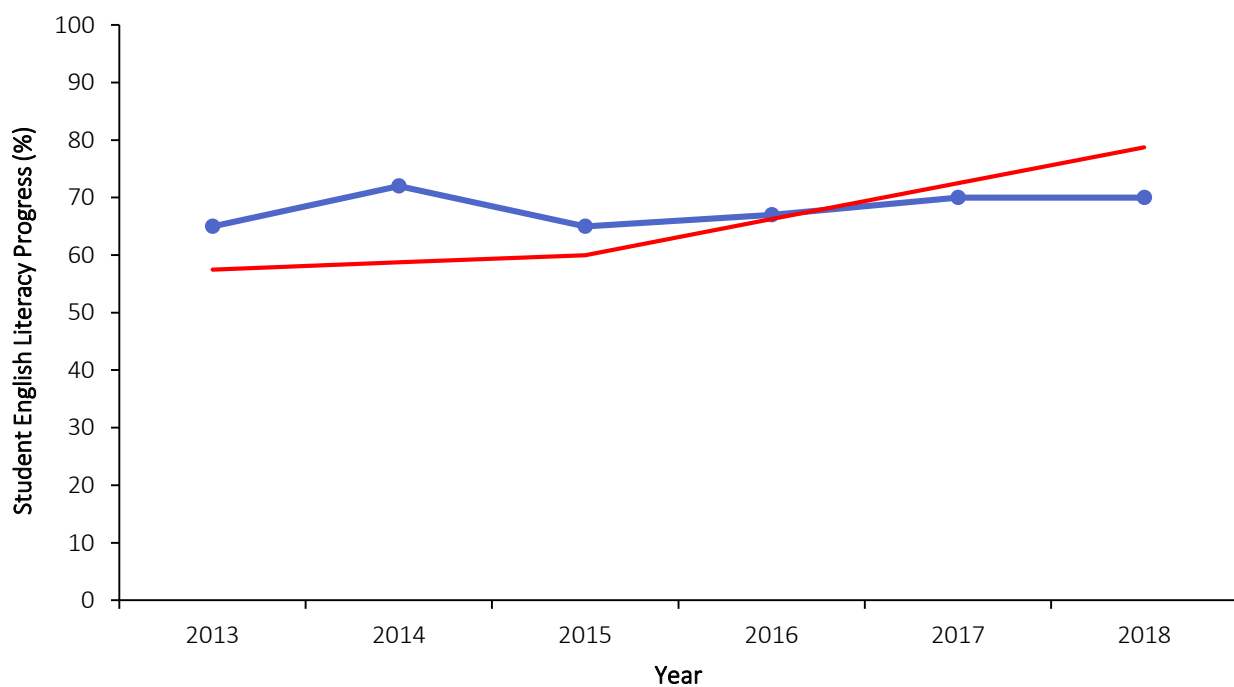
**Figure 22: National Year 8 Maori Literacy Achievement rate (%) by region and gender – 2017 and 2018**

| Region                  | 2017      |           |           | 2018      |           |           |
|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
|                         | Male      | Female    | Total     | Male      | Female    | Total     |
| <b>Total (National)</b> | <b>42</b> | <b>44</b> | <b>43</b> | <b>46</b> | <b>52</b> | <b>49</b> |
| Rarotonga               | 43        | 42        | 43        | 47        | 51        | 49        |
| Southern Group          | 34        | 48        | 40        | 46        | 62        | 54        |
| Northern Group          | 100       | 100       | 100       | 29        | 33        | 30        |

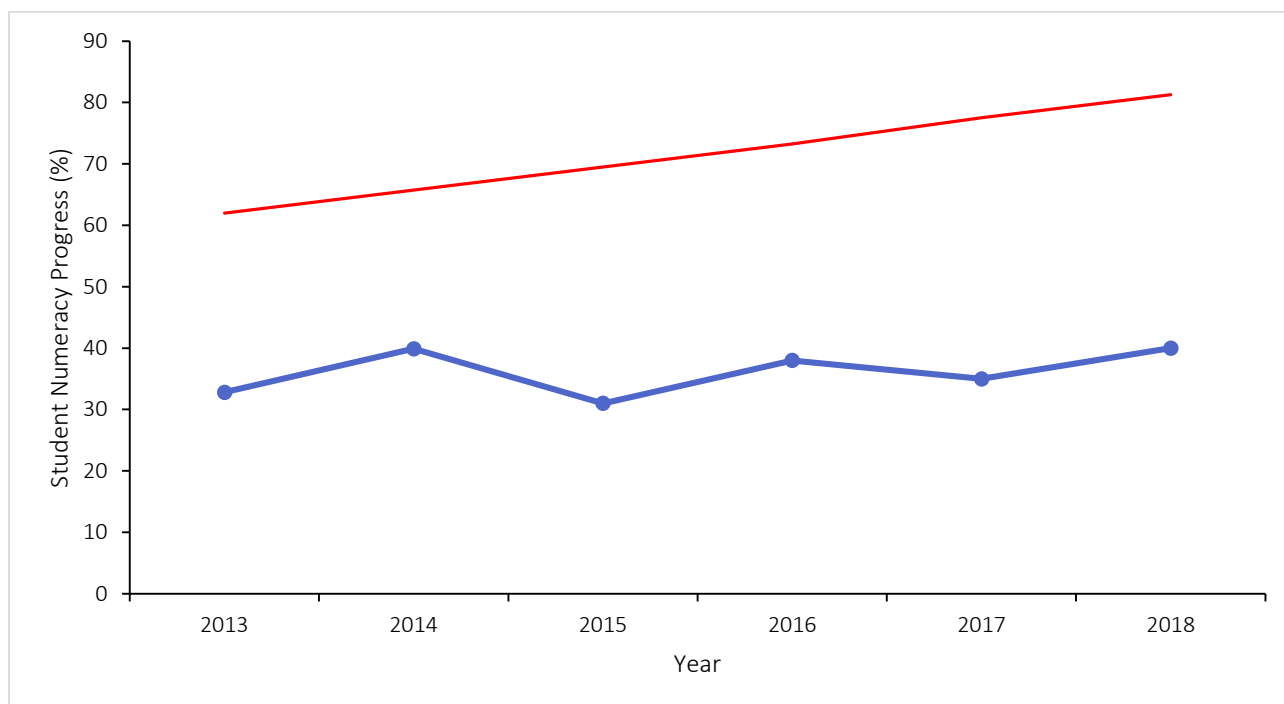
**Figure 23: National Year 8 Maori Literacy Achievement progress (%) for years 2013 – 2018**



**Figure 24: National Year 8 English Literacy Achievement progress (%) for Years 2013 – 2018**



**Figure 25: National Year 8 Numeracy Achievement progress (%) for Years 2013 – 2018**



The Year 8 numeracy data depicted above represents a third of the Year 8 cohort who are achieving at or above the expected strategy stage according to the Numeracy Project Framework Assessment. Due to the incompatibility of previously set targets and assessment methods such as PAT, new assessment tools have been developed and implemented to suit the skill and knowledge needs of students. This is ongoing work in progress and new targets will be set in the new Statement of Intent (due for review in 2019) and the Education Master Plan due for review in 2023.

**Table 12: Year 8 Numeracy results years 2013 – 2018**

| Year | Numeracy Progress (%) | Numeracy Target (%) |
|------|-----------------------|---------------------|
| 2013 | 33                    | 62                  |
| 2014 | 40                    | 66                  |
| 2015 | 31                    | 70                  |
| 2016 | 38                    | 73                  |
| 2017 | 35                    | 78                  |
| 2018 | 40                    | 81                  |

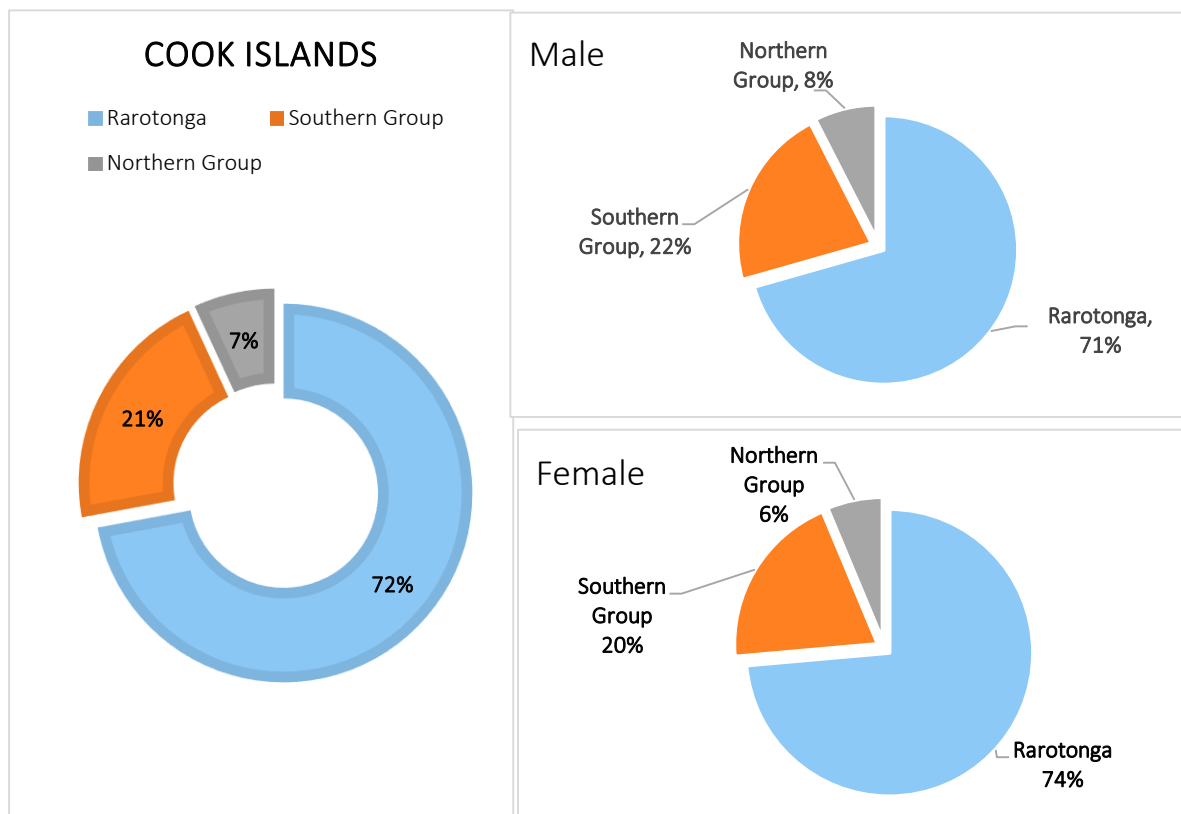
The above table shows Year 8 Numeracy results from 2012 to 2018. The Numeracy Project Framework determines a strategy stage for students as an indicator of student achievement and progress. Therefore, data in the table above is not an ideal representation of student results but is factored in to meet targets set that do not align with current assessments.



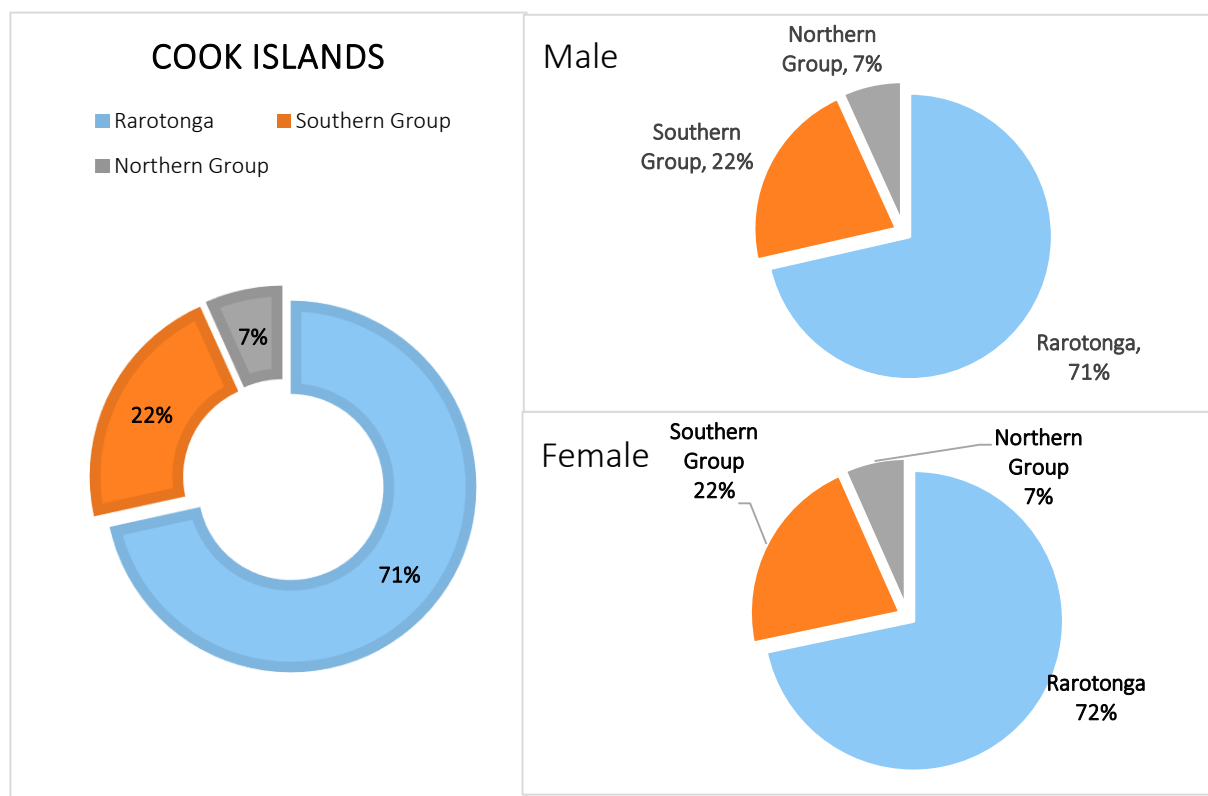
# Secondary Education

## Enrolment Performance

**Figure 26: Distribution of Secondary Education Students by Region – 2018**



**Figure 27: Distribution of Secondary Education Students by Region – 2019**

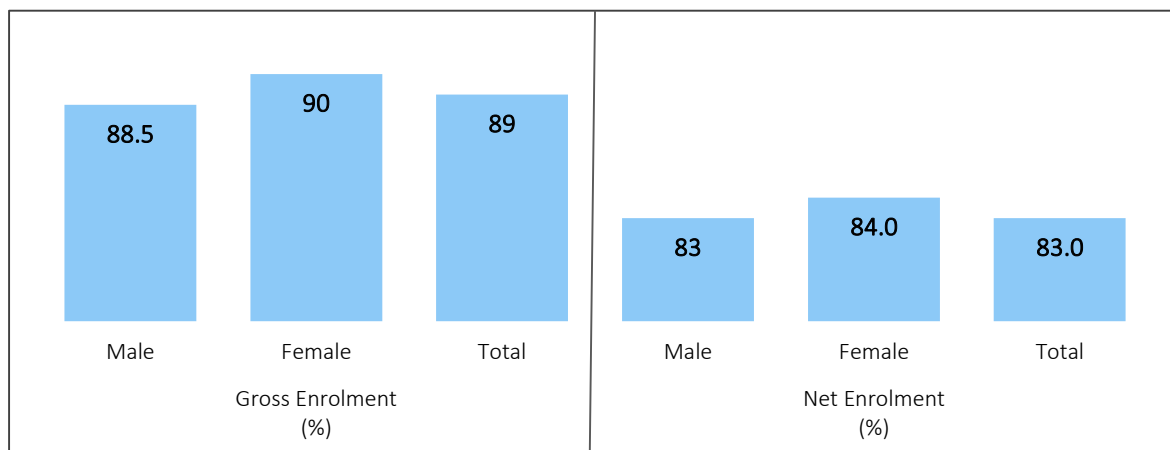


Young Cook Islanders need to have the opportunity to gain the knowledge, skills and qualifications that will equip them for the career and lifestyle of their choice.

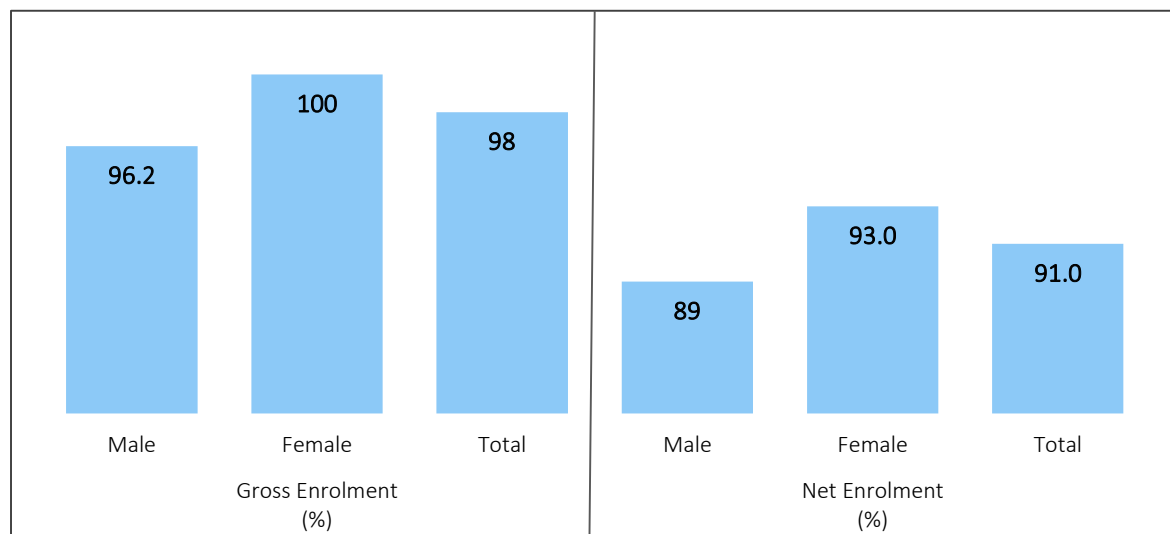
Support in this area remains and includes the following programmes:

- a. **Life Skills Programmes** – These ongoing courses provide Cook Island secondary students attending Pa Enua schools with the opportunity to integrate modern and traditional skills and values to equip them for a sustainable lifestyle. Courses delivered meet the life skills needs of the students, the island and its community, and utilize community expertise in the delivery of the course. There have been a number of courses delivered ranging from traditional art and craft, motor mechanics and cooking.
- b. **Alternative Pathways** – Pathways continue to be offered by way of academies that provide senior students with a specialist learning programme and industry based work experiences which lead to New Zealand recognized vocational qualifications of which is also accredited towards student’s level 2 and level 3 NCEA results. Current academies include; Building and Construction; Trades; Hospitality; Business; and Horticulture.
- c. **Teacher professional development** – with a focus on subject speciality and assessment to provide a range of ways in which students can provide evidence of learning.

**Figure 28: Secondary Education Student Enrolment Rates (%) – 2018**



**Figure 29: Secondary Education Student Enrolment Rates (%) – 2019**



**Table 13: Junior Secondary Education Enrolment Rates by Gender for Years 2014 – 2019**

| Year | GER  |        |       | GPI  | NER  |        |       | GPI  |
|------|------|--------|-------|------|------|--------|-------|------|
|      | Male | Female | Total |      | Male | Female | Total |      |
| 2014 | 90   | 104    | 97    | 1.15 | 80   | 81     | 81    | 1.02 |
| 2015 | 95   | 97     | 96    | 1.02 | 90   | 91     | 90    | 1.02 |
| 2016 | 97   | 94     | 95    | 0.97 | 90   | 88     | 89    | 0.97 |
| 2017 | 105  | 97     | 101   | 0.92 | 97   | 90     | 93    | 0.92 |
| 2018 | 107  | 97     | 102   | 0.91 | 103  | 92     | 97    | 0.89 |
| 2019 | 108  | 111    | 109   | 1.03 | 101  | 104    | 102   | 1.03 |

**Table 14: Senior Secondary Education Enrolment Rates by Gender for Years 2014– 2019**

| Year | GER  |        |       | GPI  | NER  |        |       | GPI  |
|------|------|--------|-------|------|------|--------|-------|------|
|      | Male | Female | Total |      | Male | Female | Total |      |
| 2014 | 63   | 82     | 72    | 1.29 | 59   | 74     | 66    | 1.26 |
| 2015 | 67   | 80     | 73    | 1.19 | 62   | 77     | 69    | 1.25 |
| 2016 | 62   | 77     | 69    | 1.24 | 56   | 69     | 62    | 1.23 |
| 2017 | 63   | 76     | 69    | 1.21 | 58   | 69     | 63    | 1.18 |
| 2018 | 64   | 79     | 72    | 1.24 | 58   | 72     | 65    | 1.24 |
| 2019 | 79   | 85     | 82    | 1.07 | 72   | 76     | 74    | 1.05 |

**Table 15: Total Secondary Education Enrolment Rates by Gender for Years 2014– 2019**

| Year | GER  |        |       | GPI  | NER  |        |       | GPI  |
|------|------|--------|-------|------|------|--------|-------|------|
|      | Male | Female | Total |      | Male | Female | Total |      |
| 2014 | 63   | 82     | 72    | 1.20 | 59   | 74     | 66    | 1.26 |
| 2015 | 67   | 80     | 73    | 1.09 | 62   | 77     | 69    | 1.25 |
| 2016 | 62   | 77     | 69    | 1.06 | 56   | 69     | 62    | 1.23 |
| 2017 | 63   | 76     | 69    | 1.02 | 58   | 69     | 63    | 1.18 |
| 2018 | 64   | 79     | 72    | 1.02 | 58   | 72     | 65    | 1.24 |
| 2019 | 79   | 85     | 82    | 1.04 | 72   | 76     | 74    | 1.05 |

**Table 16: Number of Secondary Education Students by Region, Status and Gender – 2018**

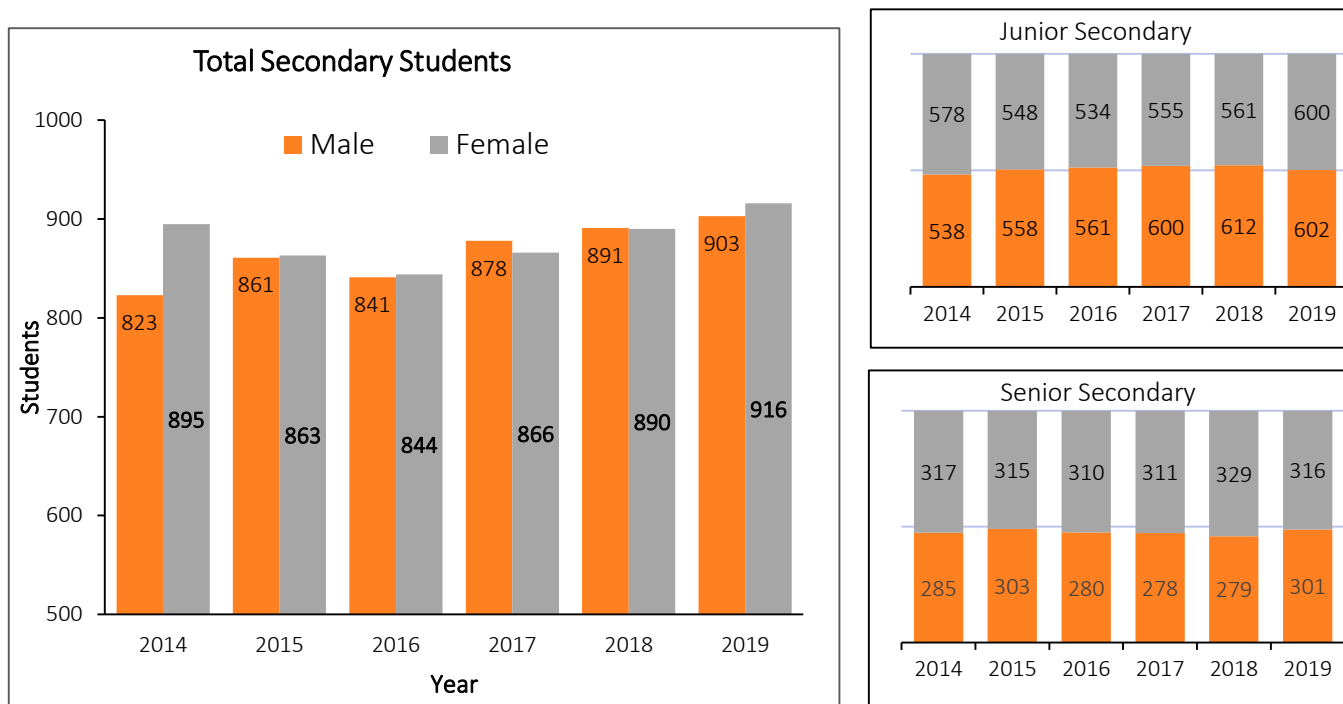
| Region and Status     | Total        | Male       | Female     |
|-----------------------|--------------|------------|------------|
| <b>RAROTONGA</b>      | <b>1,284</b> | <b>629</b> | <b>655</b> |
| Government            | 1,029        | 515        | 514        |
| Private               | 255          | 114        | 141        |
| <b>SOUTHERN GROUP</b> | <b>374</b>   | <b>195</b> | <b>179</b> |
| Government            | 374          | 195        | 179        |
| Private               | -            | -          | -          |
| <b>NORTHERN GROUP</b> | <b>123</b>   | <b>67</b>  | <b>56</b>  |
| Government            | 123          | 67         | 56         |
| Private               | -            | -          | -          |
| <b>COOK ISLANDS</b>   | <b>1,781</b> | <b>891</b> | <b>890</b> |

**Table 17: Number of Secondary Education Students by Region, Status and Gender – 2019**

| Region and Status     | Total        | Male       | Female     |
|-----------------------|--------------|------------|------------|
| <b>RAROTONGA</b>      | <b>1,302</b> | <b>643</b> | <b>659</b> |
| Government            | 1,051        | 528        | 523        |
| Private               | 251          | 115        | 136        |
| <b>SOUTHERN GROUP</b> | <b>395</b>   | <b>199</b> | <b>196</b> |
| Government            | 395          | 199        | 196        |
| Private               | -            | -          | -          |
| <b>NORTHERN GROUP</b> | <b>122</b>   | <b>61</b>  | <b>61</b>  |
| Government            | 122          | 61         | 61         |
| Private               | -            | -          | -          |
| <b>COOK ISLANDS</b>   | <b>1,819</b> | <b>903</b> | <b>916</b> |

Tables 16 and 17 show the number of students by region, status of school and gender for 2018 and 2019. There is a higher number of students attending government schools in comparison to private schools. Rarotonga remains the highest populated followed by the Southern Group and then the Northern group. The number of students in secondary education remains consistent with a gradual increase between 2018 and 2019.

**Figure 30: Number of Secondary Education Students by Gender for Years 2014-2019**



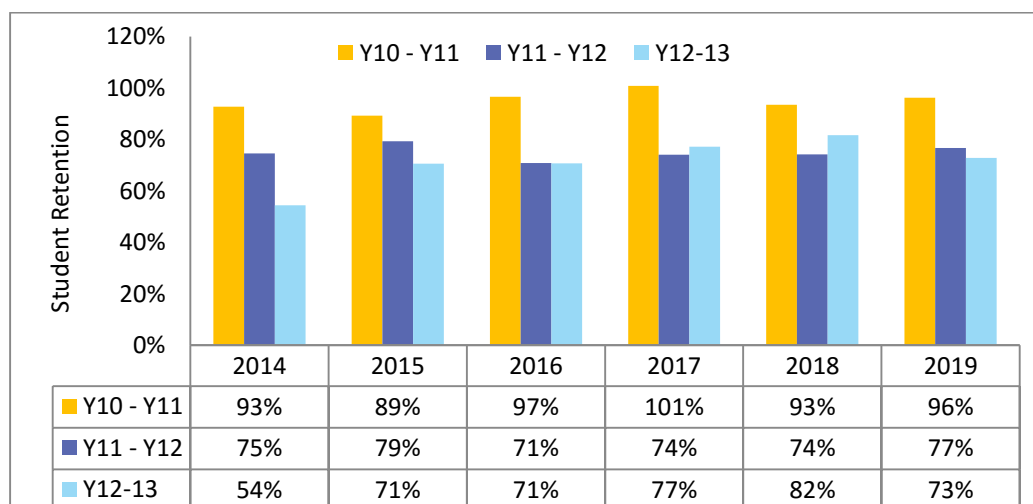
**Table 18: Number of Secondary Education Students by Region for Years 2014 – 2019**

| Region          | 2014         | 2015         | 2016         | 2017         | 2018         | 2019         |
|-----------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Rarotonga       | 1,190        | 1,182        | 1,201        | 1,256        | 1,284        | 1,302        |
| Southern Group  | 374          | 391          | 344          | 361          | 374          | 395          |
| Northern Group  | 154          | 151          | 140          | 127          | 123          | 122          |
| <b>National</b> | <b>1,718</b> | <b>1,724</b> | <b>1,685</b> | <b>1,744</b> | <b>1,781</b> | <b>1,819</b> |

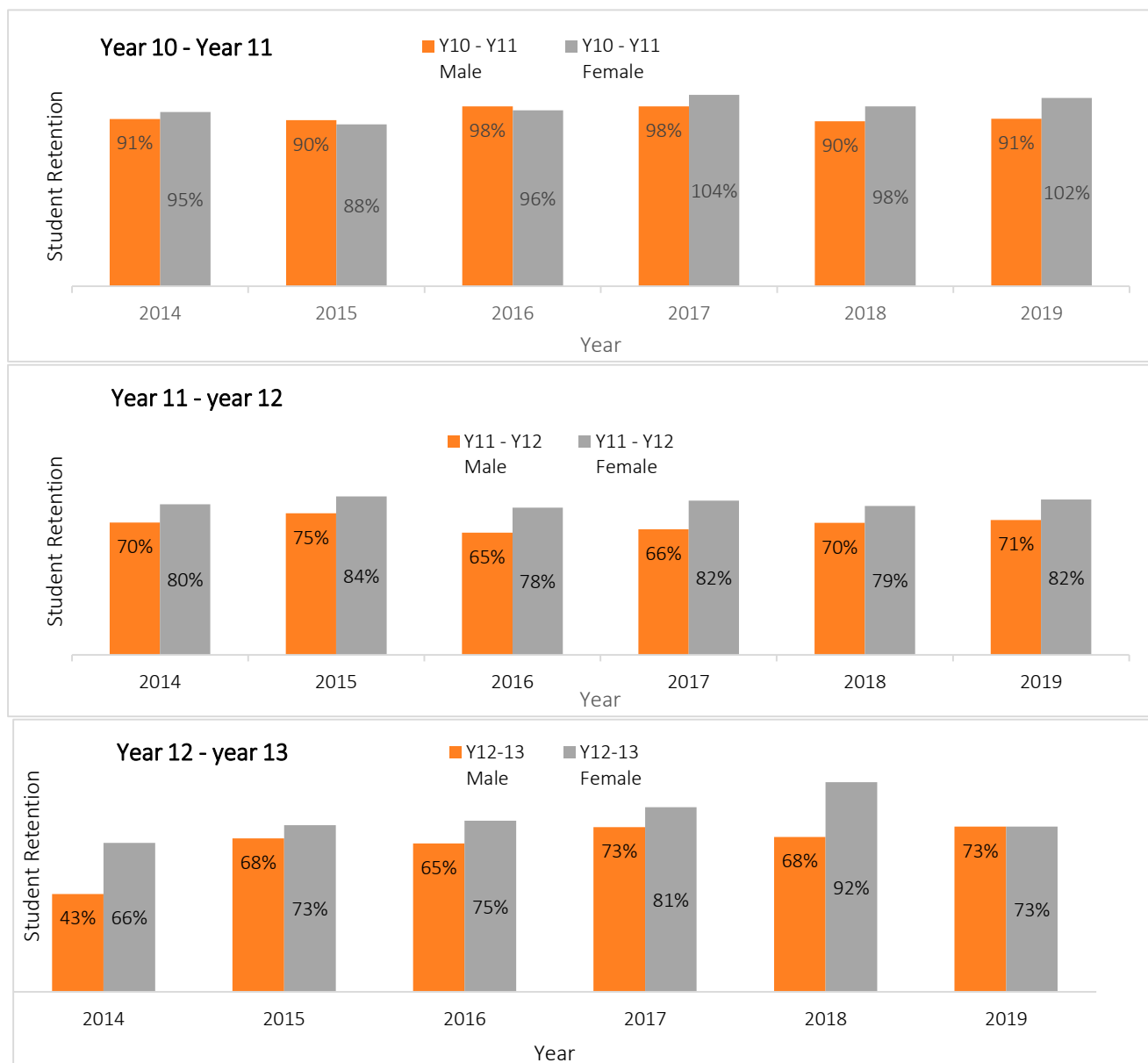
### Senior Secondary Retention

Providing secondary education that engages young people and retains them in schooling is a focus for the Ministry. The below charts shows retention rates at senior secondary levels from Year 10 to Year 13, and disaggregated by gender.

**Figure 31: National Student Retention (%) at Senior Secondary Level Years 2014 - 2019**



**Figure 32: National Student Retention (%) at Senior Secondary Level by Gender - 2014 – 2019**



## Personnel

**Table 19: Number of Secondary Education Teachers by Region and Gender – 2018 and 2019**

| Region          | Year 2018 |           |            | Year 2019 |           |            |
|-----------------|-----------|-----------|------------|-----------|-----------|------------|
|                 | Female    | Male      | Total      | Female    | Male      | Total      |
| Rarotonga       | 43        | 36        | 79         | 51        | 33        | 84         |
| Southern Group  | 21        | 9         | 30         | 20        | 10        | 30         |
| Northern Group  | 4         | 2         | 6          | 6         | 3         | 9          |
| <b>National</b> | <b>68</b> | <b>47</b> | <b>115</b> | <b>77</b> | <b>46</b> | <b>123</b> |

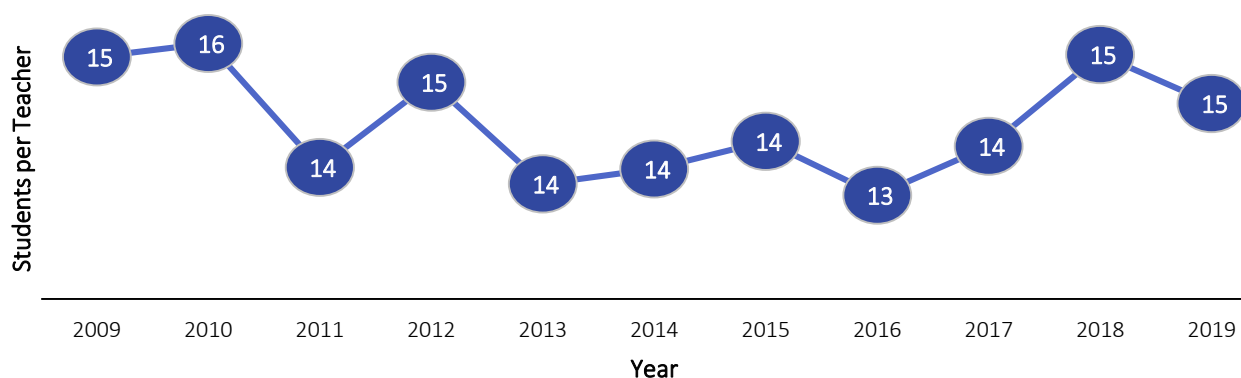
**Table 20: Number of Secondary Education Teachers by Region for Years 2014 – 2019**

| Region          | 2014       | 2015       | 2016       | 2017       | 2018       | 2019       |
|-----------------|------------|------------|------------|------------|------------|------------|
| Rarotonga       | 78         | 78         | 81         | 85         | 79         | 84         |
| Southern Group  | 36         | 34         | 35         | 32         | 30         | 30         |
| Northern Group  | 10         | 9          | 9          | 6          | 6          | 9          |
| <b>National</b> | <b>124</b> | <b>121</b> | <b>125</b> | <b>123</b> | <b>115</b> | <b>123</b> |

**Table 21: Secondary Education Student: Teacher Ratio 2014 – 2019**

| Region          | 2014      | 2015      | 2016      | 2017      | 2018      | 2019      |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Rarotonga       | 15        | 15        | 15        | 15        | 16        | 16        |
| Southern Group  | 10        | 12        | 10        | 11        | 12        | 13        |
| Northern Group  | 15        | 17        | 16        | 21        | 21        | 14        |
| <b>National</b> | <b>14</b> | <b>14</b> | <b>13</b> | <b>14</b> | <b>15</b> | <b>15</b> |

Tables 19, 20 and 21 show a higher number of female teachers across all regions and a slight increase between 2018 to 2019. Rarotonga has the greatest number of secondary teachers in general and there is an average of 30 teachers in total, employed across the Southern Group schools. The student: teacher ratio remains at an average of 1 teacher to 14 students between 2014 to 2019.

**Figure 33: National Secondary Education Student: Teacher Ratio for Years 2009 – 2019**

## National Certificate of Educational Achievement (NCEA)

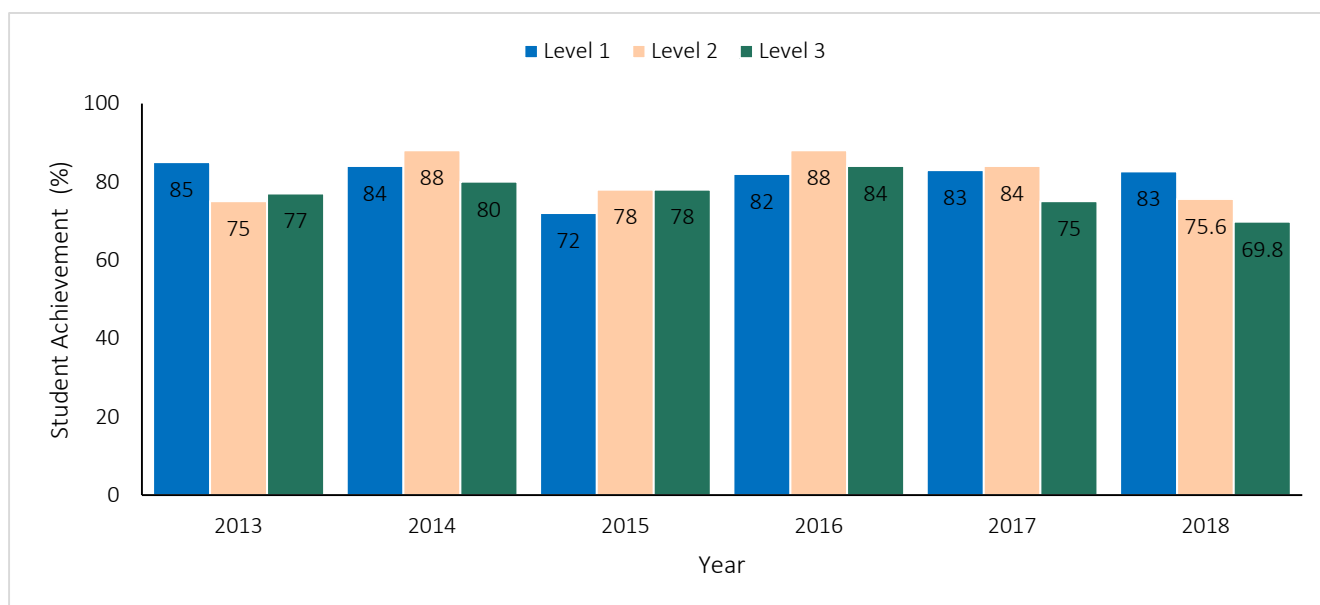
The Cook Islands uses the New Zealand Qualification of NCEA as a national qualification. NCEA is a standards based qualification where students gain credits by providing evidence against particular performance criteria. This evidence can be provided through external examination and/or work completed internally over the school year. Achievement may be awarded with merit or excellence for exceptional performance either in the overall qualification or individual subject areas.

This qualification has three levels of attainment which align to the final three years of secondary schooling.

### National Certificate of Educational Achievement by Participation

NCEA results by Participation show only those students undertaking a programme of study that contains enough credits to be eligible for the award of the qualification.

**Figure 34: NCEA Level 1 to Level 3 National Results by Participation Years 2013 – 2018**



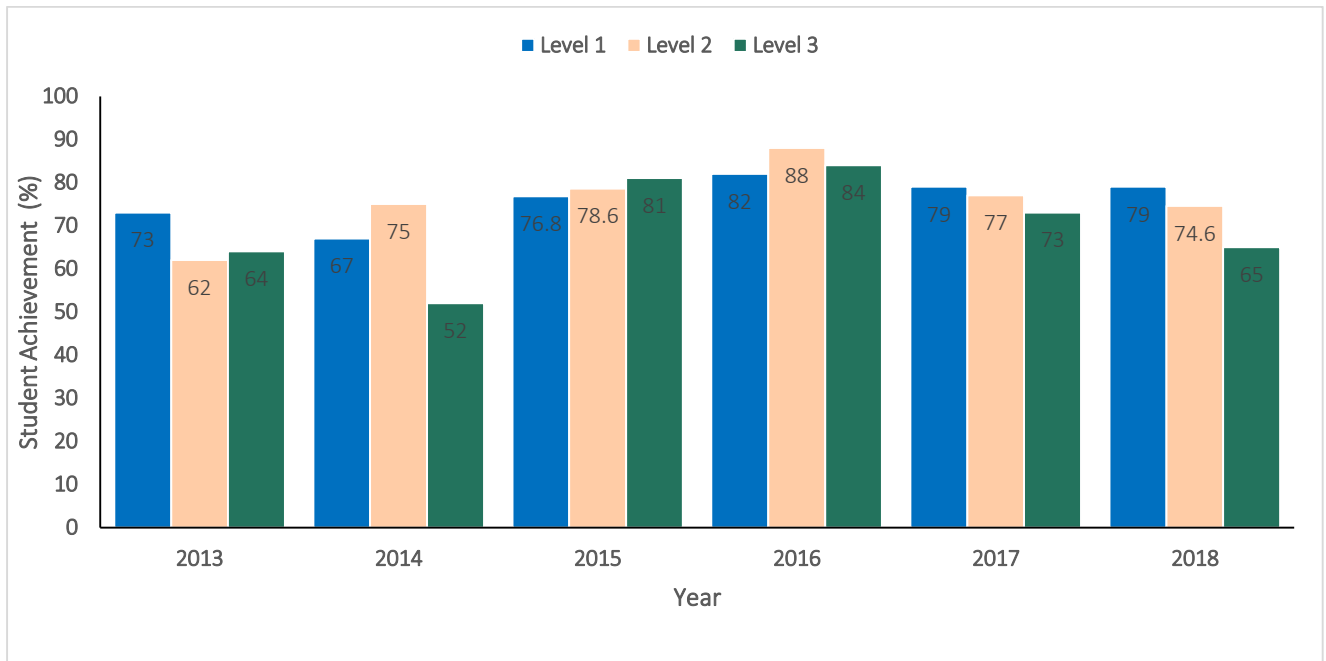
### National Certificate of Educational Achievement by Enrolment

In the Cook Islands, we focus on the results 'by enrolment' as it is a measure of the system as a whole and counts every child.

NCEA by enrolment 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 35: NCEA Level 1 to Level 3 National Results by Enrolment Years 2013 – 2018**

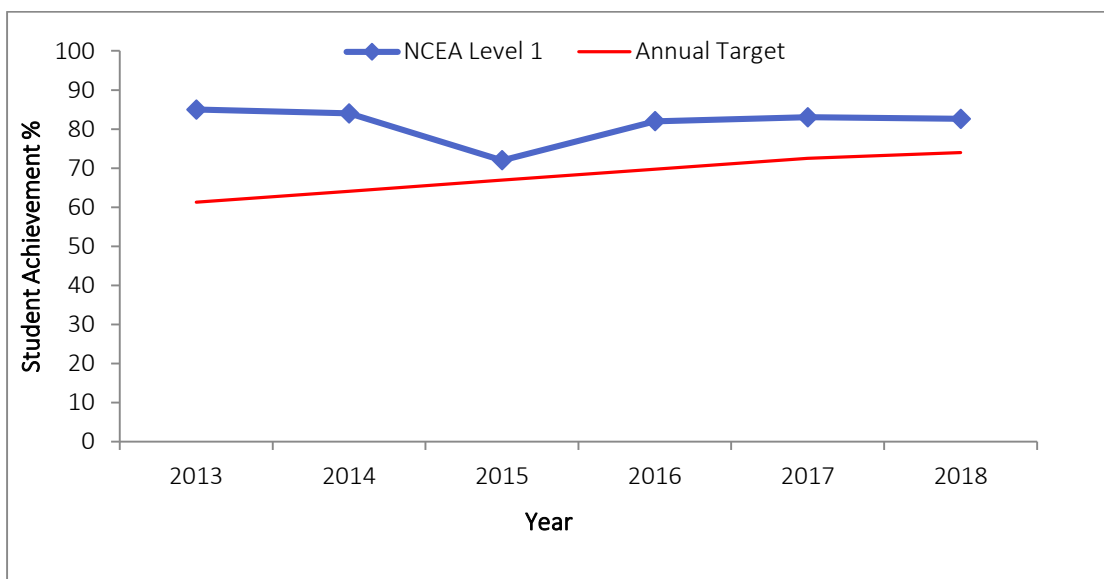


**NCEA Student Achievement Progress**

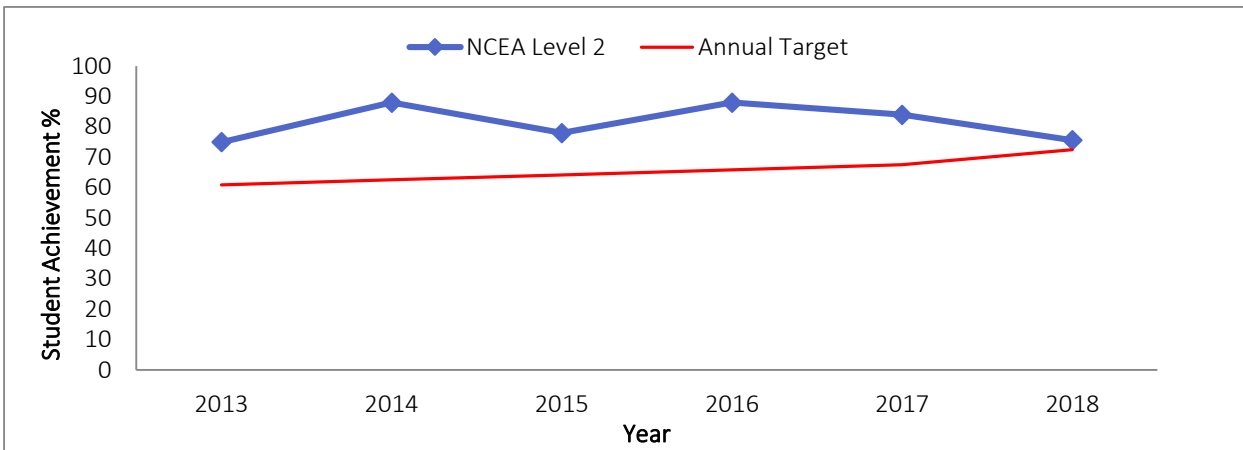
Annual targets are set based on 2008 baselines and results are tracked to ensure that suitable progress is being made. The Education Master Plan (2008-2023) sets a 2023 target of 75% for Level 1 achievement. At the time, the set expectation of the New Zealand Qualifications Authority was that 70% of all students should be able to achieve the Level 1 qualification.

Figures 36, 37 and 38 show that Cook Islands NCEA level 1,2 and 3 students have been achieving well above the set targets with the exception of Level 3 in 2018.

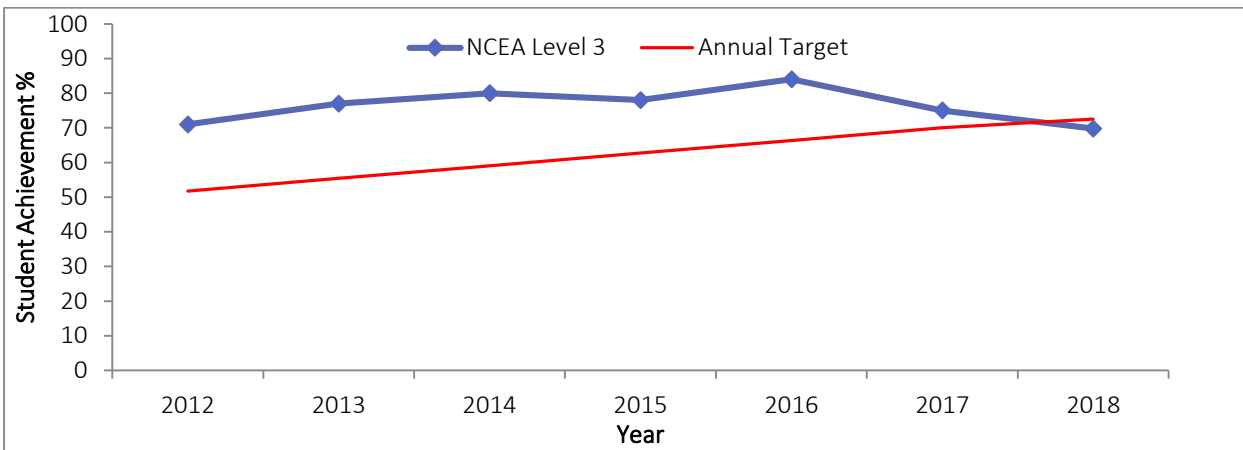
**Figure 36: NCEA Level 1 Achievement Progress Years 2013 – 2018**



**Figure 37: NCEA Level 2 Achievement Progress Years 2013 – 2018**

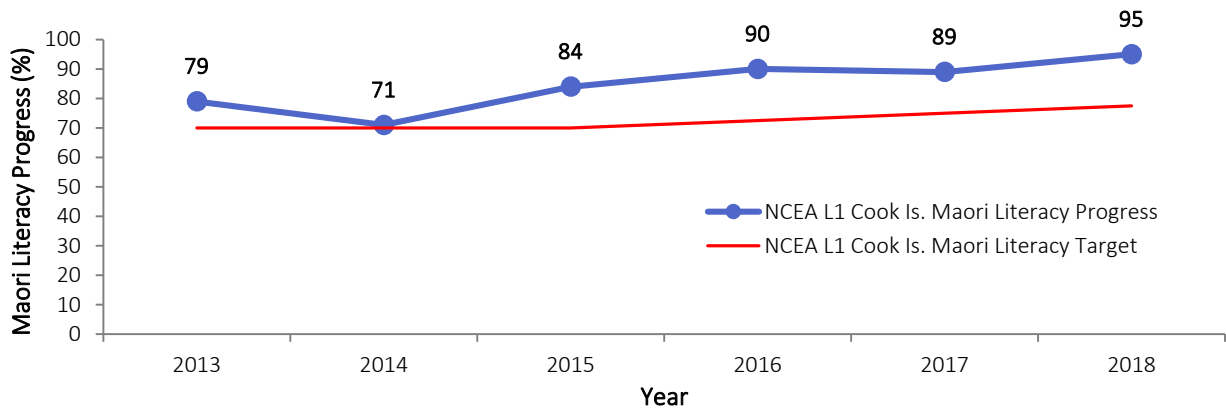


**Figure 38: NCEA Level 3 Achievement Progress Years 2013 – 2018**

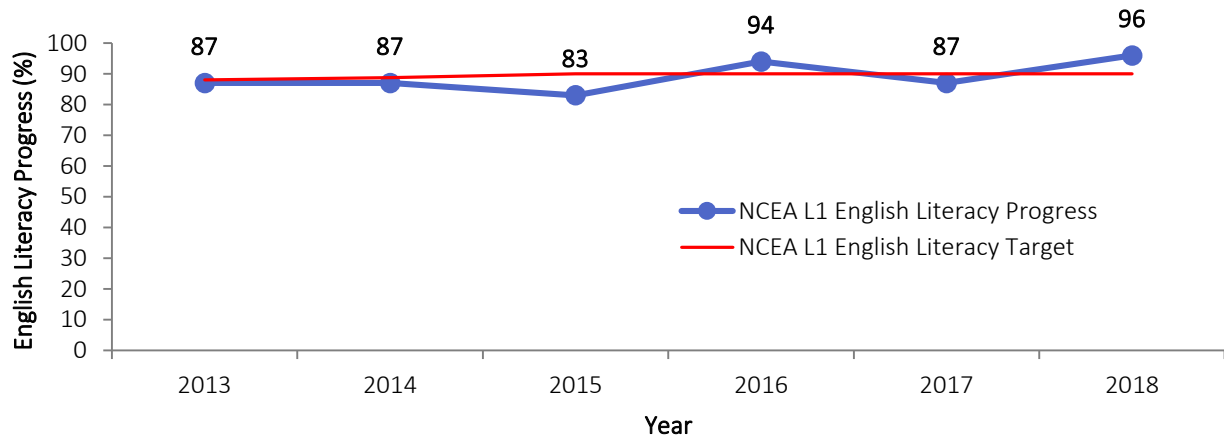


## NCEA Literacy and Numeracy

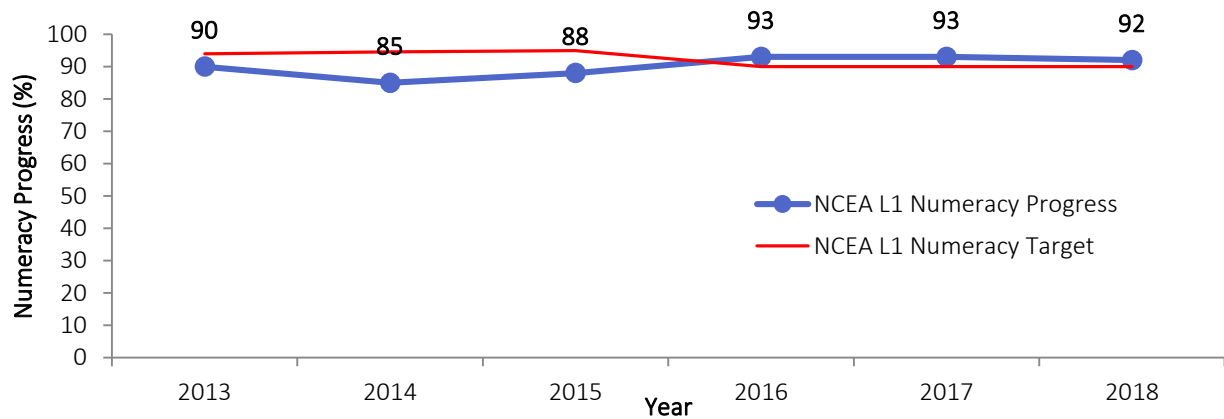
**Figure 39: NCEA Level 1 Cook Islands Maori Literacy Progress against annual targets 2013 – 2018**



**Figure 40: NCEA Level 1 English Literacy Progress against the Annual Targets Years 2013 - 2018**



**Figure 41: NCEA Level 1 Numeracy Progress against the Annual Targets Years 2013 - 2018**



## National Certificate of Educational Achievement Endorsements

### NCEA Certificate Endorsements

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.

### NCEA Course Endorsements

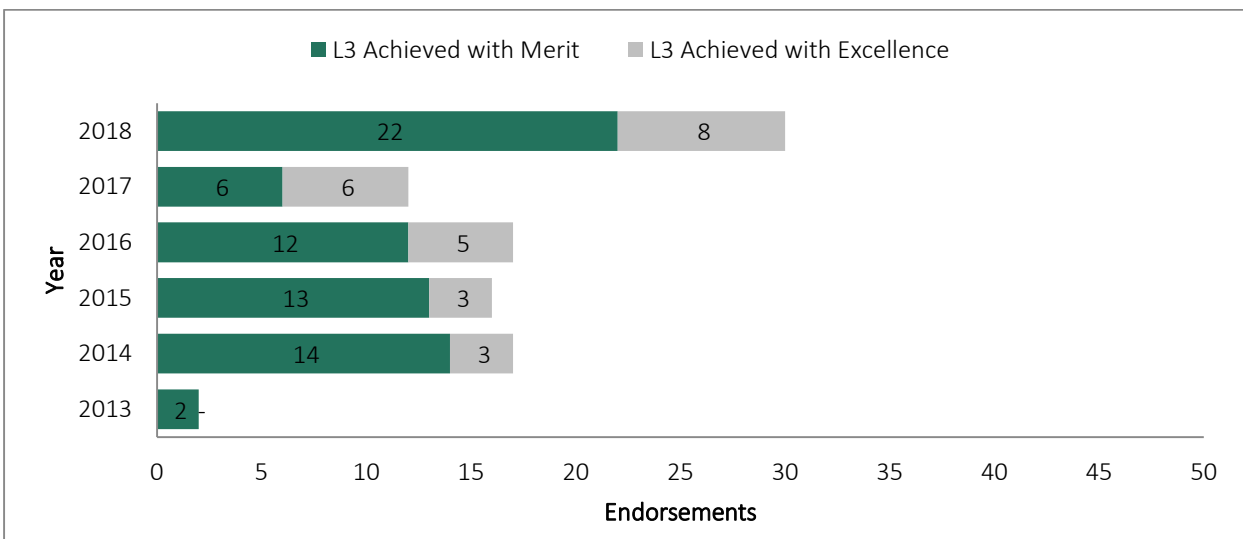
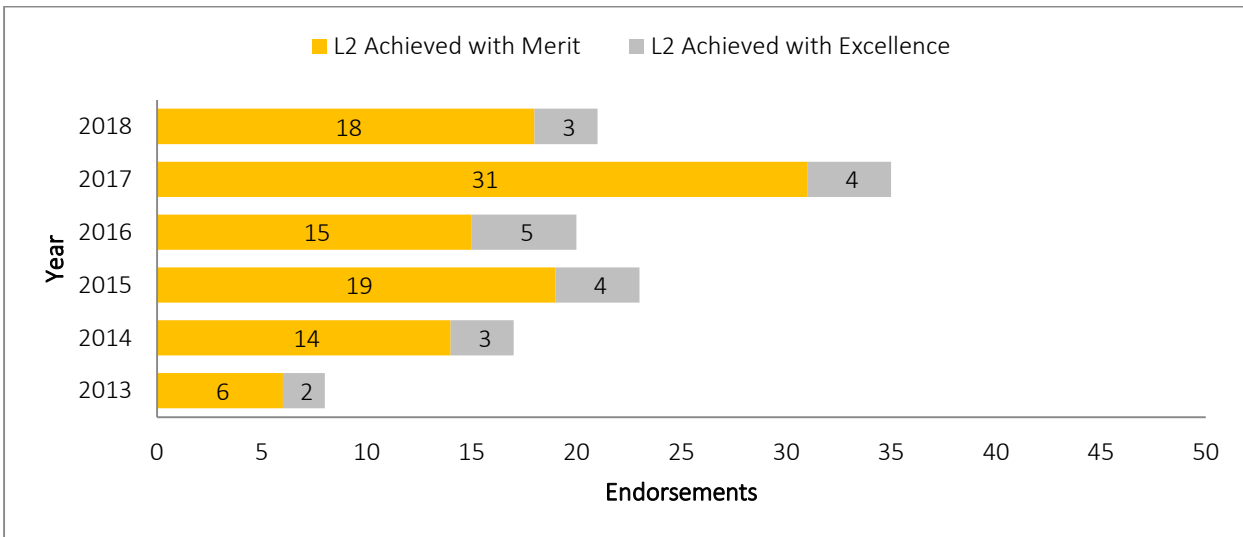
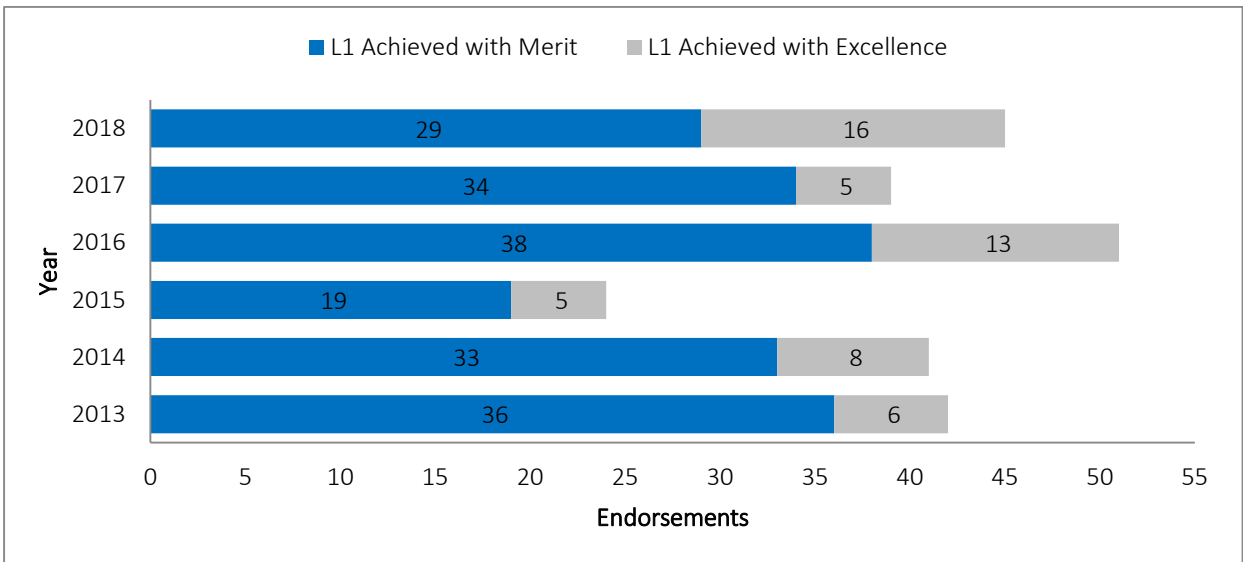
The NCEA Certificate may be endorsed with merit or excellence at each level. For excellence endorsement, at least 50 credits achieved at that level must have been achieved with excellence. For merit endorsement, at least 50 credits achieved at that level must have been achieved with merit or excellence.

The charts below illustrate the increasing number of merit and excellence endorsement across all three levels.

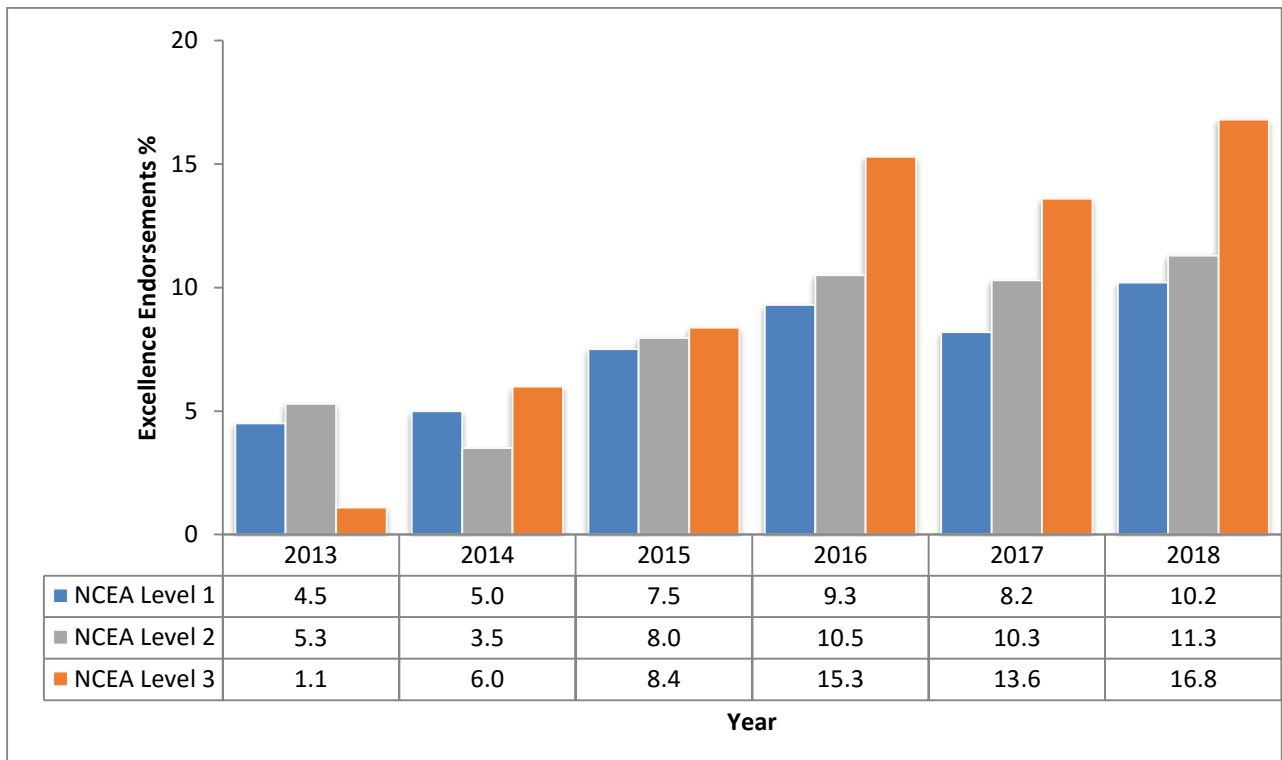
**Table 22: Number of NCEA Level 1 to Level 3 Merit and Excellence Endorsements Years 2013 – 2018**

| Year              | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|-------------------|------|------|------|------|------|------|
| <b>Merit</b>      |      |      |      |      |      |      |
| Level 1           | 36   | 33   | 19   | 38   | 34   | 29   |
| Level 2           | 6    | 14   | 19   | 15   | 31   | 18   |
| Level 3           | 2    | 14   | 13   | 12   | 6    | 22   |
| <b>Excellence</b> |      |      |      |      |      |      |
| Level 1           | 6    | 8    | 5    | 13   | 5    | 16   |
| Level 2           | 2    | 3    | 4    | 5    | 4    | 3    |
| Level 3           | -    | 3    | 3    | 5    | 6    | 8    |

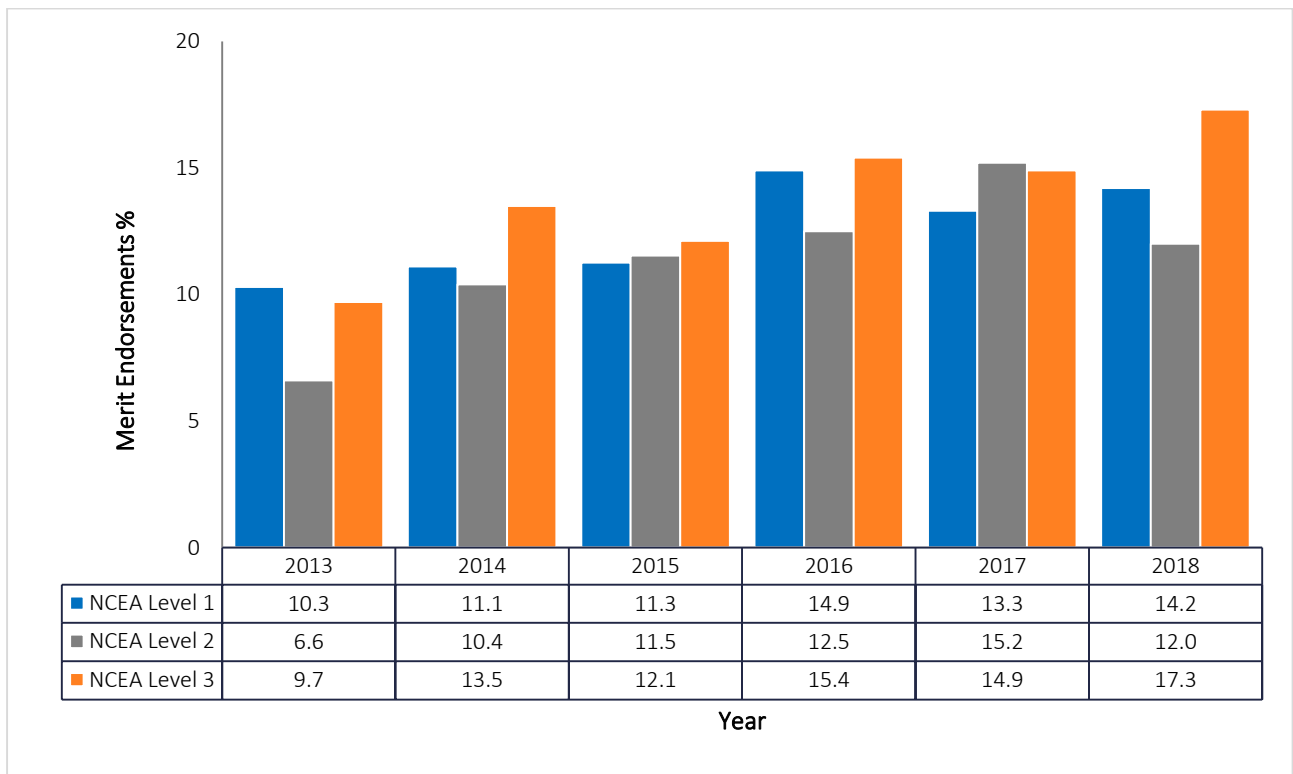
**Figure 42: Number of National Certificate of Education Achievement Level 1 to Level 3 Student Results Endorsed with Merit or Excellence years 2013 – 2018**



**Figure 43: Percentage of Courses Endorsed with Excellence by Level - Years 2013 to 2018**



**Figure 44: Percentage of Courses Endorsed with Merit by Level – Years 2013 to 2018**



## Inclusive Education

Wide community support and understanding of **Inclusive Education (IE)** is a key goal for the Ministry of Education and the Education Master Plan Learning for Life (2008-2023). Networks in the community to support IE approaches in schools are strengthening.

The tables below show the breakdown of teacher aide support for students in Cook Islands schools. School Support teacher aides provide resource support for learning programmes across all levels. Student Support teacher aides provide one on one support for students with individual education plans.

**Table 23: 2018 and 2019 Inclusive Education Teacher Aides by Region, School status and Teaching Support**

### 2018 Teacher Aides

| Teaching Support   | Rarotonga |           | Total     | South     |          | Total     | North    |          | Total    | Grand Total |
|--------------------|-----------|-----------|-----------|-----------|----------|-----------|----------|----------|----------|-------------|
|                    | Govt      | Private   |           | Govt      | Private  |           | Govt     | Private  |          |             |
| One on One         | 21        | 13        | 34        | 4         | 1        | 5         | 1        | -        | 1        | 40          |
| Group              | 2         | 1         | 3         |           |          |           |          | -        |          | 3           |
| School Support     | 4         | 1         | 5         | 8         |          | 8         | 2        | -        | 2        | 15          |
| <b>Grand Total</b> | <b>27</b> | <b>15</b> | <b>42</b> | <b>12</b> | <b>1</b> | <b>13</b> | <b>3</b> | <b>-</b> | <b>3</b> | <b>58</b>   |

### 2019 Teacher Aides

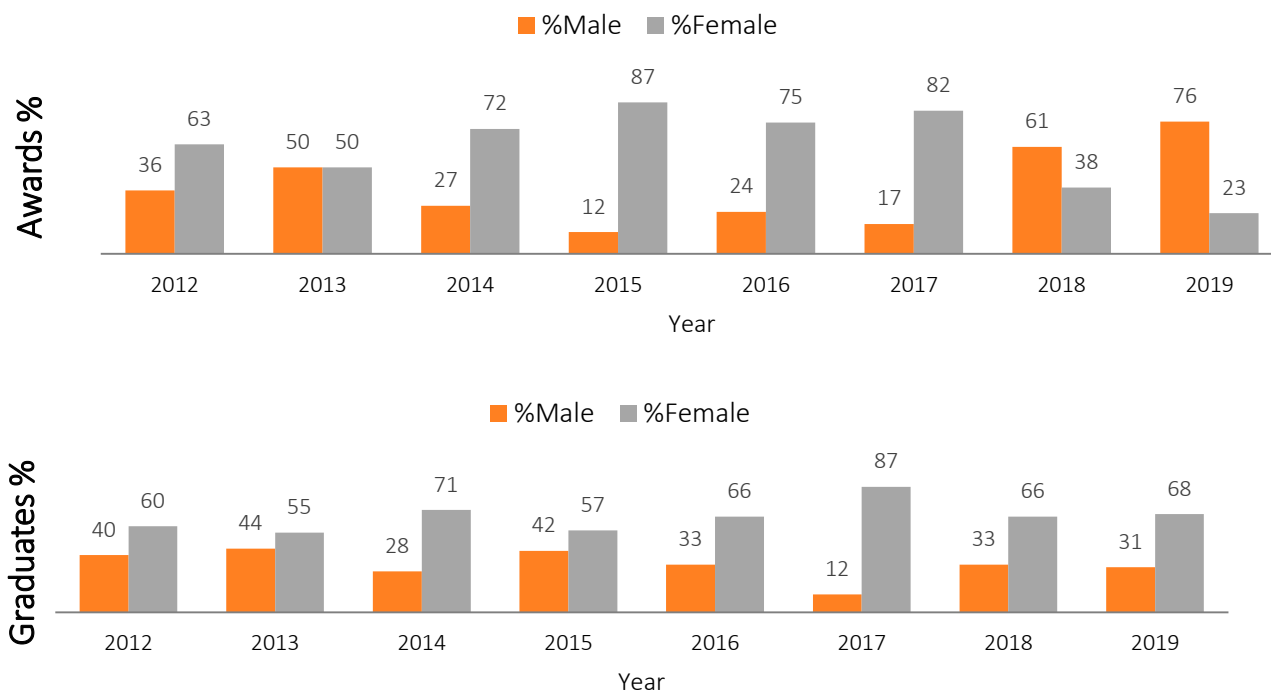
| Teaching Support   | Rarotonga |           | Total     | South     |          | Total     | North    |          | Total    | Grand Total |
|--------------------|-----------|-----------|-----------|-----------|----------|-----------|----------|----------|----------|-------------|
|                    | Govt      | Private   |           | Govt      | Private  |           | Govt     | Private  |          |             |
| One on One         | 19        | 25        | 44        | 9         | 1        | 10        | 1        | -        | 1        | 55          |
| Group              | 5         | 2         | 7         | 6         | -        | 6         | 2        | -        | 2        | 15          |
| School Support     | 1         | 1         | 2         | 2         | -        | 2         | -        | -        | -        | 4           |
| <b>Grand Total</b> | <b>25</b> | <b>28</b> | <b>53</b> | <b>17</b> | <b>1</b> | <b>18</b> | <b>3</b> | <b>-</b> | <b>3</b> | <b>74</b>   |

There has been a significant increase in the number of teacher aide allocations between 2018 and 2019. An increase of 16 Teacher Aides in total with the highest number of them supporting children with high level learning needs. There has also been an increase in the number of Teacher Aides to fulfil group learning needs which is a direct result of a remedial support programme designed and delivered by the Inclusive Education advisors.

## Cook Islands Government Scholarship Scheme

The previous New Zealand and Cook Islands Government Scholarship Programmes were reviewed in 2016. The new **Te Reinga Akataunga'anga** provides scholarship and study support options for both domestic and international studies. All scholarships are now managed through the Cook Islands Ministry of Education and has allowed many more Cook Islanders access to initial tertiary studies.

**Figure 45: Scholarship Awards and Graduates by Gender Years 2012 – 2019**



The 2012– 2019 Award figures in Figure 45 show that there are more females receiving scholarships per year with an increase awards for males in 2018 and 2019. The graduate figures show a significant difference between males and females, with a continuous success rate for females from 2012 to 2019.

**Table 24: Number of Graduates by Programme Years 2013 - 2018**

| Programme             | 2013     | 2014      | 2015     | 2016     | 2017      | 2018     | Total     |
|-----------------------|----------|-----------|----------|----------|-----------|----------|-----------|
| Master's Degree       | 1        | 16        | -        | 1        | 3         | -        | 21        |
| Post Graduate Diploma | -        | 1         | -        | -        | -         | 2        | 3         |
| Bachelor's Degree     | 8        | 10        | 7        | 7        | 13        | 3        | 48        |
| Diploma               | -        | 3         | -        | 1        | -         | -        | 5         |
| Certificate           | -        | -         | -        | -        | -         | -        | 1         |
| Chartered Accountant  | -        | 1         | -        | -        | -         | -        | 1         |
| <b>Total</b>          | <b>9</b> | <b>31</b> | <b>7</b> | <b>9</b> | <b>16</b> | <b>5</b> | <b>77</b> |

Table 24 shows that since 2013, 62% of the scholarship recipients who graduated received a Bachelor's degree and 27% received a Master's degree.



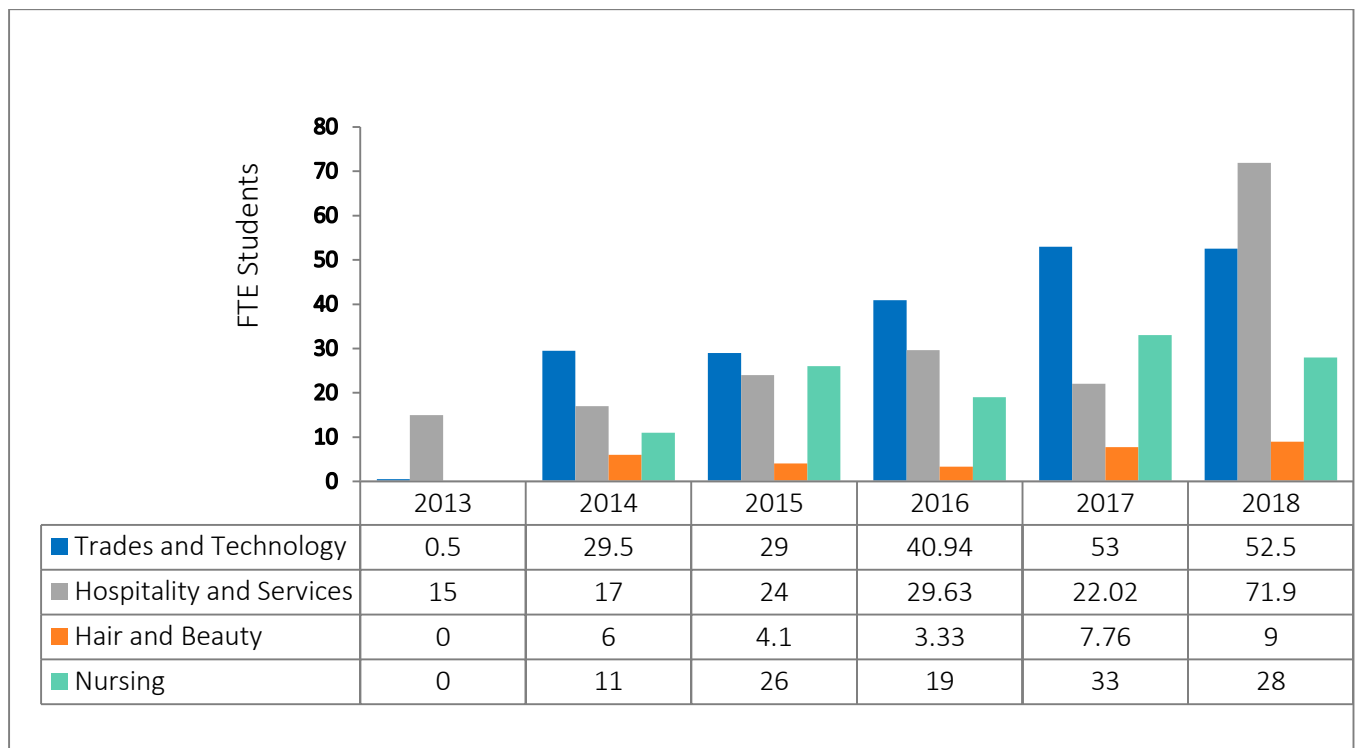
## Tertiary Education

The Cook Islands Tertiary Training Institute (CITTI), established in July 2013 provides quality vocational training in the Cook Islands.

The goals of lifting the skills level of the population through expanding post-school training options, increasing the range of qualifications on offer, and connecting training more directly to the needs of local industry remains the institutes main focus. More recently the focus has been on:

- Partnerships with international providers offering a full range of courses for Cook Islands learners.
- Expanding and further developing the apprenticeship programme.
- Developing and growing the partnerships with schools - Building & Construction and Trades Academies are now being delivered with students in secondary school.
- Growing the delivery of tertiary training in the Pa Enea - Vocational programmes are also growing in the Pa Enea where efficiencies have been gained through the use of online tutorials and the combinations of school and community classes.

**Figure 46: National Tertiary Enrolments - FTE Students Years 2013 to 2018**



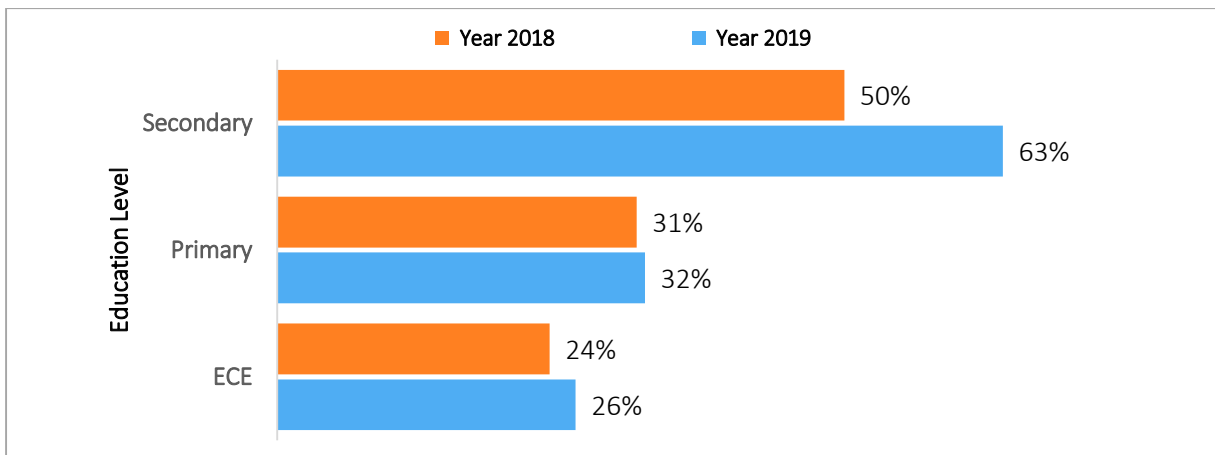
## Teacher Qualification

The Ministry of Education continues its partnership with the University of the South Pacific (USP), encouraging teachers to upgrade their qualifications. Teachers are currently enrolled in the following programmes;

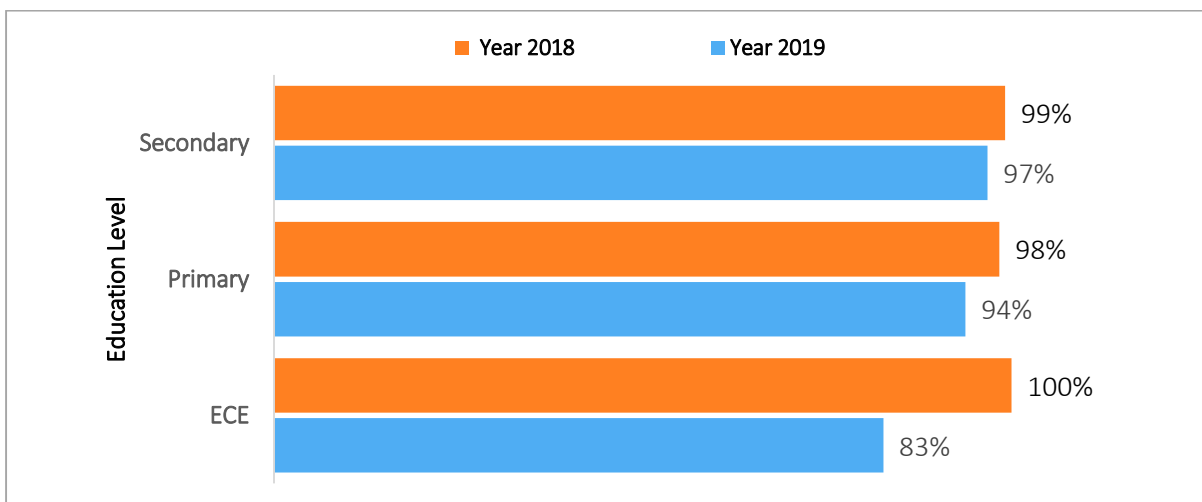
- a) Diploma in ECE
- b) Bachelor of Education (ECE and Primary)
- c) Post Graduate Certificate in Education (Teaching)
- d) Post Graduate Diploma in Educational Leadership
- e) Master of Education (by research)

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. A teaching qualification is now also a requirement.

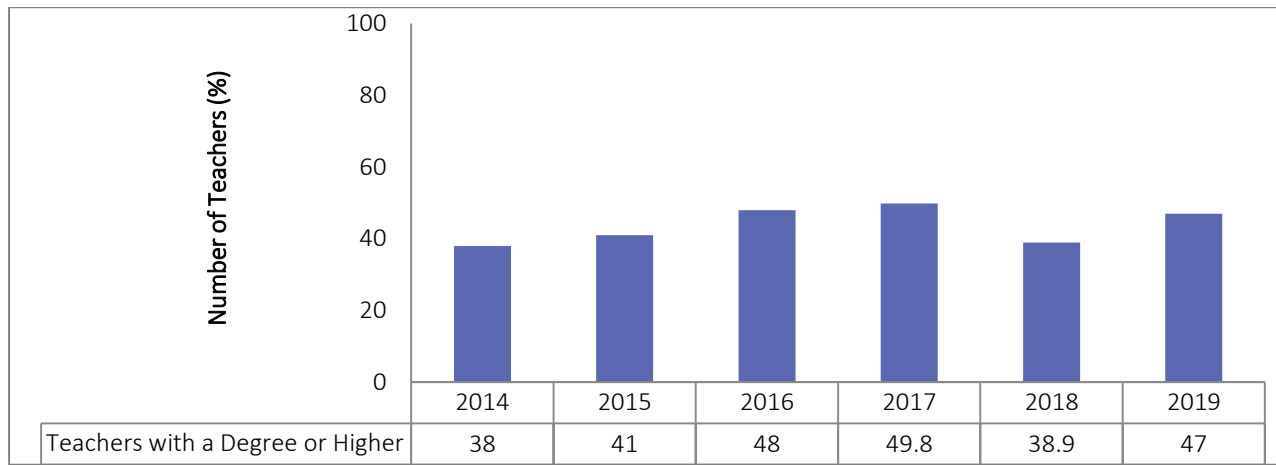
**Figure 47: 2018/2019 Teachers with a Degree by Education Level**



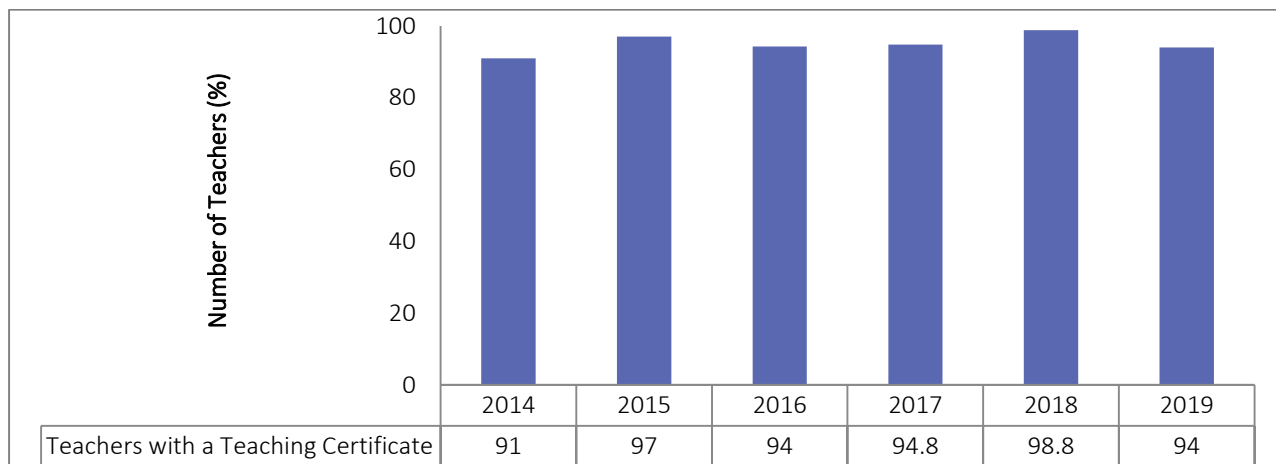
**Figure 48: 2018/2019 Teachers with a Teaching Certificate Education Level**



**Figure 49: Teachers with a Degree (%) for Years 2014 - 2019**



**Figure 50: Teachers with a Teaching Certificate (%) for Years 2014 - 2019**



## Ministry of Education Budget

The Ministry of Education's annual planning responds to the Annual Budget Policy Statement from government and aligns 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.

The 2018/2019 changes to how government fund the Ministry of Education, now see that donor budget support baselined as part of the government appropriation to Education. The following categories are the educational areas that continue to receive funding through administered payments.

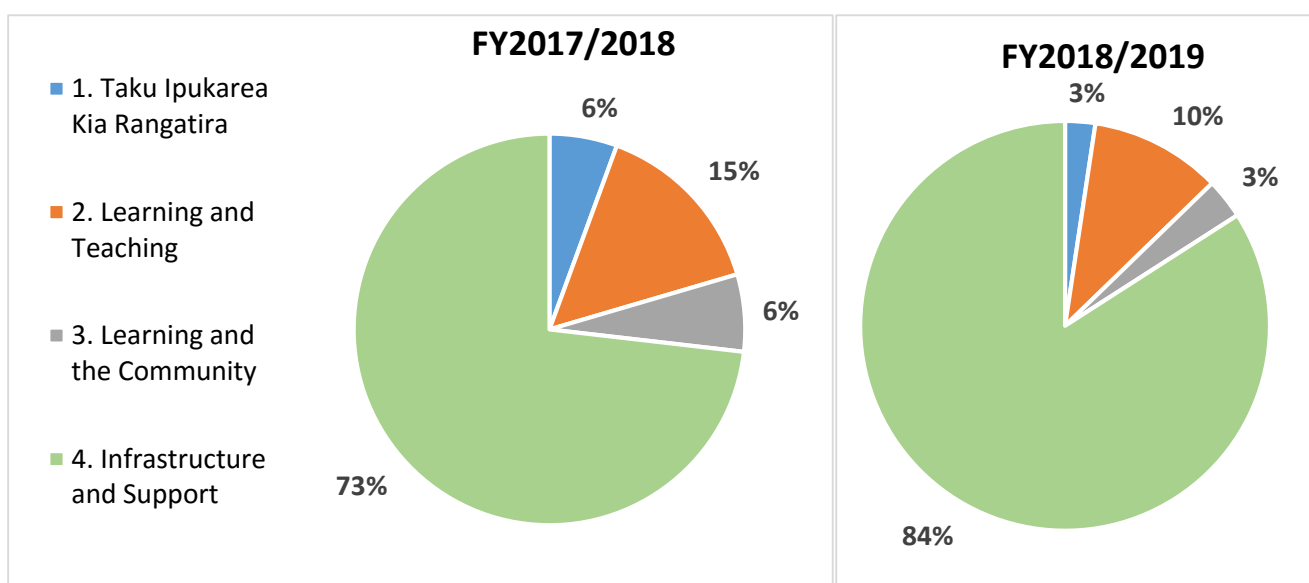
**Government Funded Scholarships** - This funds supports Te Reinga Akataunga'anga and provides support for higher education for those on the programme, domestically and abroad. This is achieved through the implementation of a range of scholarships, grants and other support for recipients of the fund, typically consisting of tuition fees and additional costs associated with tertiary study.

**Private School Funding** – This fund ensures equitable access to quality education through funding of registered private schools at the same level as government schools for operations and teaching personnel, based on enrolment. There are eight (8) private providers, the majority of providers are faith-based institutions and an additional three (3) independent schools.

**Tertiary Training Institutes** - Supporting the operating expenses for the Cook Islands Tertiary Training Institute (CITTI) when delivering tertiary training on Rarotonga and throughout the Pa Enuu.

**University of the South Pacific Contribution** - As a member nation of the University, the Cook Islands makes a financial contribution to the university as set by the University Grants Committee. USP plays a significant role in providing tertiary education opportunities both through those who travel to one of the three major campuses and those who study through different modalities whilst in country. The Cook Islands campus has placed importance on developing cohorts of students in different programme areas and working consistently with the Pa Enuu.

**Figure 51: Education Budget by Output (%) 2017/2018 – 2018/2019**



**Table 25: 2017/2018 and 2018/2019 Education Budget by Output (\$NZ,000)**

| Output                         | FY2017/2018                    |                                  |                   |
|--------------------------------|--------------------------------|----------------------------------|-------------------|
|                                | Gross Appropriation \$NZ (000) | Administered Payments \$NZ (000) | Total \$NZ (000)  |
| 1. Taku Ipukarea Kia Rangatira | 1,095,986                      | -                                | 1,095,986         |
| 2. Learning and Teaching       | 1,241,288                      | 1,669,855                        | 2,911,143         |
| 3. Learning and the Community  | 1,248,171                      | -                                | 1,248,171         |
| 4. Infrastructure and Support  | 11,901,102                     | 2,432,027                        | 14,333,129        |
| <b>Total</b>                   | <b>15,486,547</b>              | <b>4,101,882</b>                 | <b>19,588,429</b> |

| Output                         | FY2018/2019                    |                                  |                   |
|--------------------------------|--------------------------------|----------------------------------|-------------------|
|                                | Gross Appropriation \$NZ (000) | Administered Payments \$NZ (000) | Total \$NZ (000)  |
| 1. Taku Ipukarea Kia Rangatira | 479,018                        | -                                | 479,018           |
| 2. Learning and Teaching       | 666,340                        | 1,420,255                        | 2,086,595         |
| 3. Learning and the Community  | 639,203                        | -                                | 639,203           |
| 4. Infrastructure and Support  | 14,260,778                     | 2,664,709                        | 16,925,487        |
| <b>Total</b>                   | <b>16,045,339</b>              | <b>4,084,964</b>                 | <b>20,130,303</b> |

**Table 26: Education Budget as percentage of Nominal GDP**

| Year   | 2012/2013     | 2013/2014     | 2014/2015     | 2015/2016     | 2016/2017   | 2017/2018   | 2018/2019   |
|--|---------------|---------------|---------------|---------------|-------------|-------------|-------------|
| <b>Government Appropriation to Ministry of Education</b> | \$12,847,333  | \$14,497,982  | \$14,380,737  | \$18,432,237  | 18,857,622  | 20,413,710  | 20,130,303  |
| <b>Nominal GDP</b>                                       | \$393,200,000 | \$429,722,000 | \$395,745,000 | \$418,364,000 | 427,310,000 | 447,269,000 | 458,222,000 |
| <b>%</b>   | 3.3           | 3.4           | 3.6           | 4.4           | 4.4         | 4.5         | 4.4         |

**Table 27: 2017/2018 and 2018/2019 Education Administered Payments and Capital Expenditure**

| Description                                    | 2017/2018 | 2018/2019 |
|--|-----------|-----------|
| Tertiary Training Institutions                 | 759,855   | 759,855   |
| University of the South Pacific (Subsidies)    | 285,000   | 205,000   |
| Government Funded Scholarships                 | 910,000   | 660,400   |
| Private School Funding                         | 2,229,709 | 2,229,709 |
| Center of Research and Policy Studies          |           | 80,000    |
| Center of Excellence in Information Technology |           | 150,000   |
| Capital Budget                                 | 360,000   | 0         |

# APPENDICES

## APPENDIX 1: SCHOOLS IN THE COOK ISLANDS BY REGION, ISLAND, STATUS AND LEVEL 2019

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

APPENDIX 2: ENROLMENT BY REGION, SCHOOL AND LEVEL - 2019

| REGION                    | ECE        | Year 1     | Year 2     | Year 3     | Year 4     | Year 5     | Year 6     | Year 7     | Year 8     | Year 9     | Year 10    | Year 11    | Year 12    | Year 13    | Primary      | Secondary    | Total        |
|---------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------|--------------|--------------|
| <b>RAROTONGA</b>          | <b>294</b> | <b>195</b> | <b>206</b> | <b>216</b> | <b>225</b> | <b>233</b> | <b>247</b> | <b>226</b> | <b>198</b> | <b>214</b> | <b>184</b> | <b>198</b> | <b>153</b> | <b>129</b> | <b>1,322</b> | <b>1,302</b> | <b>2,918</b> |
| Apii Te Uki Ou            | 21         | 18         | 17         | 23         | 22         | 24         | 21         | 38         | 15         | -          | -          | -          | -          | -          | 125          | 53           | 199          |
| Apii Arorangi             | 19         | 20         | 20         | 18         | 17         | 25         | 20         | 17         | 21         | -          | -          | -          | -          | -          | 120          | 38           | 177          |
| Apii Avarua               | 65         | 49         | 35         | 49         | 56         | 55         | 60         | 63         | 49         | -          | -          | -          | -          | -          | 304          | 112          | 481          |
| Apii Nikao                | 50         | 29         | 45         | 52         | 49         | 49         | 62         | 48         | 51         | -          | -          | -          | -          | -          | 286          | 99           | 435          |
| Blackrock Apii Potiki     | 40         | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -            | -            | 40           |
| Imanuela Akatemia         | 10         | 8          | 9          | 4          | 2          | 8          | 5          | 3          | 2          | 2          | 3          | 4          | 4          | 3          | 36           | 21           | 67           |
| Nukutere College          | -          | -          | -          | -          | -          | -          | -          | 26         | 34         | 32         | 18         | 24         | -          | 1          | -            | 135          | 135          |
| Papaaroa Adventist School | 18         | 8          | 12         | 9          | 15         | 10         | 15         | 14         | 9          | 5          | 14         | -          | -          | -          | 69           | 42           | 129          |
| Apii Rutaki               | 21         | 7          | 12         | 11         | 15         | 15         | 11         | -          | -          | -          | -          | -          | -          | -          | 71           | -            | 92           |
| St Joseph's School        | 24         | 18         | 32         | 23         | 27         | 22         | 25         | -          | -          | -          | -          | -          | -          | -          | 147          | -            | 171          |
| Apii Takitumu             | 26         | 38         | 24         | 27         | 22         | 25         | 28         | -          | -          | -          | -          | -          | -          | -          | 164          | -            | 190          |
| Tereora College           | -          | -          | -          | -          | -          | -          | -          | -          | -          | 158        | 131        | 157        | 149        | 125        | -            | 720          | 720          |
| Titikaveka College        | -          | -          | -          | -          | -          | -          | -          | 17         | 17         | 17         | 18         | 13         | -          | -          | -            | 82           | 82           |
| <b>SOUTHERN GROUP</b>     | <b>105</b> | <b>54</b>  | <b>61</b>  | <b>70</b>  | <b>56</b>  | <b>78</b>  | <b>58</b>  | <b>68</b>  | <b>88</b>  | <b>67</b>  | <b>55</b>  | <b>62</b>  | <b>42</b>  | <b>13</b>  | <b>377</b>   | <b>395</b>   | <b>877</b>   |
| Apii Araura               | 16         | 17         | 18         | 18         | 13         | 24         | 14         | -          | -          | -          | -          | -          | -          | -          | 104          | -            | 120          |
| Araura College            | -          | -          | -          | -          | -          | -          | -          | 39         | 48         | 36         | 35         | 33         | 21         | 6          | -            | 218          | 218          |
| Tekaaroa Adventist School | 35         | 10         | 10         | 11         | 8          | 11         | 8          | -          | -          | -          | -          | -          | -          | -          | 58           | -            | 93           |
| Apii Vaitau               | 14         | 5          | 10         | 11         | 11         | 14         | 11         | -          | -          | -          | -          | -          | -          | -          | 62           | -            | 76           |
| Apii Enuamanu             | 12         | 7          | 7          | 14         | 9          | 5          | 3          | 3          | 12         | 9          | 6          | 9          | 6          | 7          | 45           | 52           | 109          |
| Mangaia School            | 14         | 6          | 8          | 8          | 7          | 16         | 14         | 15         | 20         | 13         | 11         | 14         | 15         | -          | 59           | 88           | 161          |
| Apii Mauke                | 10         | 4          | 5          | 4          | 6          | 5          | 5          | 5          | 7          | 8          | 3          | 3          | -          | -          | 29           | 26           | 65           |
| Apii Mitiaro              | 4          | 5          | 3          | 4          | 2          | 3          | 3          | 6          | 1          | 1          | -          | 3          | -          | -          | 20           | 11           | 35           |
| <b>NORTHERN GROUP</b>     | <b>44</b>  | <b>25</b>  | <b>26</b>  | <b>34</b>  | <b>31</b>  | <b>34</b>  | <b>22</b>  | <b>28</b>  | <b>31</b>  | <b>20</b>  | <b>23</b>  | <b>18</b>  | <b>2</b>   | <b>-</b>   | <b>172</b>   | <b>122</b>   | <b>338</b>   |
| Apii Ruamanu              | 9          | 4          | 3          | 8          | 3          | 1          | 3          | 1          | 2          | 2          | 2          | 3          | -          | -          | 22           | 10           | 41           |
| Apii Tukao                | -          | 1          | 3          | 4          | -          | 4          | 4          | -          | 4          | 2          | -          | -          | -          | -          | 16           | 6            | 22           |
| Apii Nassau               | 4          | 2          | 3          | 3          | 2          | 5          | 1          | 3          | 1          | 2          | 2          | 3          | -          | -          | 16           | 11           | 31           |
| Palmerston Lucky School   | -          | 2          | 1          | 1          | 1          | -          | 1          | 1          | 1          | 1          | 1          | 1          | 2          | -          | 6            | 7            | 13           |
| Omoka School              | 5          | 2          | 4          | 3          | 7          | 3          | 3          | 6          | 5          | 3          | 6          | 1          | -          | -          | 22           | 21           | 48           |
| Tetautua School           | 3          | 1          | 1          | 1          | 1          | -          | 1          | 4          | 2          | 2          | -          | -          | -          | -          | 5            | 8            | 16           |
| Apii Niua                 | 18         | 10         | 10         | 14         | 12         | 20         | 7          | 12         | 12         | 8          | 10         | 10         | -          | -          | 73           | 52           | 143          |
| Apii Rakahanga            | 5          | 3          | 1          | -          | 5          | 1          | 2          | 1          | 4          | -          | 2          | -          | -          | -          | 12           | 7            | 24           |
| <b>COOK ISLANDS</b>       | <b>443</b> | <b>274</b> | <b>293</b> | <b>320</b> | <b>312</b> | <b>345</b> | <b>327</b> | <b>322</b> | <b>317</b> | <b>301</b> | <b>262</b> | <b>278</b> | <b>197</b> | <b>142</b> | <b>1,871</b> | <b>1,819</b> | <b>4,133</b> |



APPENDIX 3: STUDENT ENROLMENTS BY AGE, SEX AND LEVEL - 2019

| TOTAL STUDENT ENROLMENT |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |           |          |              |
|-------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|----------|--------------|
| Age<br>Level            | 3          | 4          | 5          | 6          | 7          | 8          | 9          | 10         | 11         | 12         | 13         | 14         | 15         | 16         | 17         | 18        | 19+      | TOTAL        |
| ECE                     | 186        | 256        | 1          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -         | -        | 443          |
| Year 1                  | -          | 25         | 236        | 13         | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -         | -        | 274          |
| Year 2                  | -          | -          | 67         | 205        | 20         | -          | -          | -          | -          | -          | -          | -          | 1          | -          | -          | -         | -        | 293          |
| Year 3                  | -          | -          | -          | 68         | 237        | 15         | -          | -          | -          | -          | -          | -          | -          | -          | -          | -         | -        | 320          |
| Year 4                  | -          | -          | -          | -          | 50         | 250        | 11         | 1          | -          | -          | -          | -          | -          | -          | -          | -         | -        | 312          |
| Year 5                  | -          | -          | -          | -          | -          | 69         | 249        | 27         | -          | -          | -          | -          | -          | -          | -          | -         | -        | 345          |
| Year 6                  | -          | -          | -          | -          | -          | -          | 50         | 257        | 20         | -          | -          | -          | -          | -          | -          | -         | -        | 327          |
| Year 7                  | -          | -          | -          | -          | -          | -          | 1          | 50         | 252        | 18         | 1          | -          | -          | -          | -          | -         | -        | 322          |
| Year 8                  | -          | -          | -          | -          | -          | -          | -          | -          | 51         | 240        | 18         | 8          | -          | -          | -          | -         | -        | 317          |
| Year 9                  | -          | -          | -          | -          | -          | -          | -          | -          | -          | 73         | 217        | 10         | 1          | -          | -          | -         | -        | 301          |
| Year 10                 | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | 50         | 189        | 23         | -          | -          | -         | -        | 262          |
| Year 11                 | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | 1          | 54         | 193        | 27         | 3          | -         | -        | 278          |
| Year 12                 | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | 36         | 137        | 19         | 4         | 1        | 197          |
| Year 13                 | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | 36         | 95         | 9         | 2        | 142          |
| <b>TOTAL</b>            | <b>186</b> | <b>281</b> | <b>304</b> | <b>286</b> | <b>307</b> | <b>334</b> | <b>311</b> | <b>335</b> | <b>323</b> | <b>331</b> | <b>287</b> | <b>261</b> | <b>254</b> | <b>200</b> | <b>117</b> | <b>13</b> | <b>3</b> | <b>4,133</b> |
| <b>FEMALE</b>           |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |           |          |              |
| ECE                     | 100        | 127        | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -         | -        | 227          |
| Year 1                  | -          | 12         | 127        | 3          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -         | -        | 142          |
| Year 2                  | -          | -          | 34         | 88         | 9          | -          | -          | -          | -          | -          | -          | -          | 1          | -          | -          | -         | -        | 132          |
| Year 3                  | -          | -          | -          | 36         | 118        | 4          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -         | -        | 158          |
| Year 4                  | -          | -          | -          | -          | 21         | 116        | 4          | -          | -          | -          | -          | -          | -          | -          | -          | -         | -        | 141          |
| Year 5                  | -          | -          | -          | -          | -          | 45         | 116        | 16         | -          | -          | -          | -          | -          | -          | -          | -         | -        | 177          |
| Year 6                  | -          | -          | -          | -          | -          | -          | 18         | 127        | 3          | -          | -          | -          | -          | -          | -          | -         | -        | 148          |
| Year 7                  | -          | -          | -          | -          | -          | -          | -          | 26         | 132        | 7          | 1          | -          | -          | -          | -          | -         | -        | 166          |
| Year 8                  | -          | -          | -          | -          | -          | -          | -          | -          | 27         | 114        | 10         | -          | -          | -          | -          | -         | -        | 151          |
| Year 9                  | -          | -          | -          | -          | -          | -          | -          | -          | -          | 35         | 106        | 7          | 1          | -          | -          | -         | -        | 149          |
| Year 10                 | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | 28         | 97         | 9          | -          | -          | -         | -        | 134          |
| Year 11                 | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | 1          | 28         | 94         | 11         | 2          | -         | -        | 136          |
| Year 12                 | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | 19         | 75         | 8          | 2         | 1        | 105          |
| Year 13                 | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | 26         | 43         | 4         | 2        | 75           |
| <b>TOTAL</b>            | <b>100</b> | <b>139</b> | <b>161</b> | <b>127</b> | <b>148</b> | <b>165</b> | <b>138</b> | <b>169</b> | <b>162</b> | <b>156</b> | <b>146</b> | <b>132</b> | <b>124</b> | <b>112</b> | <b>53</b>  | <b>6</b>  | <b>3</b> | <b>2,041</b> |
| <b>MALE</b>             |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |           |          |              |
| ECE                     | 86         | 129        | 1          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -         | -        | 216          |
| Year 1                  | -          | 13         | 109        | 10         | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -         | -        | 132          |
| Year 2                  | -          | -          | 33         | 117        | 11         | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -         | -        | 161          |
| Year 3                  | -          | -          | -          | 32         | 119        | 11         | -          | -          | -          | -          | -          | -          | -          | -          | -          | -         | -        | 162          |
| Year 4                  | -          | -          | -          | -          | 29         | 134        | 7          | 1          | -          | -          | -          | -          | -          | -          | -          | -         | -        | 171          |
| Year 5                  | -          | -          | -          | -          | -          | 24         | 133        | 11         | -          | -          | -          | -          | -          | -          | -          | -         | -        | 168          |
| Year 6                  | -          | -          | -          | -          | -          | -          | 32         | 130        | 17         | -          | -          | -          | -          | -          | -          | -         | -        | 179          |
| Year 7                  | -          | -          | -          | -          | -          | -          | 1          | 24         | 120        | 11         | -          | -          | -          | -          | -          | -         | -        | 156          |
| Year 8                  | -          | -          | -          | -          | -          | -          | -          | -          | 24         | 126        | 8          | 8          | -          | -          | -          | -         | -        | 166          |
| Year 9                  | -          | -          | -          | -          | -          | -          | -          | -          | -          | 38         | 111        | 3          | -          | -          | -          | -         | -        | 152          |
| Year 10                 | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | 22         | 92         | 14         | -          | -          | -         | -        | 128          |
| Year 11                 | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | 26         | 99         | 16         | 1          | -         | -        | 142          |
| Year 12                 | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | 17         | 62         | 11         | 2         | -        | 92           |
| Year 13                 | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | 10         | 52         | 5         | -        | 67           |
| <b>TOTAL</b>            | <b>86</b>  | <b>142</b> | <b>143</b> | <b>159</b> | <b>159</b> | <b>169</b> | <b>173</b> | <b>166</b> | <b>161</b> | <b>175</b> | <b>141</b> | <b>129</b> | <b>130</b> | <b>88</b>  | <b>64</b>  | <b>7</b>  | <b>-</b> | <b>2,092</b> |

APPENDIX 4: ENROLMENTS BY LEVEL 2008 - 2019

| YEAR           | ECE        | Year 1     | Year 2     | Year 3     | Year 4     | Year 5     | Year 6     | Year 7     | Year 8     | Year 9     | Year 10    | Year 11    | Year 12    | Year 13    | Total        |
|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------|
| <b>2008</b>    | 470        | 344        | 328        | 307        | 318        | 352        | 330        | 368        | 329        | 369        | 327        | 333        | 193        | 98         | <b>4,466</b> |
| <b>2009</b>    | 430        | 399        | 311        | 306        | 297        | 296        | 331        | 322        | 342        | 295        | 346        | 357        | 204        | 81         | <b>4,317</b> |
| <b>2010</b>    | 452        | 335        | 330        | 298        | 301        | 285        | 292        | 309        | 330        | 317        | 266        | 351        | 212        | 108        | <b>4,186</b> |
| <b>2011</b>    | 517        | 346        | 293        | 330        | 307        | 295        | 290        | 290        | 324        | 297        | 286        | 292        | 205        | 110        | <b>4,182</b> |
| <b>2012</b>    | 481        | 307        | 325        | 307        | 341        | 292        | 298        | 292        | 286        | 315        | 280        | 303        | 179        | 142        | <b>4,148</b> |
| <b>2013</b>    | 513        | 301        | 307        | 311        | 277        | 311        | 286        | 288        | 285        | 267        | 302        | 283        | 204        | 117        | <b>4,052</b> |
| <b>2014</b>    | 460        | 374        | 277        | 302        | 321        | 271        | 298        | 286        | 270        | 283        | 277        | 280        | 211        | 111        | <b>4,021</b> |
| <b>2015</b>    | 514        | 280        | 321        | 298        | 311        | 309        | 270        | 283        | 282        | 274        | 267        | 247        | 222        | 149        | <b>4,027</b> |
| <b>2016</b>    | 528        | 307        | 301        | 309        | 307        | 327        | 307        | 271        | 288        | 275        | 261        | 258        | 176        | 156        | <b>4,071</b> |
| <b>2017</b>    | 516        | 255        | 335        | 314        | 311        | 311        | 312        | 314        | 283        | 283        | 275        | 263        | 191        | 135        | <b>4,098</b> |
| <b>2018</b>    | 485        | 290        | 308        | 300        | 330        | 343        | 322        | 309        | 312        | 263        | 289        | 257        | 195        | 156        | <b>4,159</b> |
| <b>2019</b>    | 443        | 274        | 293        | 320        | 312        | 345        | 327        | 322        | 317        | 301        | 262        | 278        | 197        | 142        | <b>4,133</b> |
| <b>Average</b> | <b>484</b> | <b>318</b> | <b>311</b> | <b>309</b> | <b>311</b> | <b>311</b> | <b>305</b> | <b>305</b> | <b>304</b> | <b>295</b> | <b>287</b> | <b>292</b> | <b>199</b> | <b>125</b> | <b>4,155</b> |

**APPENDIX 5: SCHOOL TEACHERS AND STAFF BY REGION - 2019**

| SCHOOL                    | TEACHERS                  |                   |                     | PRINCIPALS                |                   |                     | ANCILLARY STAFF             |                                |                               | Concurrent Teacher Trainees | Volunteers | Total School Staff |
|---------------------------|---------------------------|-------------------|---------------------|---------------------------|-------------------|---------------------|-----------------------------|--------------------------------|-------------------------------|-----------------------------|------------|--------------------|
|                           | Early Childhood Education | Primary Education | Secondary Education | Early Childhood Education | Primary Education | Secondary Education | Administration and Property | Teacher Aide (student support) | Teacher Aide (school support) |                             |            |                    |
| <b>RAROTONGA</b>          | <b>13</b>                 | <b>62</b>         | <b>80</b>           | <b>1</b>                  | <b>5</b>          | <b>5</b>            | <b>21</b>                   | <b>36</b>                      | <b>22</b>                     | <b>8</b>                    | <b>-</b>   | <b>253</b>         |
| Apii Arorangi             | -                         | 8                 | 1                   | -                         | -                 | -                   | 2                           | 2                              | 1                             | 2                           | -          | 16                 |
| Apii Avarua               | 2                         | 12                | 5                   | -                         | 1                 | -                   | 2                           | -                              | 3                             | 2                           | -          | 27                 |
| Blackrock Apii Potiki     | -                         | -                 | -                   | 1                         | -                 | -                   | -                           | -                              | 2                             | 1                           | -          | 4                  |
| Imanuela Akatemia         | -                         | -                 | -                   | -                         | -                 | 1                   | 1                           | 1                              | 8                             | -                           | -          | 11                 |
| Apii Nikao                | 2                         | 15                | 1                   | -                         | 1                 | -                   | 2                           | 4                              | 2                             | -                           | -          | 27                 |
| Nukutere College          | -                         | -                 | 9                   | -                         | -                 | 1                   | 1                           | 8                              | 1                             | -                           | -          | 20                 |
| Papaaroa Adventist School | 1                         | 3                 | 4                   | -                         | -                 | -                   | 1                           | -                              | -                             | -                           | -          | 9                  |
| Apii Rutaki               | 1                         | 3                 | -                   | -                         | 1                 | -                   | 2                           | -                              | 2                             | -                           | -          | 9                  |
| St Joseph's School        | 2                         | 7                 | -                   | -                         | 1                 | -                   | 1                           | 6                              | -                             | -                           | -          | 17                 |
| Apii Takitumu             | 3                         | 6                 | -                   | -                         | 1                 | -                   | 2                           | 2                              | -                             | 2                           | -          | 16                 |
| Apii Te Uki Ou            | 2                         | 8                 | 2                   | -                         | -                 | 1                   | 1                           | 7                              | 2                             | -                           | -          | 23                 |
| Tereora College           | -                         | -                 | 50                  | -                         | -                 | 1                   | 3                           | 5                              | -                             | -                           | -          | 59                 |
| Titikaveka College        | -                         | -                 | 8                   | -                         | -                 | 1                   | 3                           | 1                              | 1                             | 1                           | -          | 15                 |
| <b>SOUTHERN GROUP</b>     | <b>7</b>                  | <b>26</b>         | <b>26</b>           | <b>-</b>                  | <b>3</b>          | <b>4</b>            | <b>9</b>                    | <b>9</b>                       | <b>9</b>                      | <b>-</b>                    | <b>-</b>   | <b>93</b>          |
| Araura College            | -                         | -                 | 14                  | -                         | -                 | -                   | 2                           | 4                              | -                             | -                           | -          | 20                 |
| Apii Araura               | 1                         | 7                 | -                   | -                         | 1                 | -                   | 1                           | -                              | 1                             | -                           | -          | 11                 |
| Apii Enuamanu             | 1                         | 4                 | 4                   | -                         | -                 | 1                   | 3                           | 1                              | 2                             | -                           | -          | 16                 |
| Mangaia School            | 2                         | 5                 | 6                   | -                         | -                 | 1                   | 1                           | 3                              | 1                             | -                           | -          | 19                 |
| Apii Mauke                | 1                         | 2                 | 2                   | -                         | -                 | 1                   | 1                           | -                              | 1                             | -                           | -          | 8                  |
| Apii Mitiaro              | -                         | 2                 | -                   | -                         | -                 | 1                   | -                           | 1                              | -                             | -                           | -          | 4                  |
| Tekaaroa Adventist School | 1                         | 3                 | -                   | -                         | 1                 | -                   | -                           | -                              | 1                             | -                           | -          | 6                  |
| Apii Vaitau               | 1                         | 3                 | -                   | -                         | 1                 | -                   | 1                           | -                              | 3                             | -                           | -          | 9                  |
| <b>NORTHERN GROUP</b>     | <b>2</b>                  | <b>14</b>         | <b>6</b>            | <b>-</b>                  | <b>2</b>          | <b>3</b>            | <b>6</b>                    | <b>4</b>                       | <b>10</b>                     | <b>1</b>                    | <b>2</b>   | <b>50</b>          |
| Lucky School              | -                         | 1                 | -                   | -                         | 1                 | -                   | -                           | 1                              | 2                             | -                           | 2          | 7                  |
| Apii Nassau               | -                         | 2                 | -                   | -                         | -                 | 1                   | -                           | -                              | -                             | -                           | -          | 3                  |
| Apii Niua                 | -                         | 4                 | 4                   | -                         | -                 | 1                   | 2                           | 1                              | 3                             | 1                           | -          | 16                 |
| Omoka School              | 1                         | 2                 | -                   | -                         | -                 | 1                   | 2                           | -                              | -                             | -                           | -          | 6                  |
| Apii Rakahanga            | -                         | 1                 | 1                   | -                         | 1                 | -                   | -                           | -                              | 2                             | -                           | -          | 5                  |
| Apii Ruamanu              | 1                         | 1                 | 1                   | -                         | -                 | -                   | 1                           | 1                              | 1                             | -                           | -          | 6                  |
| Tetautua School           | -                         | 1                 | -                   | -                         | -                 | -                   | -                           | 1                              | 1                             | -                           | -          | 3                  |
| Apii Tukao                | -                         | 2                 | -                   | -                         | -                 | -                   | 1                           | -                              | 1                             | -                           | -          | 4                  |
| <b>TOTAL</b>              | <b>22</b>                 | <b>102</b>        | <b>112</b>          | <b>1</b>                  | <b>10</b>         | <b>12</b>           | <b>36</b>                   | <b>49</b>                      | <b>41</b>                     | <b>9</b>                    | <b>2</b>   | <b>396</b>         |

## Achievements and Contribution of the Ministry of Education to the NSDP 2016 - 2020



- **Taku Ipukarea Kia Rangatira** – 90% of students enrolled in Year 11 Cook Islands Maori achieved, with over half being endorsed with merit and excellence. NZQA acknowledgement of high standard of quality assurance in Cook Islands Maori. Cook Islands presentations at Regional Oceania Conferences. E-Books in Cook Islands Maori.
- **Learning & Teaching** - New Scholarship programme. CITTI Statement of Intent. Specific support for Northern Pa Enua identified. Over 85% of all students enrolled in Years 11-13 achieved their NCEA qualification (L1- 84.4%, L2- 87.7%, L3- 83%).
- **Learning & the Community** - Additional support for sustainability of Inclusive Education. Highly active Tertiary Education Committee. Pa Enua MOU translation.
- **Infrastructure & Support** – 5 unmodified Audits. High participation in stakeholder reporting. Tereora College and Apii Nikao building progress. High number of returning Cook Islanders recruited.



- Formal programmes such as the Liggins Pacific Science for Health Literacy (PSHLP), in partnership with MoH
- MoH support for curriculum and resourcing
- CITTI/ MoE support for qualification programmes at MoH
- UNESCO – Participation programmes on sexual health with NGO's



- Development of USP papers in Cook Islands Maori
- Life Skills – predominantly culturally based activities for the Pa Enua
- Performing Arts programmes at senior secondary levels
- UNESCO funding for cultural activity support (Pacific Arts Festival & Archives)



- Collaboration with Internal Affairs on youth issues (including youth driven programmes) and youth at risk programmes
- Gender Project – CITTI and secondary education programmes
- Inclusive Education



- IT – Bluesky agreement addresses issue of affordability of internet access for learning purposes
- Development of our own IT infrastructure as a learning tool in all schools
- Enhanced use of online delivery at both secondary and tertiary levels
- Tereora & Apii Nikao redevelopment – an opportunity to think about what the physical environment of education looks like



- Considerable ESD and DRM programmes in schools to help build resilient communities
- Ongoing work with EMCI on accessible, contextualised resources that support Cook Islands Curriculum Framework



- Range of CITTI courses providing up-skilling and opportunity for people to create their own livelihoods (EMP result)
- Gender project with a focus on 'adding value to product' for women preparing produce and food for market



- UNESCO National Commission
- Building of culture of research within MoE and providers
- Scholarship programme with new domestic scholarship and returning Cook Islander grants



- Biodiversity programmes in primary education
- Members of Biodiversity Steering Committee
- Members of Cook Islands Natural Heritage



- School programmes including academies
- School outreach programme
- Gender Project
- Enterprise and entrepreneurial programmes