



Government of the Cook Islands



COOK ISLANDS

Ministry of Education

Maraurau o te Pae Api'i

2016

MINISTRY OF EDUCATION Statistics Report



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



COOK ISLANDS
Ministry of Education
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FOREWORD

I am pleased to introduce the 2016 edition of the Cook Islands Ministry of Education Statistics Report. This series aims to inform our policy development and guide initiatives that focus on strengthening, supporting and sustaining quality education in the Cook Islands.

This report covers student outcomes for the 2015 academic year and 2016 enrolment and participation data. Other sections of the report include finance and programme based data.

The Cook Islands Education Statistics report is available to all our stakeholders to advance broader understanding of the educational outcomes and factors affecting the outcomes for learners in the Cook Islands.

We sincerely hope that such data and information proves useful to researchers, policy-makers, those who provide services and support, and to the community at large.

Meitaki Maata.

Gail Townsend

Secretary of Education

ACKNOWLEDGEMENT

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 the Education Statistics Report 2016, an annual publication.

INTRODUCTION

Kia Orana and welcome to the Cook Islands Ministry of Education Statistics Report 2016.

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

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

Data are provided for the current year and as a five year time series where appropriate. Student assessment and the National Certificate of Educational Achievement (NCEA) data is provided for the previous year. Fiscal information is expressed in line with the financial year.

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

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Education at a Glance in the Cook Islands

2016



2057



2014

4071

Students
enrolled in
school

264

Teachers

31

Schools

14%

Senior
Secondary

13%

ECE

27%

Junior
Secondary

4071

Students
enrolled in
school

46%

Primary

ECE



32

Teachers



528

Students

1 teacher for 17 students



PRIMARY



107

Teachers



1858

Students

1 teacher for 17 students



SECONDARY



125

Teachers



1685

Students

1 teacher for 14 students



Table 01: At a Glance Data
Net Enrolment Rates (%):

	Early Childhood Education	Primary Education	Junior Secondary Education	Senior Secondary Education
Male	94	100	90	56
Female	100	100	88	69
Overall	97	100	89	62

Gross Enrolment Rates (%):

Male	96	108	97	62
Female	102	105	94	77
Overall	99	106	95	69

	Early Childhood Education	Primary Education	Secondary Education	Total
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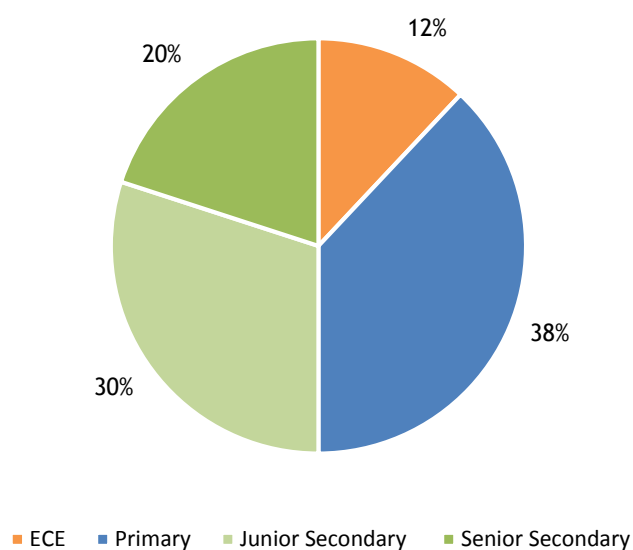
Number of Teachers:

Male	0	10	51	61
Female	32	97	74	203
Overall	32	107	125	264

Number of Schools:

	25 1 Stand-alone 10 Attached to Primary Schools 14 Attached to Area Schools	11	4	14 Area Schools
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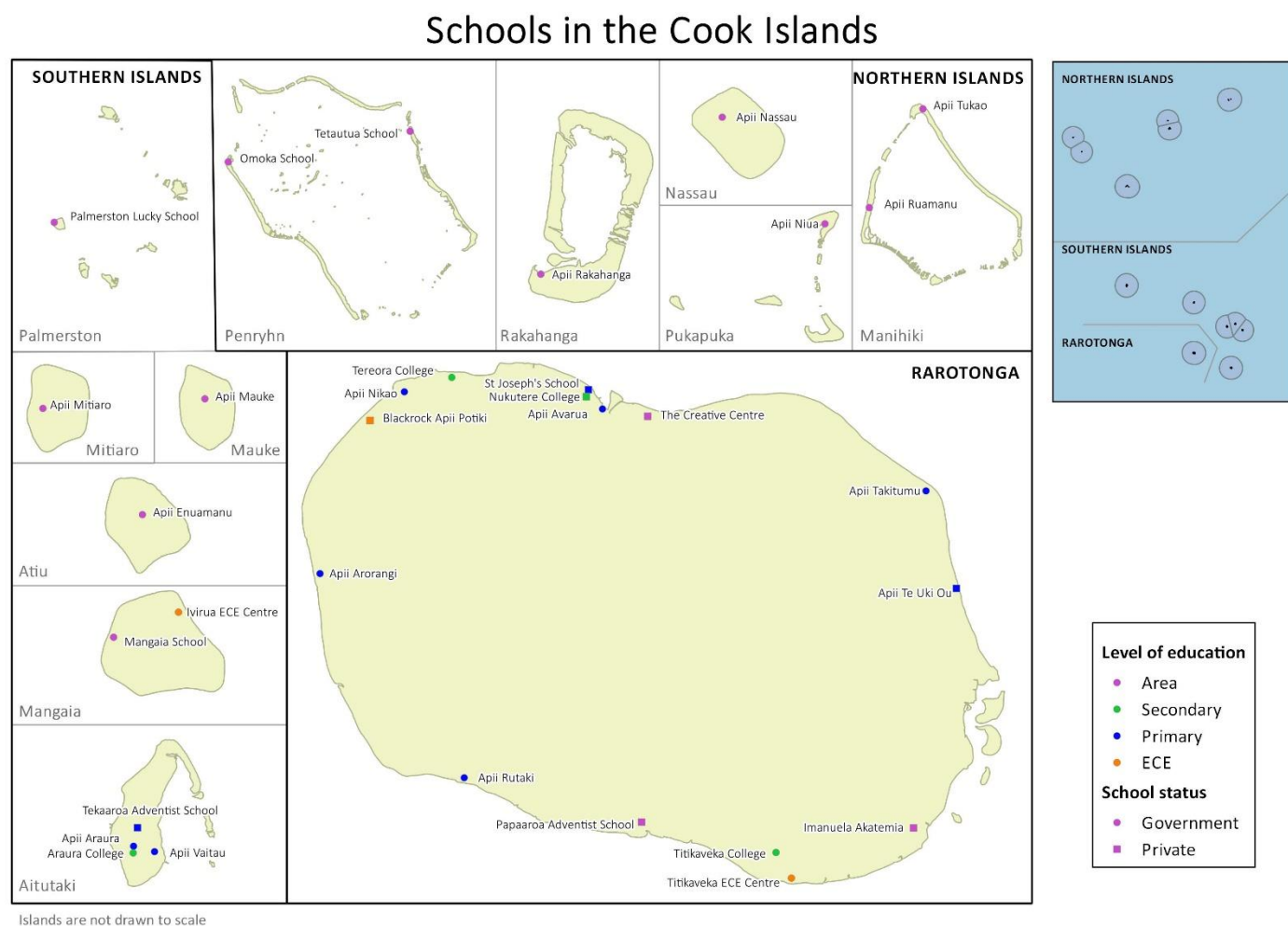
Figure 01: 2015/2016 Education Budget for Schools



STRUCTURE OF THE EDUCATION SYSTEM

Education in the Cook Islands is mainly provided by government institutions. There are 31 providers including 1 stand-alone ECE Centre, 11 Primary Schools (10 of which have ECE Centres attached), 4 Secondary Schools, 14 Area Schools¹ (all with ECE Centres) and a Tertiary institute.

Figure 02: Map of Schools in the Cook Islands

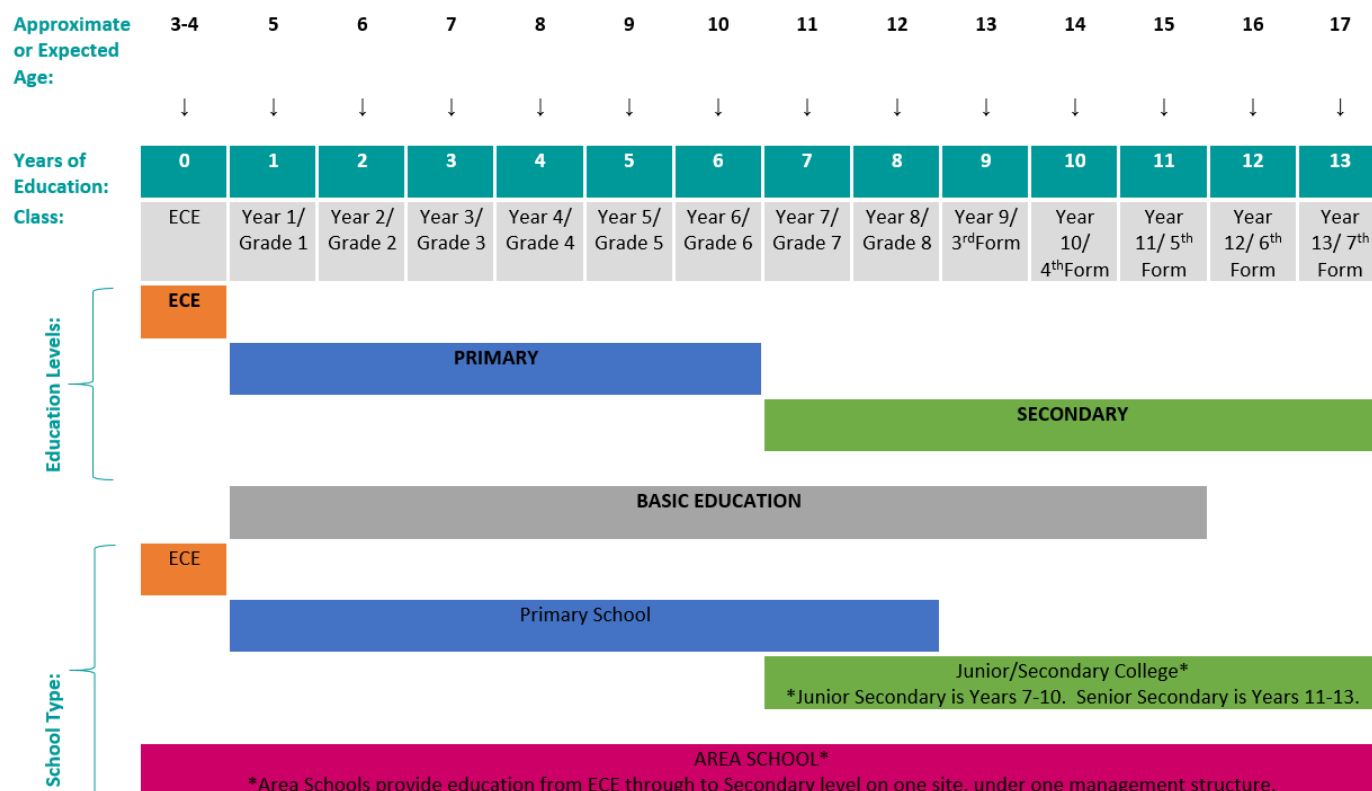


In the Cook Islands Maori language, the word *Apii* means School. Other useful terms include;

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

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

Figure 03: Cook Islands Education System



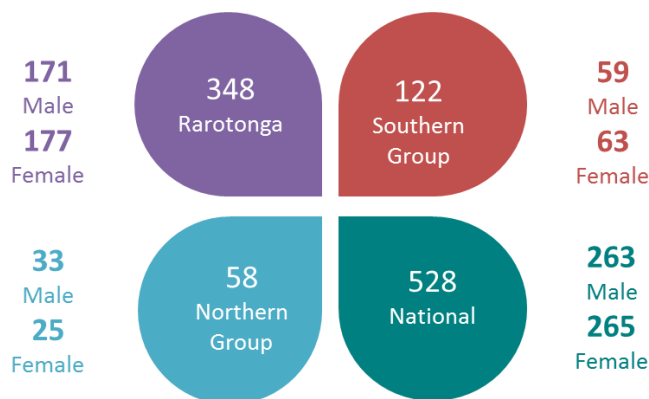
All 8 private schools, made up of 5 Church and 3 Independent schools, receive 100% of the equivalent allocation to government schools from the national education budget, for teachers and operational budget, based on their enrolment. All Government and Private Schools are required to be open to both educational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

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

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

EARLY CHILDHOOD EDUCATION

Table 02: 2016 ECE enrolments by Gender and Region



National ECE enrolment by gender is comparatively equal – 49% for male and 51% female.

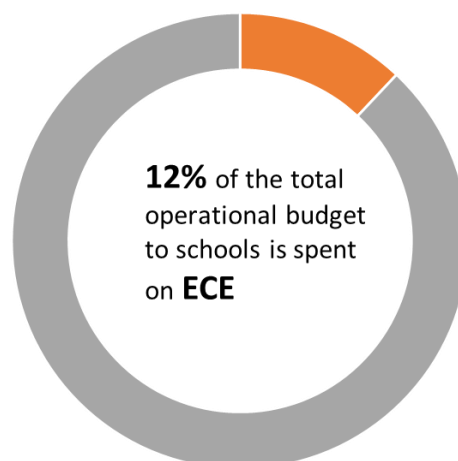
Quality **Early Childhood Education** (ECE) continues to be a priority for the Ministry. Significant investment in teacher professional development and upgrading of teacher qualifications support this. There is pay parity for ECE teachers with teachers of other sub-sectors of education.

All Centre's follow a Play Based curriculum that encourages learning through play. This curriculum focuses on identity, inquiry and involvement. The skills this curriculum develops in the very young establish a base for positive educational outcomes in formal schooling. Parents and the community have an important role to play in this development and the Ministry supports parents in this role.

The following strategies are currently in place and are supporting the continued development of quality ECE:

- ECE specific media campaigns to promote attendance and increase enrolment in ECE.
- Tertiary level qualifications are actively supported in ECE specific studies for teachers.
- Significant resourcing budget that is specific to the requirements of ECE needs, with a focus on personnel and resources.
- Te Kakaia Programme – Ongoing support offered to parents and families, in their role as the first teachers of their children, continues. This programme is particularly targeted at families with children from 0-3 years, but does however support all age groups. Te Kakaia promotes positive parenting through the use of resources for parents, strategies and community based workshops, in conjunction with other agencies.

The **Community Home Garden Project**, a recent initiative in collaboration with the Ministries of Agriculture, Health and Education, grew out of the Edible Gardens Project that started in ECE Centres 10 years ago. The project has provided families with simple but practical steps to start and maintain their own home gardens.



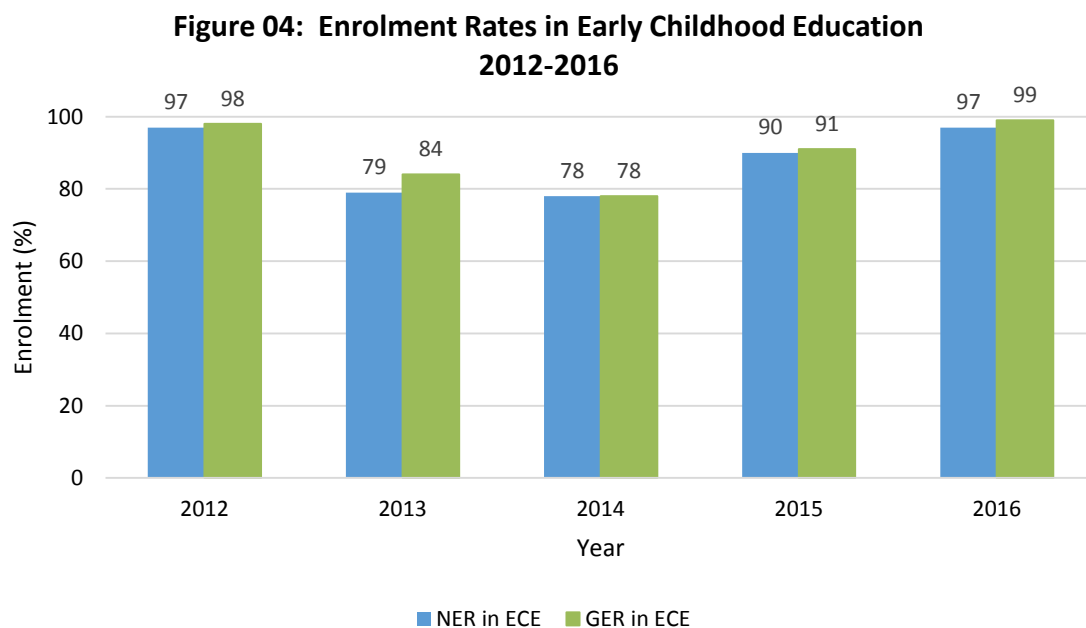
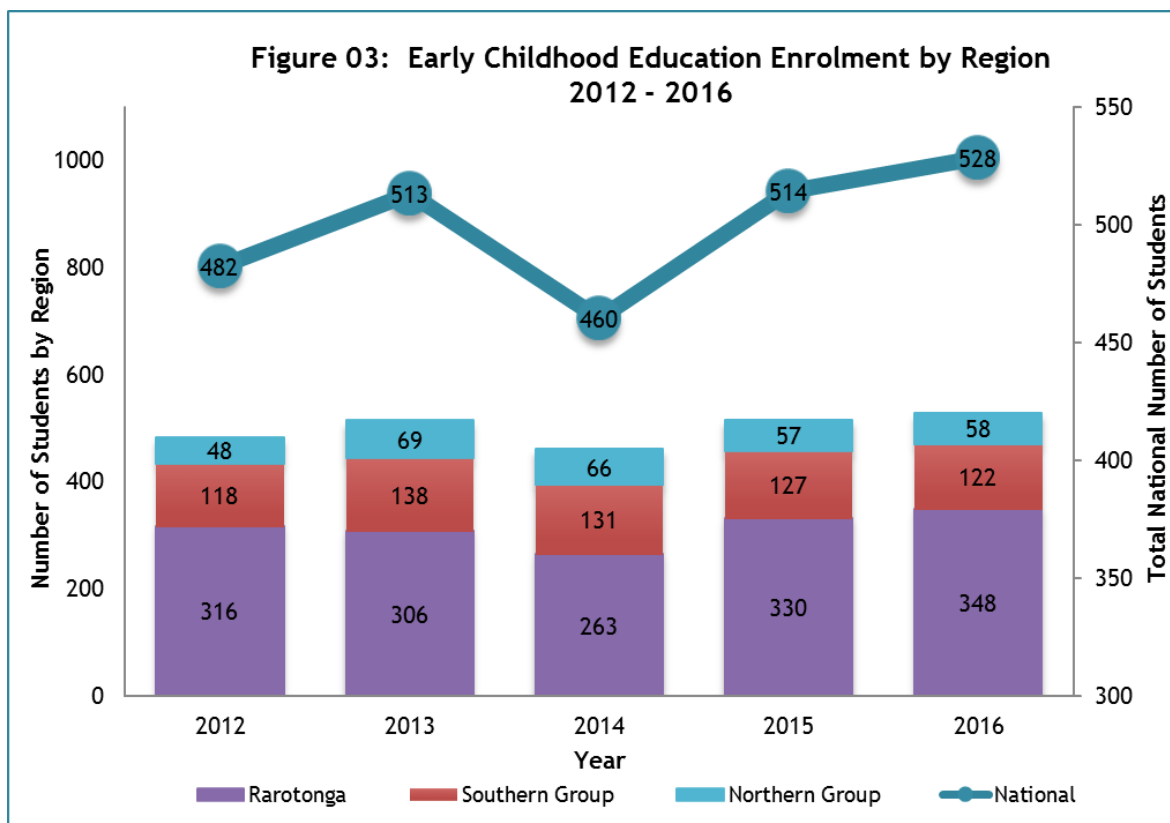


Figure 05: Early Childhood Education Teachers Nationally and by Region 2012 - 2016

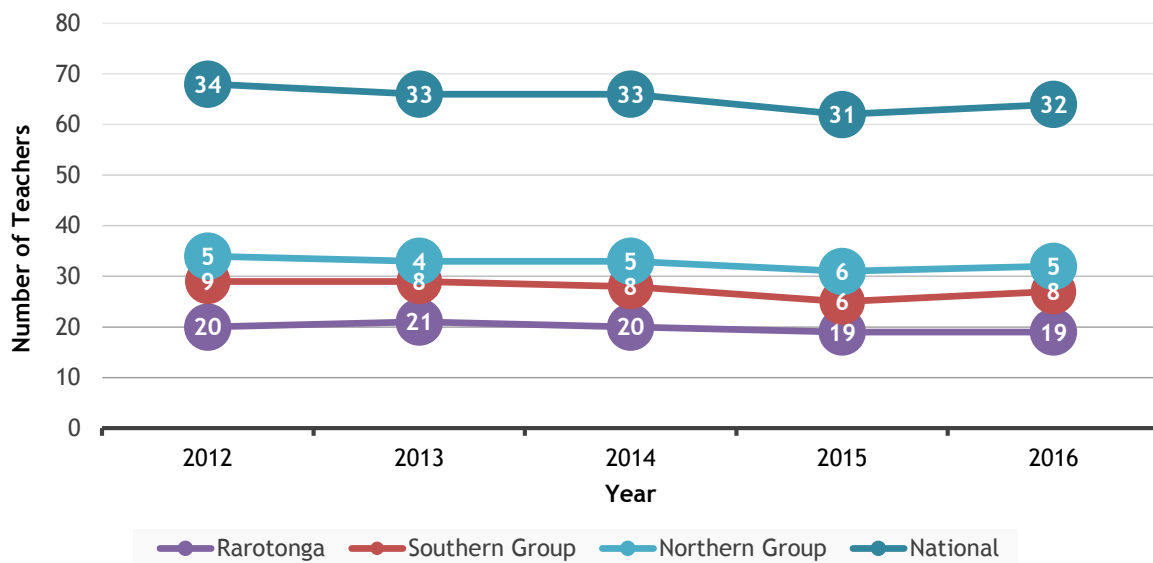
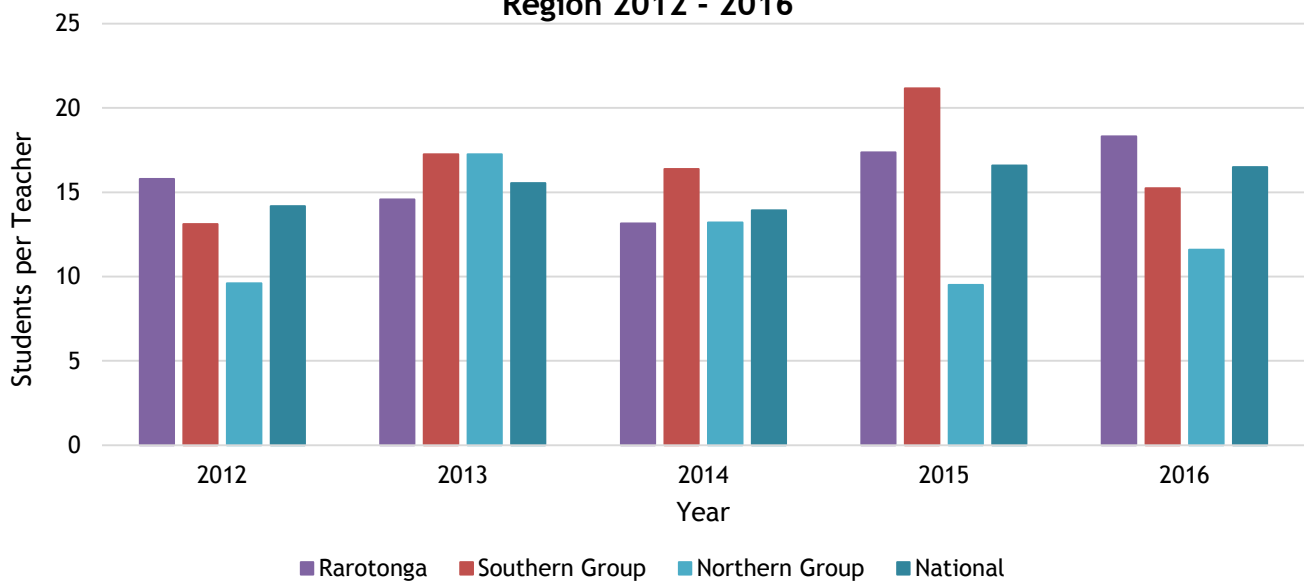


Figure 06: ECE Student : Teacher National Ratio Nationally and by Region 2012 - 2016

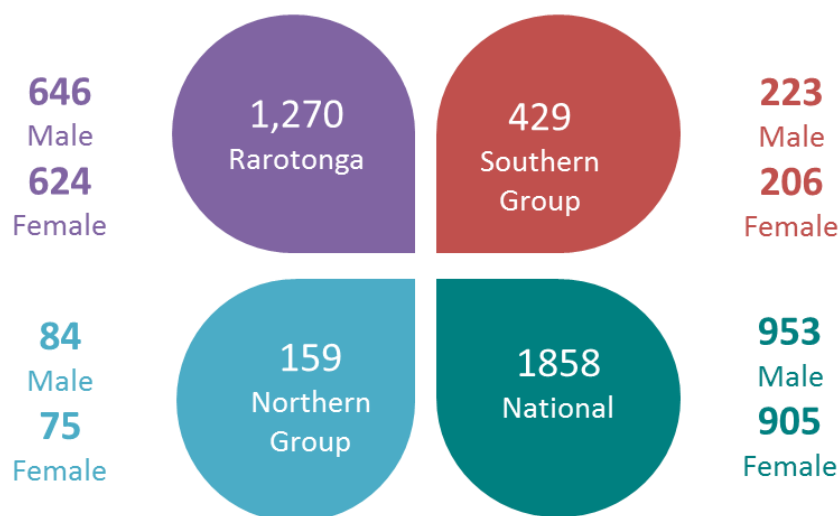


The national ratio is **1** teacher for **17** students



PRIMARY EDUCATION

Table 03: 2016 Primary Education enrolments by Gender and Region

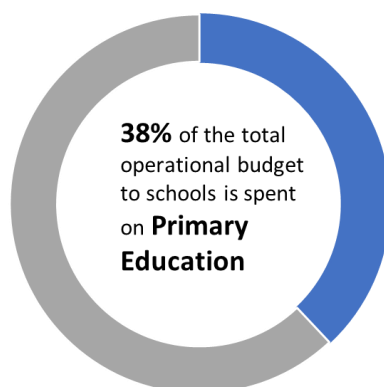


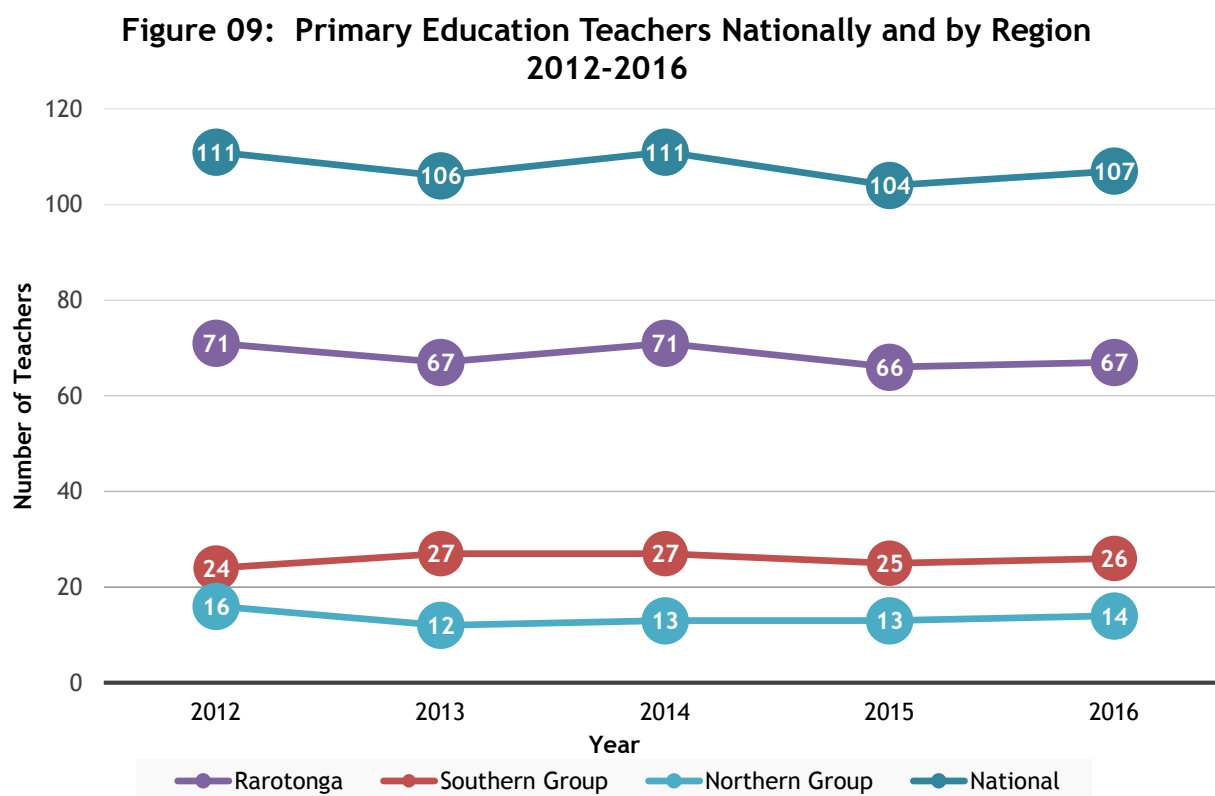
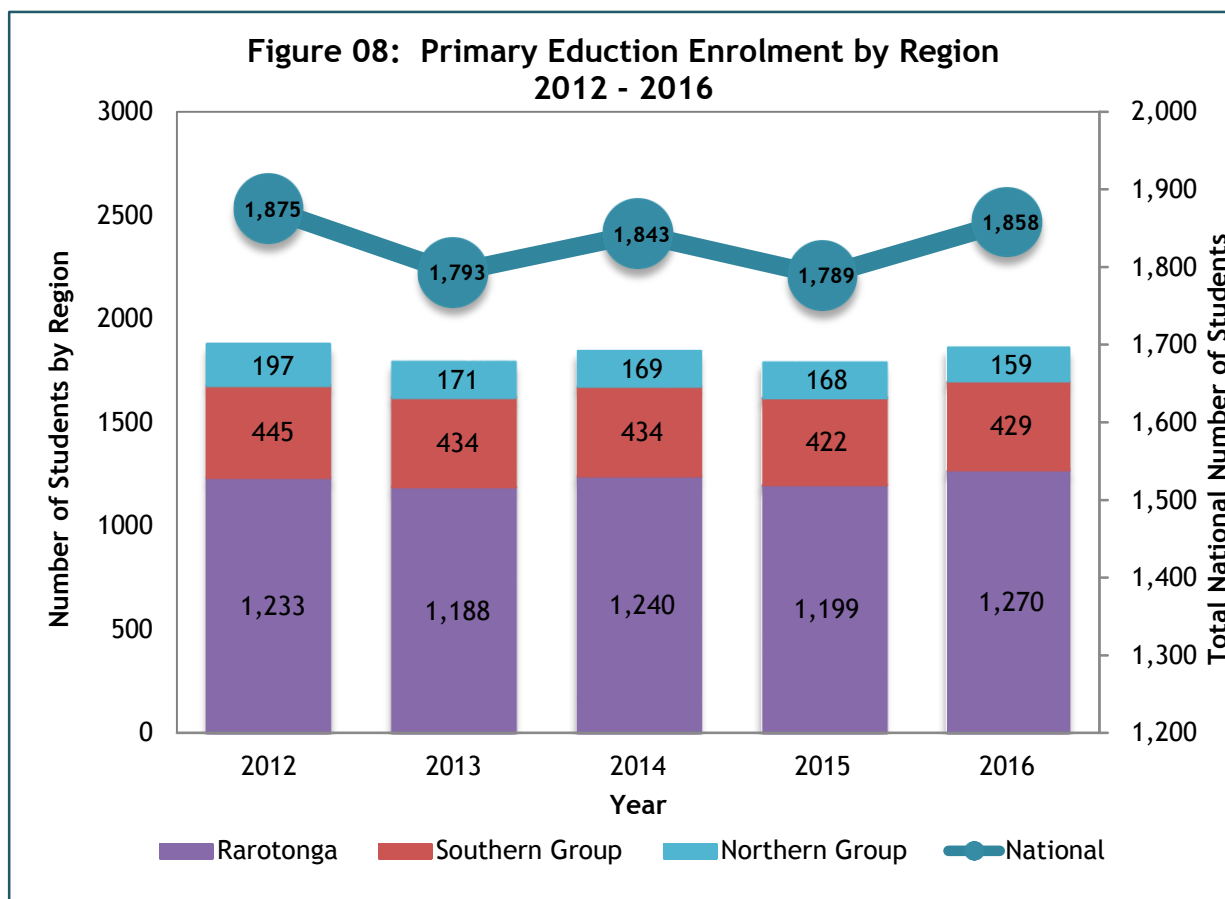
National Primary enrolment by gender is comparatively equal – 51% male and 49% female.

Equitable access to quality learning and the strengthening of Cook Islands Maori language and culture continue to be a focus for **Primary Education** in the Cook Islands. Significant investment in reading resources and professional support in reading frameworks for teachers remains central to ensuring quality learning opportunities that meet individual needs and celebrate our learners' talents.

The current priorities for the Ministry of Education in supporting sustained progress of primary education include:

- Ongoing professional development of teachers and qualification upgrade programmes
- Implementation of the ITC integration Plan 2016-2018 with a focus on Years 4 - 6
- Upgrade of classroom Infrastructure in Years 1 - 3 to underpin the Ministry's commitment to foundation years.
- Pacific Literacy and School Leadership Programme in Years 1 - 3 - With specific support through writing frameworks and resource development





**Figure 10: Primary Education Student: Teacher Ratio
Nationally and by Region 2012 - 2016**

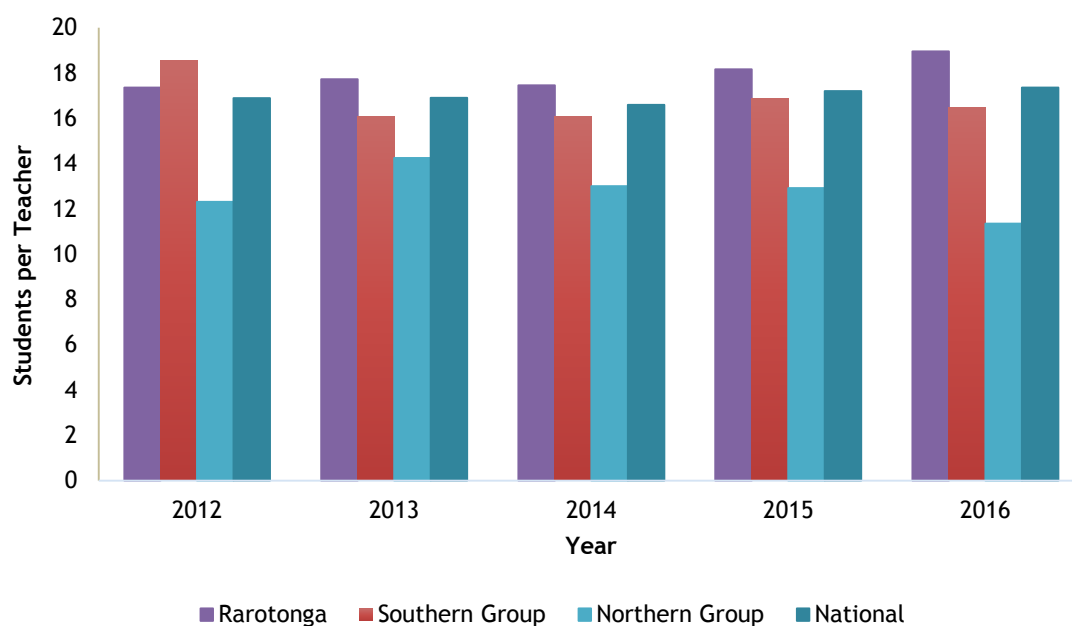


Table 04: 2016 Primary Education Teachers by Gender and Region

Gender	Rarotonga	Southern Group	Northern Group	National
Male	6	2	2	10
Female	61	24	12	97
Total	67	26	14	107

91% of the primary teaching cohort in the Cook Islands is female.

80% of all primary school Principals are female (not including area schools).

The national ratio is **1** teacher for **17** Primary students



PRIMARY - NUMERACY AND LITERACY

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

Increased primary school achievement in Maori Literacy is being maintained. Primary School Literacy and Numeracy results also demonstrate the effectiveness of targeted professional development programmes.

PRIMARY NUMERACY

The National monitoring of Year 3 numeracy for the past 4 years indicates students are achieving above the annual targets with the exception of 2015. The 2015 National Year 3 numeracy of 70% was not achieved. However, the 68% success rate does indicate progression in students' achievements, as well as highlighting areas for continual professional development. Ongoing support and professional dialogue around numeracy continues as part of the core work of the Curriculum & Pedagogy team in the Learning and Teaching division, with this focus in mind.

The tables below show the overall Year 3 numeracy progress against 2019 targets and national achievement.

Figure 11: National Year 3 Numeracy Progress against the 2019 Target

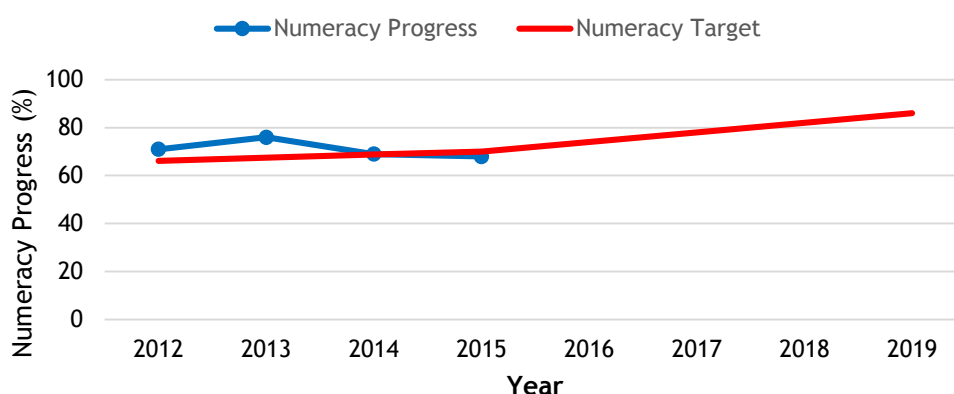
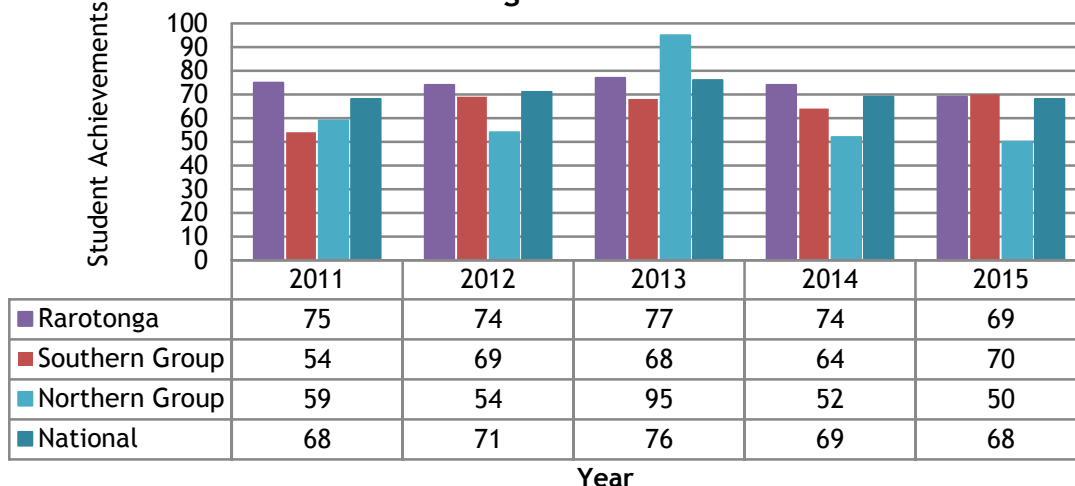


Figure 12: Year 3 National Numeracy Achievement (%) by Region 2011 - 2015



PRIMACY LITERACY

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

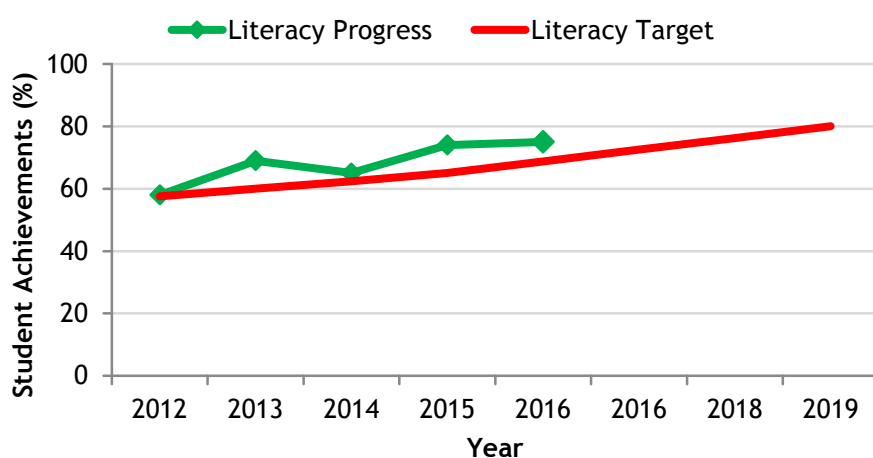
Activities developed under these programmes include:

- The continuation of the Pacific Literacy and School Leadership Programme – A new writing framework for primary students has been developed.
- A promotional campaign for Maori language and cultural heritage - A cross-agency collaboration with the Ministry of Culture. The *Tateni Atu Korero* speech competition, signifies the importance of sector-wide partnerships.
- Maori language and culture resource development - Publishing of new titles for Years 1-3, including reading books to support the new writing framework for primary students. Reprints in other Cook Islands dialects have been published, together with Big Book readers in Cook Islands Maori.
- Books in Homes Project - Promoting the value in reading books at home with families.

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

The figures below show the overall Year 4 literacy progress against 2019 targets, for both Cook Islands Maori and English.

Figure 13: National Year 4 Maori Literacy Progress against the 2019 Target

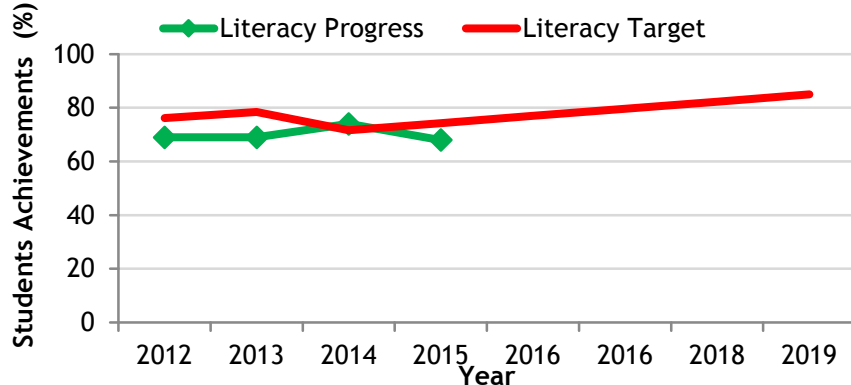


In 2012, a large number of schools shifted to Cook Islands Maori as first language. The English indicator was therefore adjusted to recognize Year 4 students had only one year of English language instruction.

Further tracking at Year 8 and Year 11 shows this does self-correct.

The 2015 decrease is showing the first cohort of students coming through. More schools have since adopted the *Maori First* policy.

Figure 14: National Year 4 English Literacy Progress against the 2019 Target



The figures below show the summary of the Year 4 Literacy Achievement from 2011 to 2015 nationally and by region, for both Cook Islands Maori and English.

Figure 15: Year 4 National Maori Literacy Achievement by Region 2011 - 2015

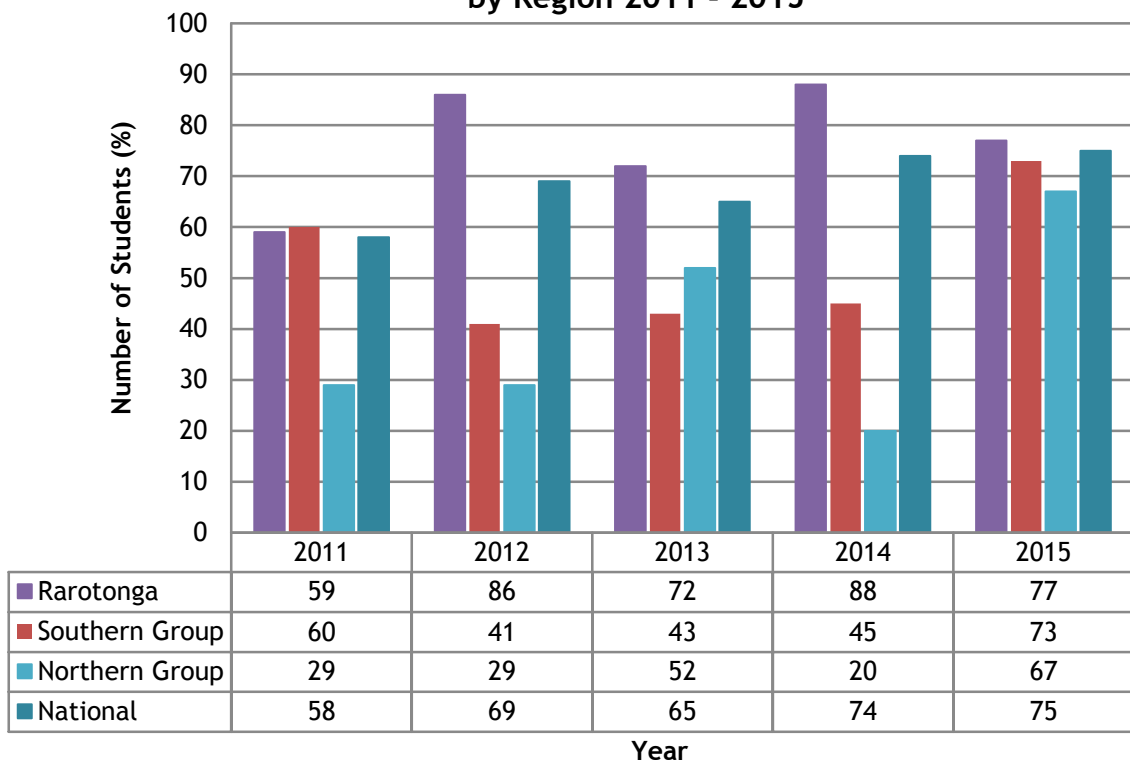
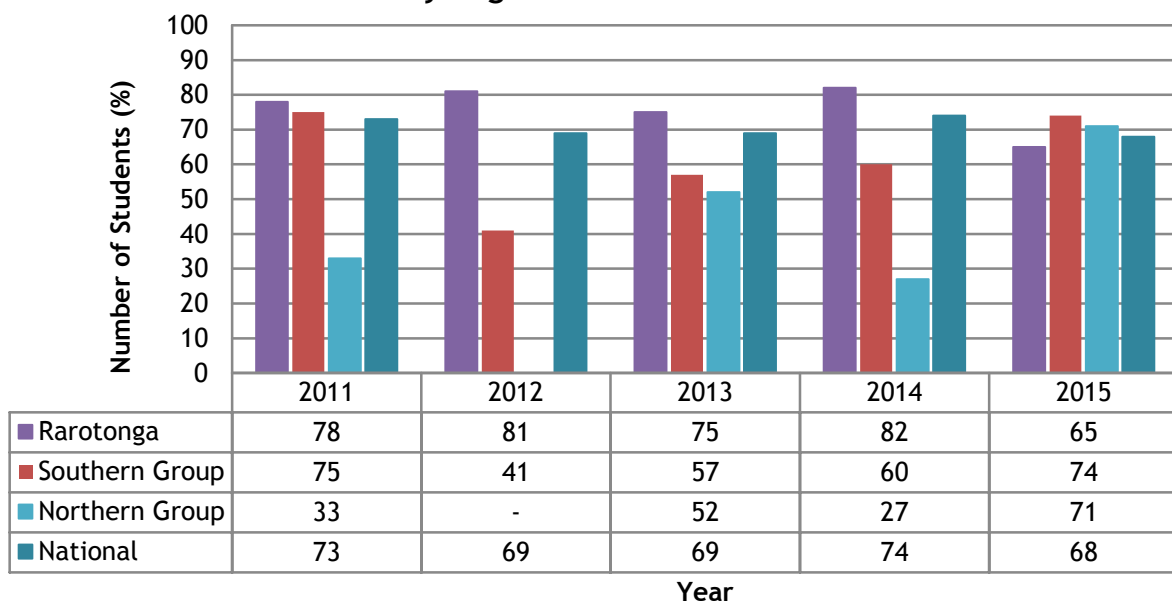


Figure 16: Year 4 National English Literacy Achievement by Region 2011 - 2015

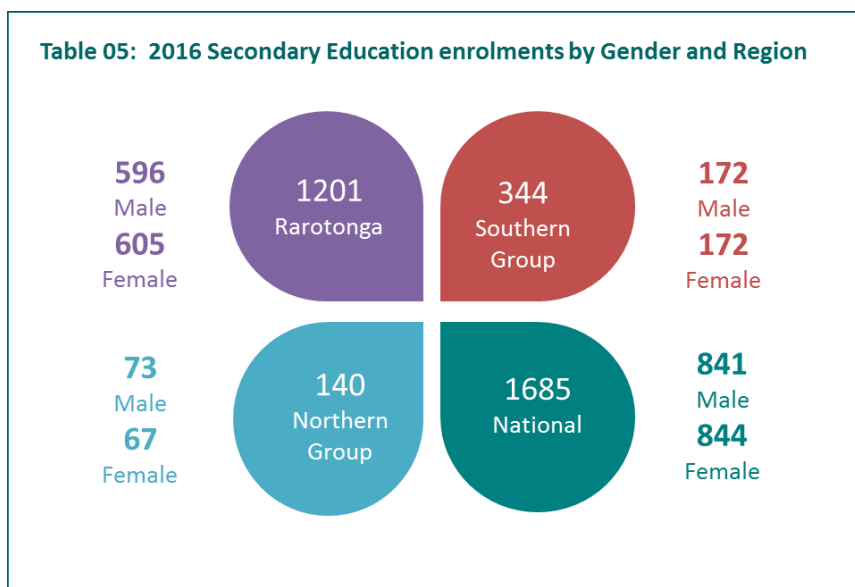


The Ministry have always known that the change in emphasis from English to Maori by our primary schools at Years 1-3 would impact on Year 4 English results. This will be an ongoing trend while we build second language acquisition programmes.

Note: Number of students at individual levels in the Northern Pa Enua are often very small and longitudinal data should not be used for trend purposes.

SECONDARY EDUCATION

Table 05: 2016 Secondary Education enrolments by Gender and Region



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.

Ongoing development work and recent rebuild opportunities of schools, has provided considerable opportunity to reflect on what the Ministry of Education wants education to look like in the future. These conversations have predominantly been about what do we want learning and teaching to be and therefore what physical spaces do we need to achieve that. With these new developments in place, the Ministry will continue to provide support to schools to ensure that learning programmes being offered to senior students allow for greater subject choice, academic success and qualifications and provides a pathway for higher levels and career opportunities.

This support includes:

- Individual learning programmes that meet student's individual needs.
- Precise and regular monitoring of academic results and feed forward to students on the next steps in their learning.
- Life Skills Programmes – These 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 experts in the delivery of the course. There have been a number of courses delivered ranging from traditional art and craft, motor mechanics and cooking.
- Alternative Pathways – Pathways are 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; Sport and Recreation; Hospitality; Business; and Horticulture.
- Increased scope of careers education programmes – noting that young people are looking for relevancy between what they are learning at school and their future lives and livelihoods, careers education has been extended to Y7 -13 students. The programmes for the younger students are particularly important in our Pa Enua schools where students may not be exposed to as many career options in their daily lives.
- Te Kura Uira: Online learning for the Cook Islands – The online school providing education to year 9 and 10 students in isolated areas, has been consolidated. The programme now utilizes the language and mathematics programmes developed by the National College and these have been adapted for online delivery modality. In 2016, there are Te Kura Uira cohorts in Penrhyn, Manihiki and Mitiaro. Rakahanga is expected to join the programme in 2017.

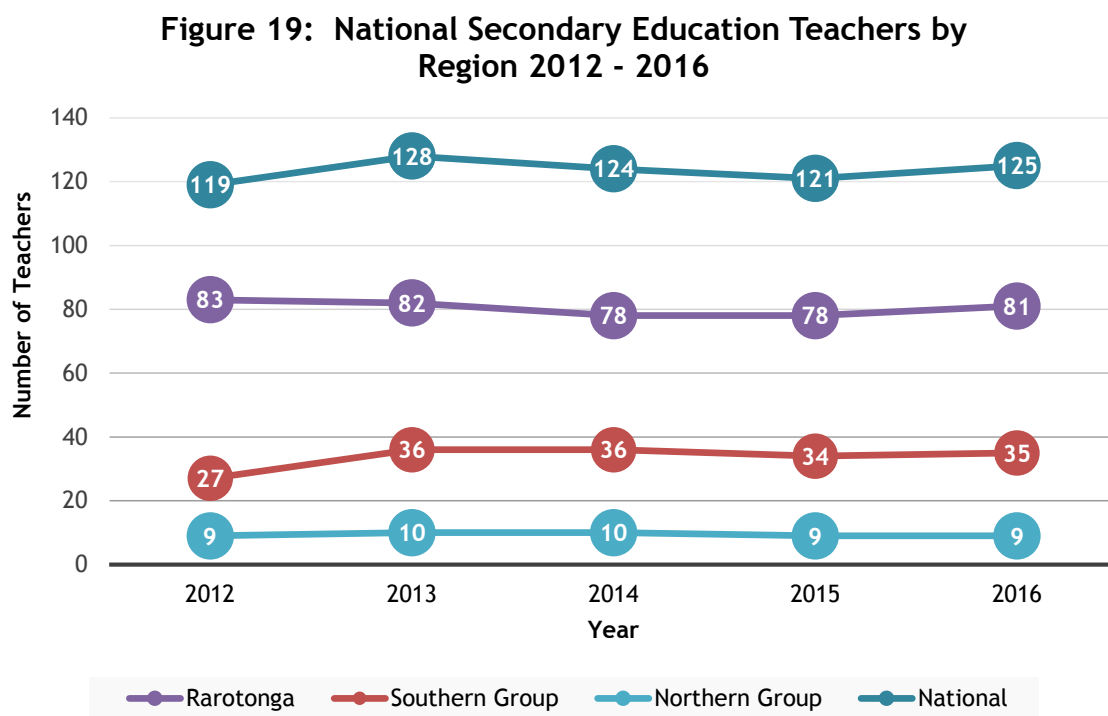
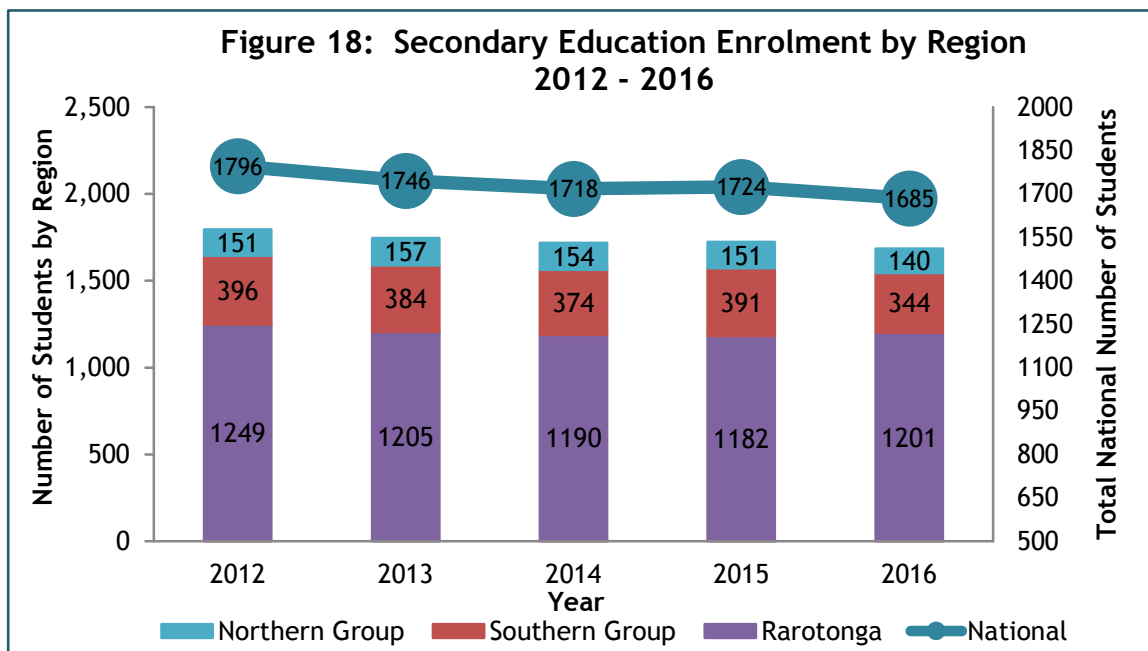
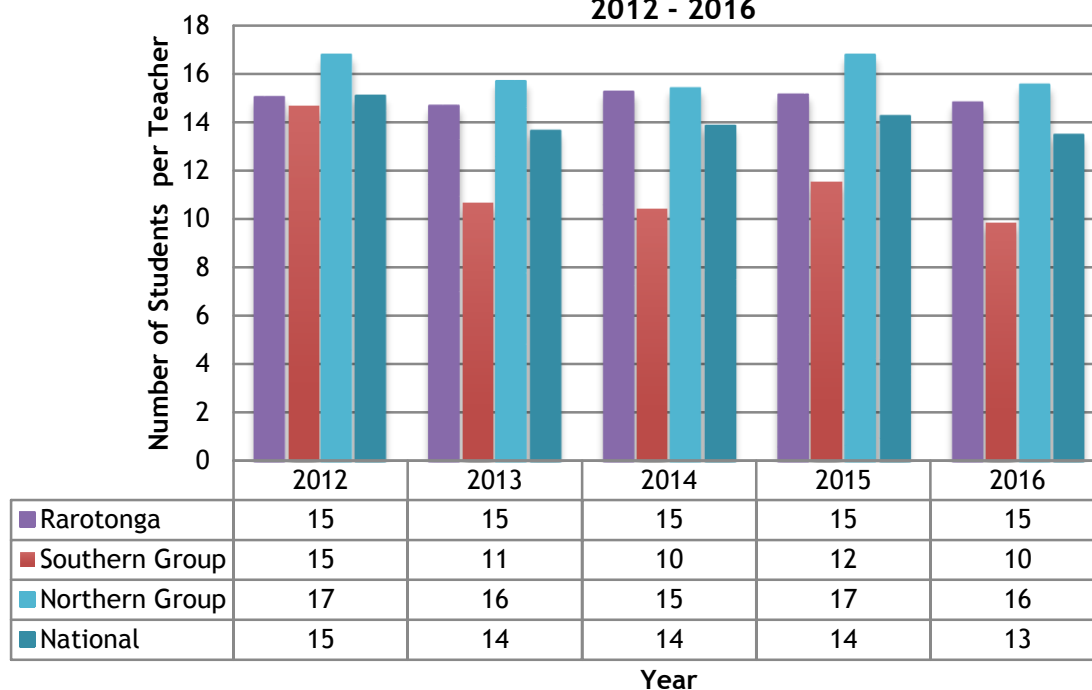


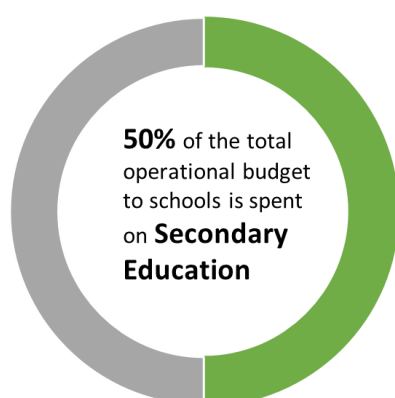
Table 06: 2016 Secondary Education Teachers by Gender and Region

Gender	Rarotonga	Southern Group	Northern Group	National
Male	36	11	4	51
Female	45	24	5	74
Total	81	35	9	125

Figure 20: Secondary Education Student : Teacher Ratio
2012 - 2016



The national ratio is **1** teacher
for **14** Secondary students



50% of the total
operational budget
to schools is spent
on **Secondary
Education**

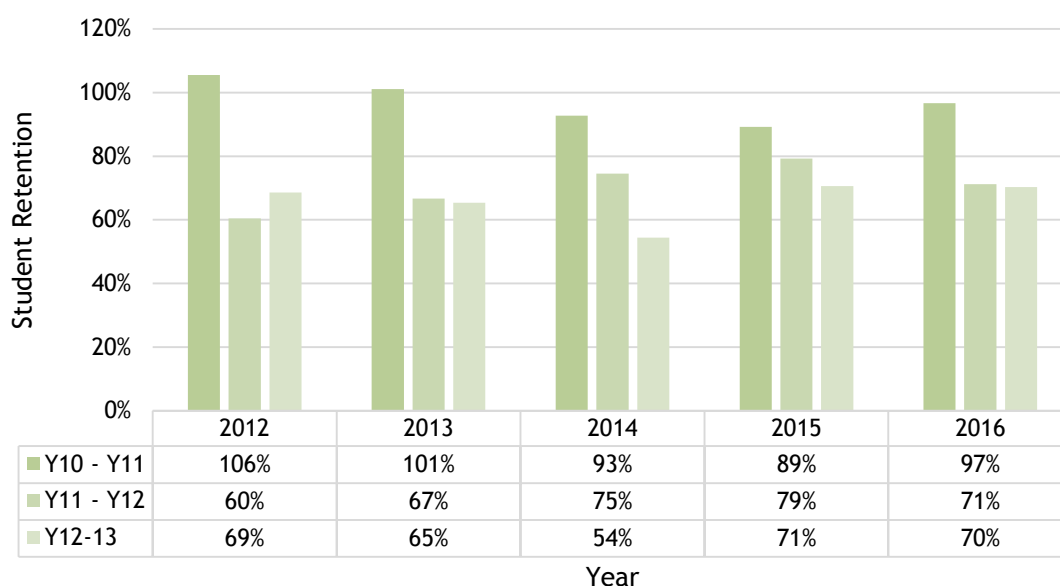
Of the 50% of funding that
goes to Secondary
Education, **30%** is allocated
to Junior Secondary (Years 7-
10).

20% is for Senior Secondary
(Years 11 - 13).

SENIOR SECONDARY STUDENT RETENTION

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

Figure 22: Senior Secondary Student Retention Rates 2012-2016



NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT (NCEA)

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

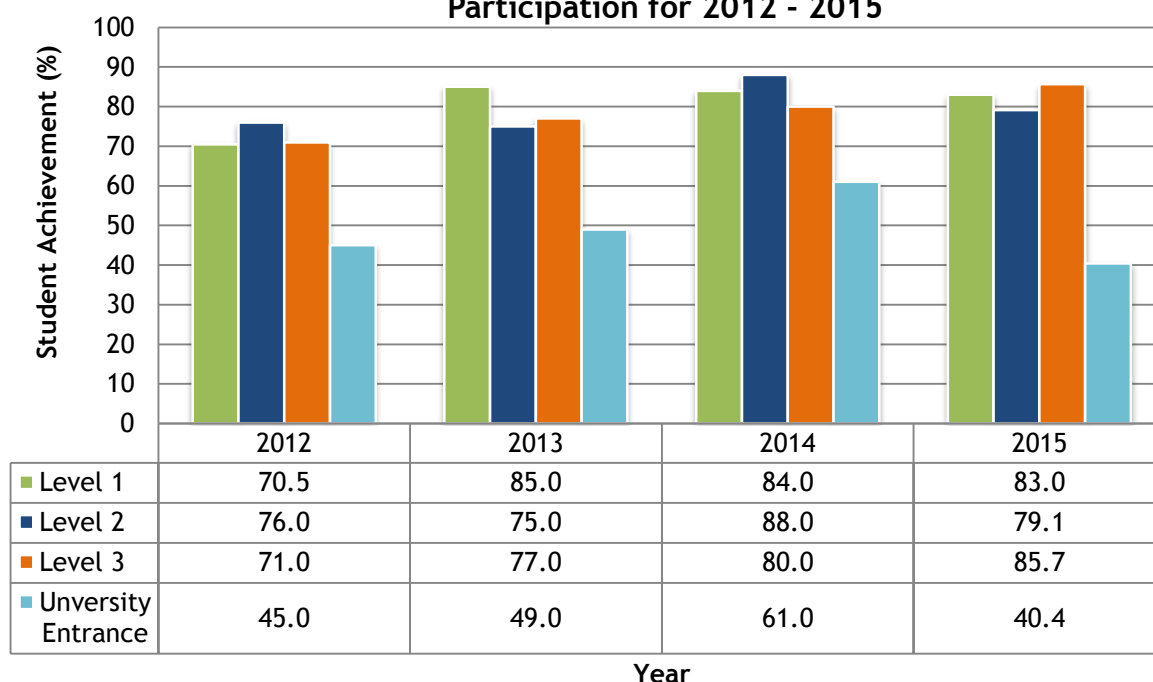
This qualification has three levels of attainment which align to the final three years of secondary schooling.

National Certificate of Educational Achievement by Participation

Figures 23-27 are the NCEA results based on the year level cohort. However, many students now progress through the final years of secondary education taking programmes at multiple levels. They may achieve the qualification in a year that does not correlate to their cohort year at school.

The figure below shows NCEA results by Participation. In this figure, only those students undertaking a programme of study that contains enough credits to be eligible for the award of the qualification are considered.

Figure 23: NCEA Level 1 to Level 3 National Results by Participation for 2012 - 2015

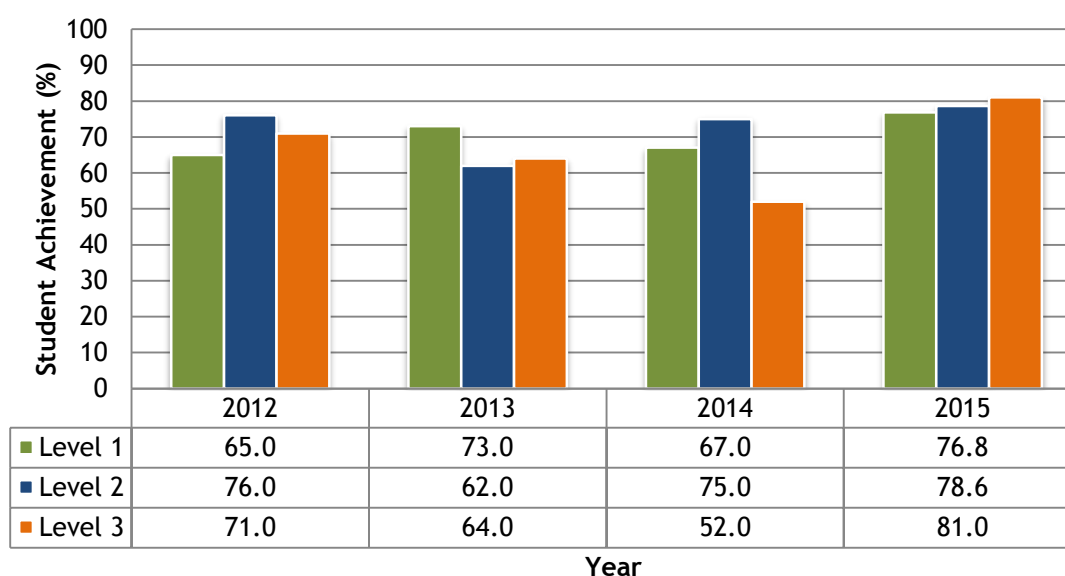


National Certificate of Educational Achievement by Enrolment

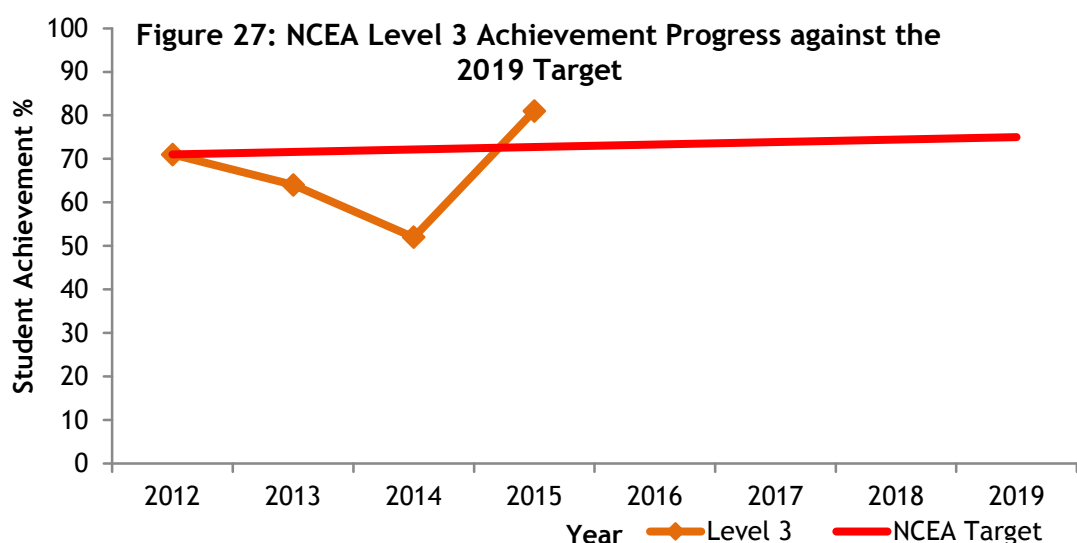
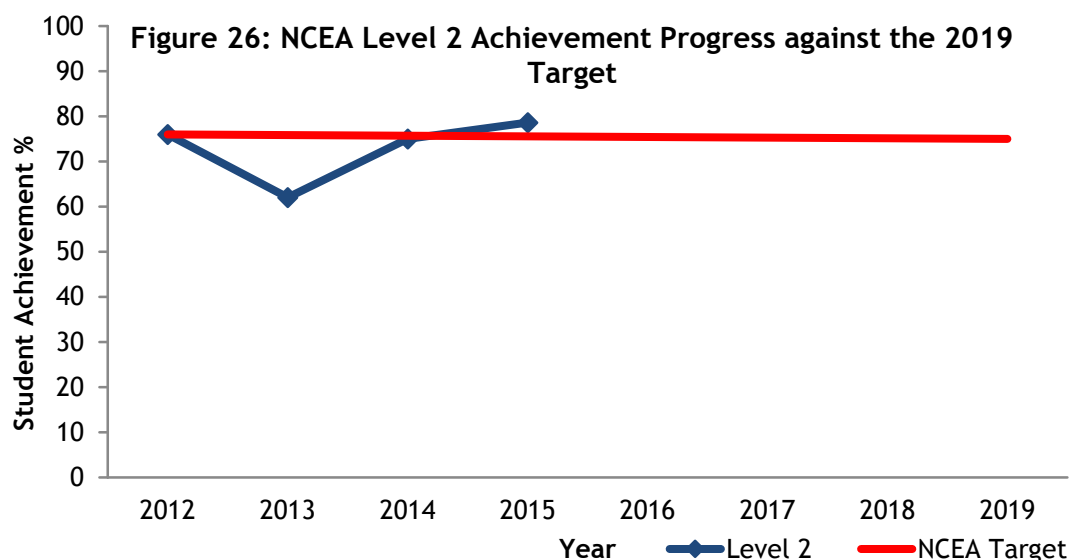
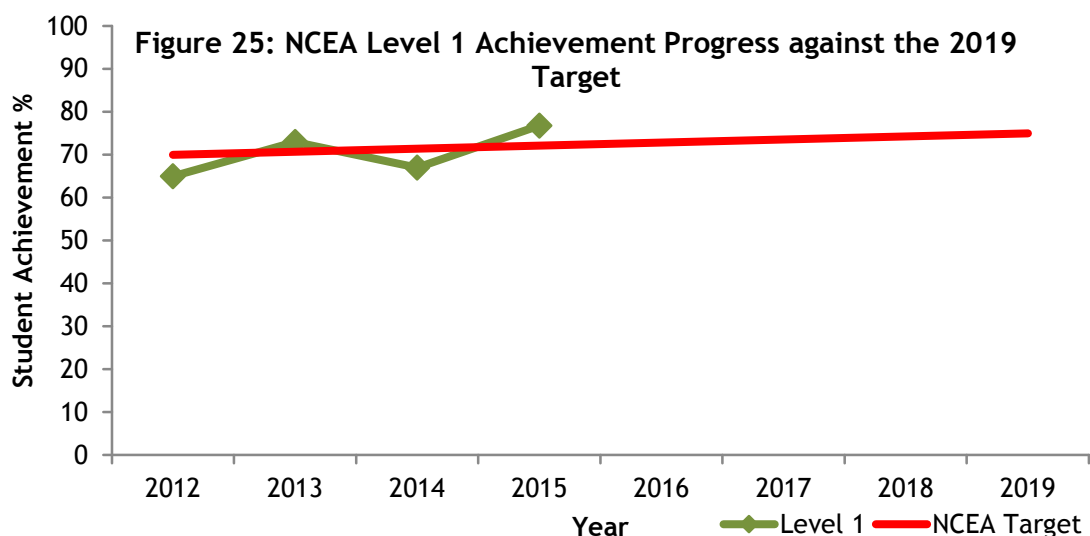
In the Cook Islands, we focus on the results 'by enrolment' as it is a measure of the system as a whole and counts every child.

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

Figure 24: NCEA Level 1 to Level 3 National Results for 2012-2015 by Enrolment

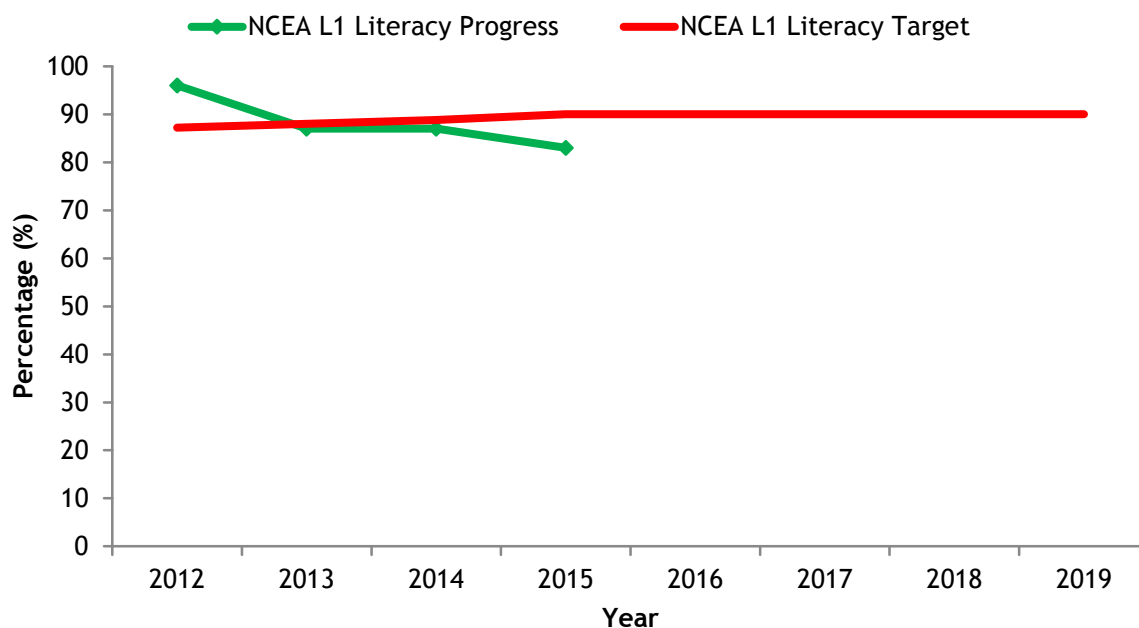


Annual targets are set based on 2008 baselines and results are tracked to ensure that suitable progress is being made. The Education Master Plan (2008-2023) sets a 2023 target of 75% for Level 1 achievement. At the times this was set the expectation of the New Zealand Qualifications Authority was that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



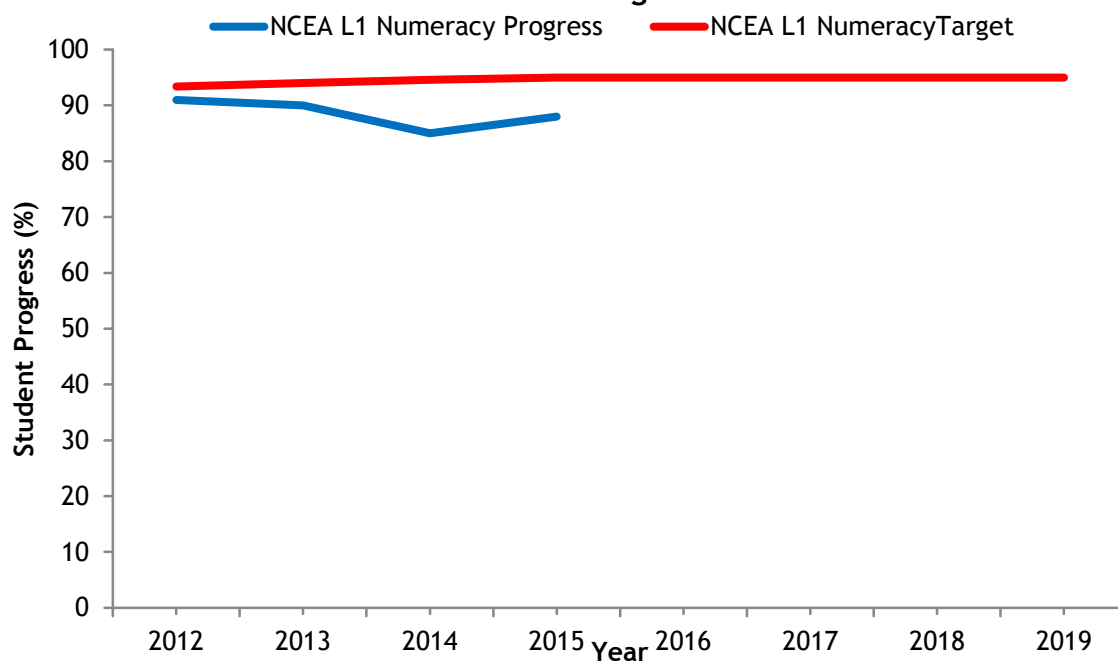
SECONDARY LITERACY

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



SECONDARY NUMERACY

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



NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT ENDORSEMENTS

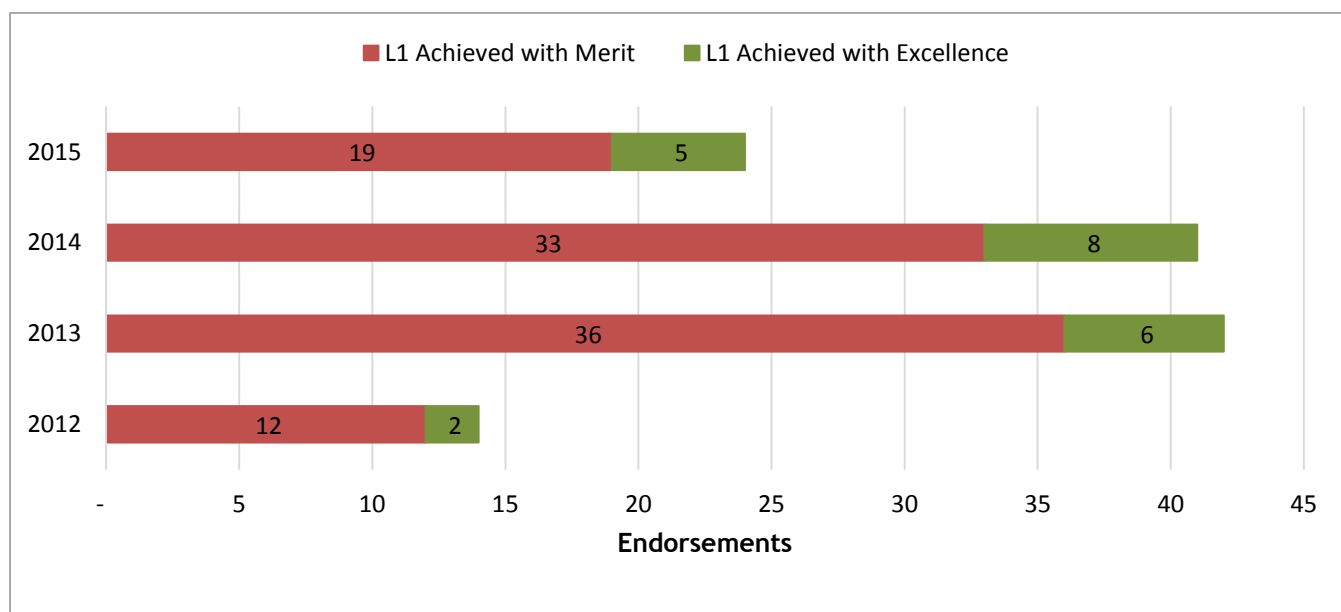
NCEA Certificate Endorsement

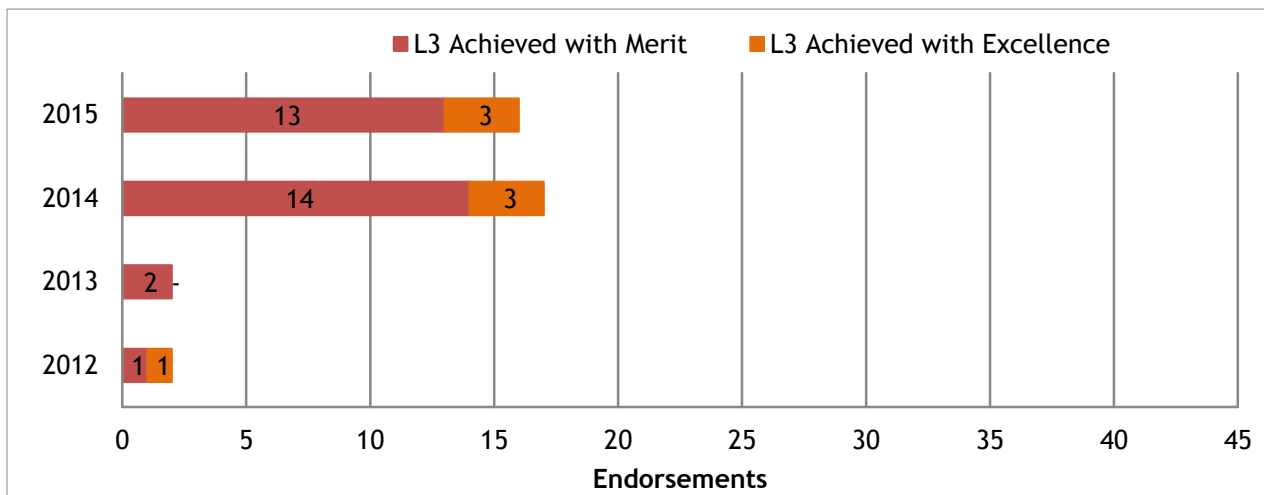
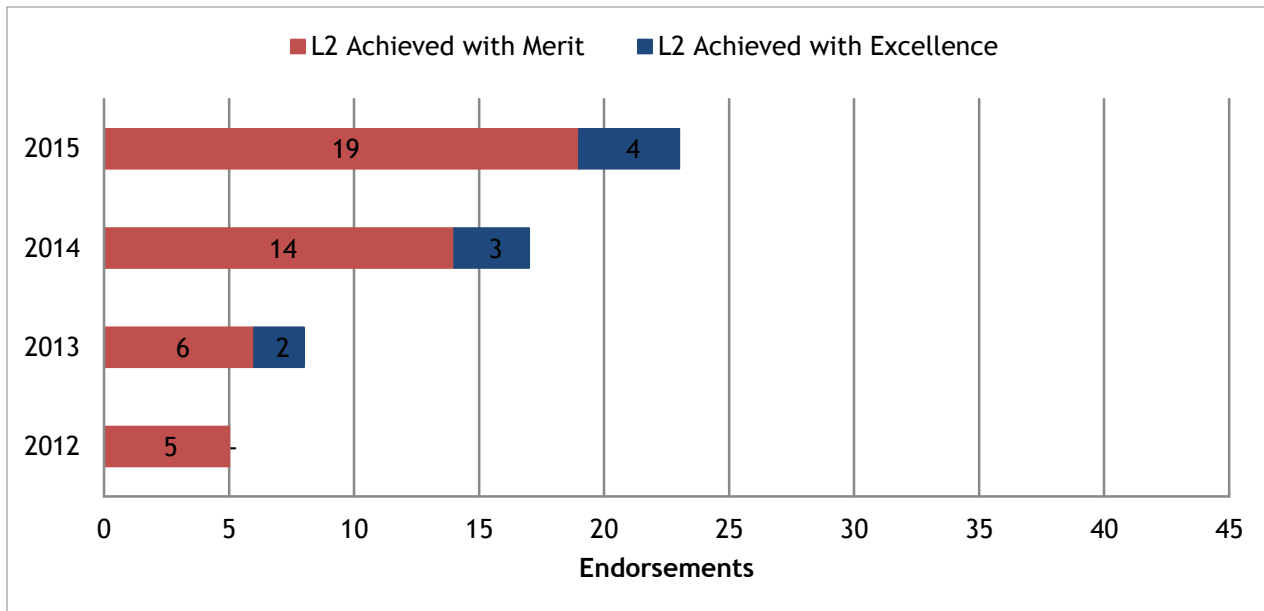
The NCEA Certificate may be endorsed with merit or excellence at each level. For excellence endorsement, at least 50 credits achieved at that level must have been achieved with excellence. For merit endorsement, at least 50 credits achieved at that level must have been achieved with merit or excellence.

Table 07: NCEA Level 1 to Level 3 Merit and Excellence Endorsements 2012 - 2015

Year	2012	2013	2014	2015
Merit				
NCEA Level 1	12	36	33	19
NCEA Level 2	5	6	14	19
NCEA Level 3	1	2	14	13
Excellence				
NCEA Level 1	2	6	8	5
NCEA Level 2	0	2	3	4
NCEA Level 3	1	-	3	3

Figure 30: National Certificate of Education Achievement Level 1 to Level 3 National Results Endorsed with Merit or Excellence for 2012 – 2015





NCEA Course Endorsement

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

Figure 31: Percentage of Courses Endorsed with Excellence by Level 2012-2015

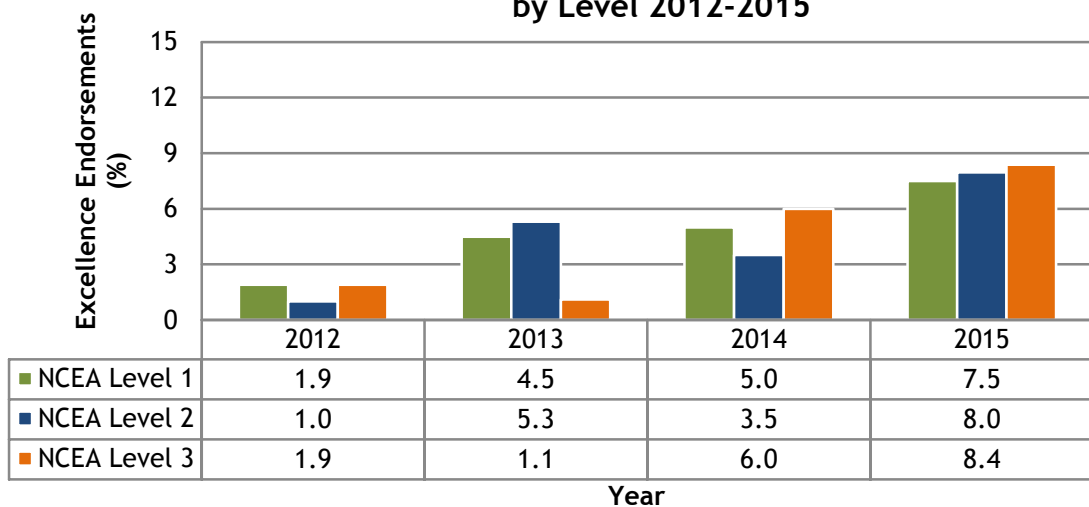
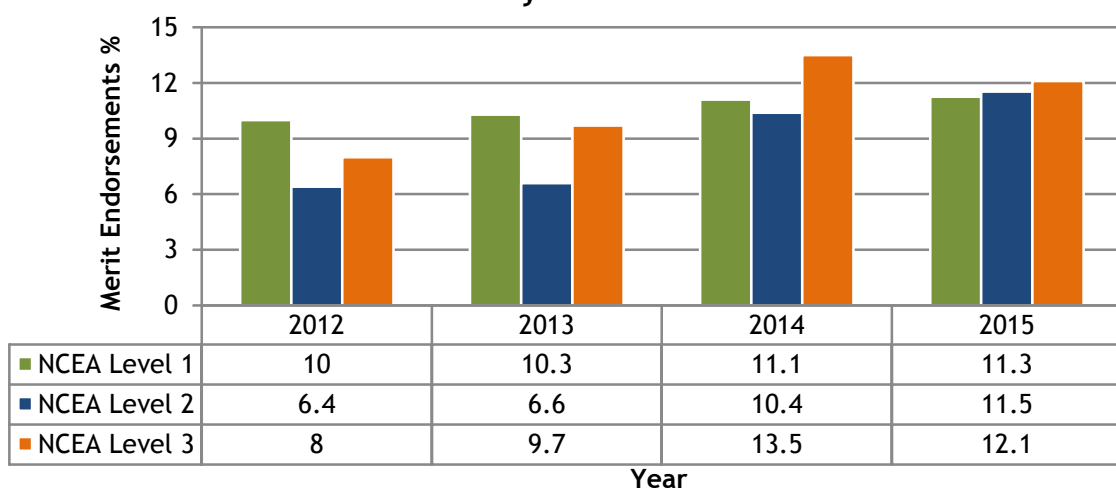


Figure 32: Percentage of Courses Endorsed with Merit by Level 2012-2015



INCLUSIVE EDUCATION

Wide community support and understanding of **Inclusive Education** is a key goal for the Ministry of Education and the Education Master Plan *Learning for Life*. Through the provision of funding for a local counterpart we are building the capacity and improving the sustainability of Inclusive Education programmes.

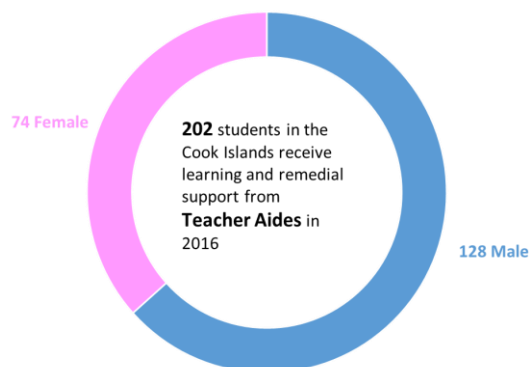
The current initiatives for the Ministry of Education in support of Inclusive Education include:

- The Certificate in Teacher Aiding (Level 3) - Delivered by the Ministry of Education Inclusive Education staff, this professional development opportunity has been important in securing further achievements in Inclusive Education.
- The Ministry, in collaboration with Internal Affairs and the National Council of People with Disabilities, introduced the *Meitaki Awards* in December of 2015 for people with disabilities, inviting the general public to submit nominations of those with disabilities and deserving of recognition for their contribution to their community.

The below table shows the breakdown of teacher aide support 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 08: 2016 Inclusive Education Teacher Aides by Gender and Region

Teacher Aides	
Student Support	31
School Support	20
Total	51



SCHOLARSHIPS

Efficient and effective management of **Scholarships** and Student Assistance programmes remains as a priority deliverable for the Ministry of Education Business Plan. Financial support to Cook Islanders to access formal tertiary education through the Scholarships Programme has been in existence for a number of years. Scholarship schemes available to Cook Islanders include:

- The Cook Islands Government Scholarship
- The In-Country Tuition Awards Scholarship

From 2016, all scholarships are managed through the Cook Islands Ministry of Education.

Table 09: Number of Awards by Scheme and Gender 2012 - 2016

Year	Cook Islands Government Scholarship Scheme		In-country Tuition Awards Scholarship		New Zealand Pacific Scholarship Scheme		New Zealand Regional Scholarship Scheme	
	M	F	M	F	M	F	M	F
2016	5	11	2	11	-	-	-	-
2015	1	9	2	5	0	5	0	2
2014	1	1	1	6	2	4	1	1
2013	1	2	0	0	2	4	3	0
2012	1	3	7	10	3	3	0	3

TERTIARY EDUCATION

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

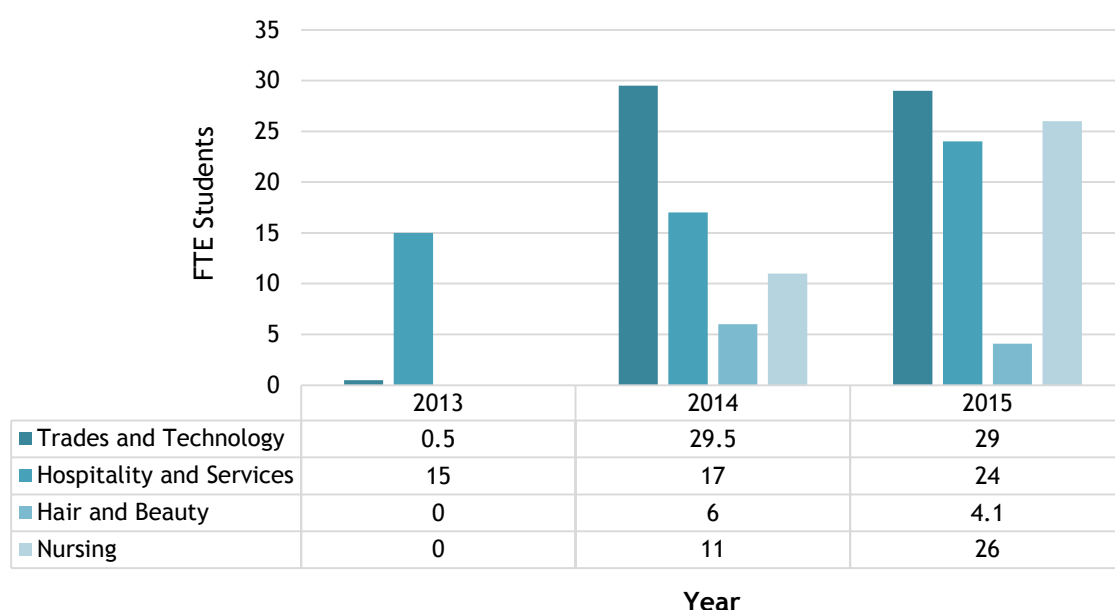
The goals of lifting the skills level of the population through expanding post-school training options, increasing the range of qualifications on offer, and connecting training more directly to the needs of local industry remains the institutes main focus.

Since the establishment of CITTI there has been strong growth in the provision of both full time vocational courses, including apprenticeships, and continuing education courses.

More recently the focus has been on:

- Expanding and further developing the apprenticeship programme - The number of apprentices has increased across both the City and Guild's Certificate and Diploma qualification since 2015. Apprentices are involved in Food & Beverage and Culinary courses.
- Developing and growing the partnerships with schools - Building & Construction and Trades Academies are now being delivered with students from the National College.
- Embedding literacy & numeracy into the delivery of all programmes - With the introduction of a Literacy and Numeracy Coordinator specific support is provided to students and tutors.
- Growing the delivery of tertiary training in the Pa Enua - Island Broker positions have been established on the islands of Aitutaki, Atiu, Mangaia and Pukapuka. The role of the broker is to coordinate life skills and continuing education programmes on their individual islands. Plans are in place to extend this position across all Pa Enua communities.
- Enhancing the Continuing Education programme that has been delivered in Rarotonga and in the Pa Enua since 2013.
- Use of online learning modules in trades for the Pa Enua.

**Figure 33: National Tertiary Enrolments FTE Students
2013-2015**



TEACHER QUALIFICATIONS

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) Post Graduate Professional Certificate in Educational Policy and Planning
- f) Master of Education

Courses are delivered through mixed modalities including DFL semester courses, online courses, summer and winter schools, and face to face intensives with ongoing semester support. The graph below indicates the number of teachers with specific teaching qualifications. The small number without a Teaching Certificate reflects previous requirements of subject specific qualifications only at senior secondary specialist level. A teaching qualification is now also a requirement.

Figure 34: Percentage of Teachers with a Teaching Certificate for the Years 2012 – 2016

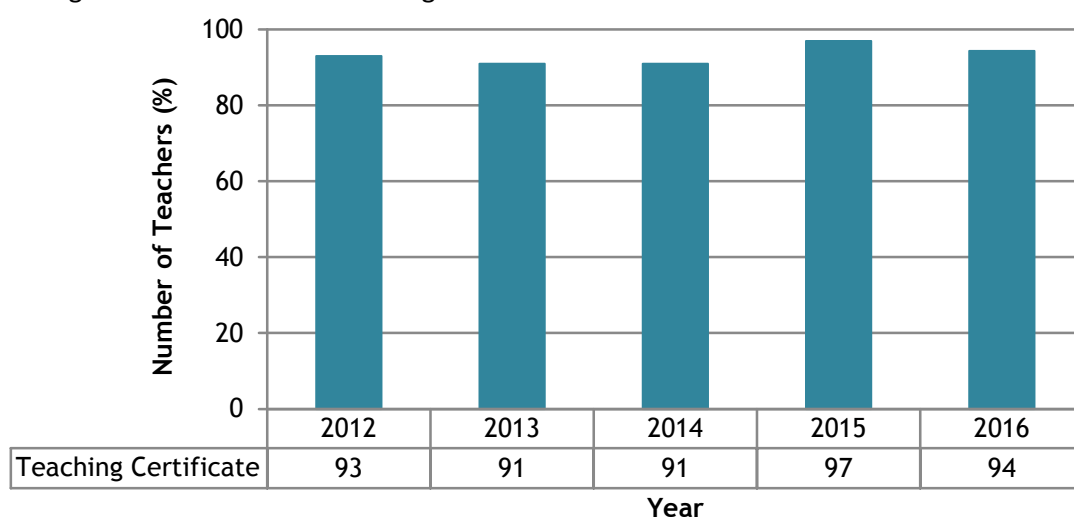
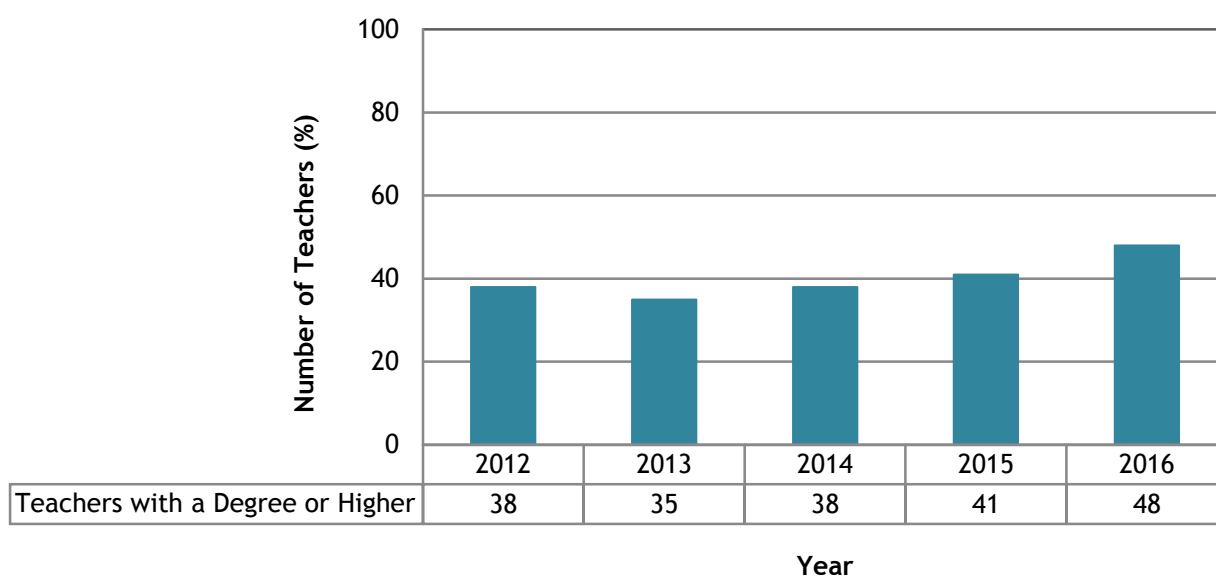


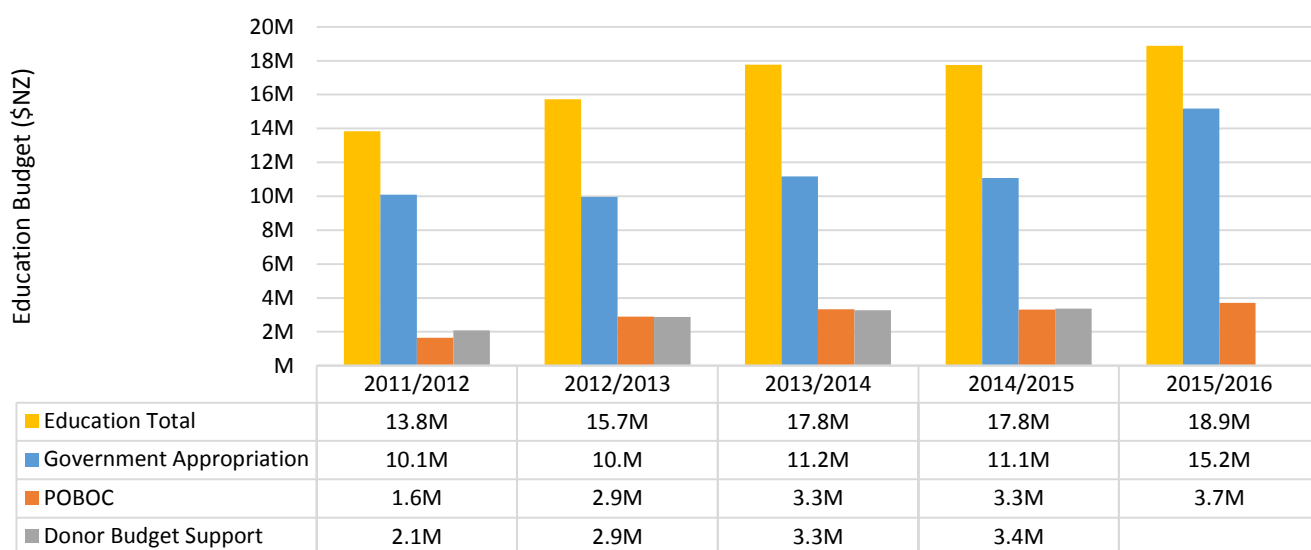
Figure 35: Percentage of Teachers with a University Degree or Higher for the Years 2012 – 2016



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.

Figure 36: Education Budget 2011/2012 - 2015/2016



The education budget for 2013/2014 shows a larger increase in funding due to teacher salaries being moved up into the minimum of the Public Service Commission salary band, in an effort for pay parity with other public servants.

Table 10: 2015/2016 Education Budget by Output

EDUCATION	Gross (\$NZ)
Taku Ipukarea Kia Rangatira	1,080,556
Learning and Teaching	1,196,460
Learning and the Community	1,113,864
Infrastructure and Support	10,409,272
Corporate Services	920,203
Total	14,720,355

In **2016/ 2017**, the Ministry was part of a higher order funding modality, which saw a shift from separate grant funding arrangements to **central appropriation**.

Table 11: Education Budget as percentage of Nominal GDP

Year	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
Government Appropriation to Ministry of Education	\$ 11,736,984	\$ 12,847,333	\$ 14,497,982	\$ 14,380,737	\$ 18,432,237
Nominal GDP	\$ 388,687,000	\$ 393,200,000	\$ 429,722,000	\$ 395,700,000	\$ 418,364,000
%	3.0	3.3	3.4	3.6	4.4

Table 12: Education POBOC, Capital Expenditure & Donor Budget Support

2015/15 Education POBOC	\$3,711,882
Subsidies	
University of the South Pacific Contribution	\$ 285,000.00
Social Assistance	
Government Funded Scholarships	\$ 520,000.00
Private School Funding	\$ 2,147,027.00
Cook Islands Trade Training Centre and the Hospitality Training Centre	\$ 759,855.00
2015/2016 Education Capital Expenditure	\$448,000

2015/2016 Budget Data Source: Cook Islands Government Budget Estimates 2015/2016

APPENDICES

APPENDIX 1: SCHOOLS IN THE COOK ISLANDS - BY REGION, ISLAND, STATUS AND EDUCATION LEVEL

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

APPENDIX 2: 2016 ENROLMENT BY REGION SCHOOL AND LEVEL

REGION	ECE	Year1	Year2	Year3	Year4	Year5	Year6	Year7	Year8	Year9	Year10	Year11	Year12	Year13	Primary	Secondary	Total
RAROTONGA	348	216	193	228	218	204	211	188	191	182	179	171	143	147	1,270	1,201	2,819
Apii Te Uki Ou	20	17	25	21	29	17	27	14	13	-	-	-	-	-	136	27	183
Apii Arorangi	28	22	25	21	9	19	18	22	23	-	-	-	-	-	114	45	187
Apii Avarua	74	56	43	64	61	49	54	49	60	-	-	-	-	-	327	109	510
Apii Nikao	37	28	20	34	42	37	31	31	-	-	-	-	-	-	192	31	260
Blackrock Apii Potiki	41	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	41
Imanuela Akatemala	13	19	13	8	7	6	10	8	5	6	2	2	3	4	63	30	106
Nukutere College	-	-	-	-	-	-	-	38	34	31	35	27	-	-	-	165	165
Papaaroa Adventist School	17	10	10	12	7	8	9	14	3	11	5				56	33	106
Apii Rutaki	23	15	8	11	14	10	5	-	-	-	-	-	-	-	63	-	86
St Joseph's School	49	33	31	41	29	32	33	-	-	-	-	-	-	-	199	-	248
Apii Takitumu	46	16	18	16	20	26	24	-	-	-	-	-	-	-	120	-	166
Tereora College	-	-	-	-	-	-	-	-	38	111	126	126	140	143	-	684	684
Titikaveka College	-	-	-	-	-	-	-	12	15	23	11	16	-	-	-	77	77
SOUTHERN GROUP	122	60	76	56	67	95	75	55	67	66	57	61	29	9	429	344	895
Apii Araura	30	14	22	12	15	19	23	-	-	-	-	-	-	-	105	-	135
Araura College	-	-	-	-	-	-	-	34	35	40	29	32	15	7	-	192	192
Tekaaroa Adventist School	20	10	12	6	10	17	5	-	-	-	-	-	-	-	60	-	80
Apii Vaitau	27	9	17	13	12	14	10	-	-	-	-	-	-	-	75	-	102
Apii Enuamanu	16	14	7	5	5	14	10	7	11	7	9	9	5	2	55	50	121
Apii Mangaia	12	4	12	12	12	20	17	10	15	12	15	10	9	-	77	71	160
Apii Mauke	8	5	5	4	4	8	8	4	3	4	3	7	-	-	34	21	63
Apii Mitiaro	9	4	1	4	9	3	2	-	3	3	1	3	-	-	23	10	42
NORTHERN GROUP	58	31	32	25	22	28	21	28	30	27	25	26	4	-	159	140	357
Apii Ruamanu	8	2	2	3	2	-	1	1	-	5	1	3	-	-	10	10	28
Apii Tukao	3	1	3	5	-	5	2	-	1	2	2	2	-	-	16	7	26
Apii Nassau	7	2	2	1	2	-	2	1	3	2	5	6	-	-	9	17	33
Palmerston Lucky School	-	3	1	1	1	1	2	3	2	1	3	6	-	-	9	15	24
Omoka School	6	8	2	4	4	3	2	6	6	6	4	-	-	-	23	22	51
Tetautua School	4	-	2	3	1	1	3	3	4	-	-	-	-	-	10	7	21
Apii Niua	26	12	18	8	12	15	9	11	13	10	10	8	1	-	74	53	153
Apii Rakahanga	4	3	2	-	-	3	-	3	1	1	-	1	3	-	8	9	21

APPENDIX 3: 2016 ENROLMENTS BY AGE AND LEVEL

TOTAL STUDENT ENROLMENT																		
Age Level	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	TOTAL
ECE	247	272	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	528
Year 1	-	17	250	39	1	-	-	-	-	-	-	-	-	-	-	-	-	307
Year 2	-	-	39	231	30	-	-	-	-	1	-	-	-	-	-	-	-	301
Year 3	-	-	-	38	241	29	1	-	-	-	-	-	-	-	-	-	-	309
Year 4	-	-	-	-	54	211	42	-	-	-	-	-	-	-	-	-	-	307
Year 5	-	-	-	-	1	59	218	49	-	-	-	-	-	-	-	-	-	327
Year 6	-	-	-	-	-	1	44	214	46	2	-	-	-	-	-	-	-	307
Year 7	-	-	-	-	-	-	-	33	199	39	-	-	-	-	-	-	-	271
Year 8	-	-	-	-	-	-	-	1	46	204	37	-	-	-	-	-	-	288
Year 9	-	-	-	-	-	-	-	-	-	38	209	27	1	-	-	-	-	275
Year 10	-	-	-	-	-	-	-	-	-	-	41	182	37	1	-	-	-	261
Year 11	-	-	-	-	-	-	-	-	-	-	2	54	155	42	5	-	-	258
Year 12	-	-	-	-	-	-	-	-	-	-	-	1	31	114	24	5	1	176
Year 13	-	-	-	-	-	-	-	-	-	-	-	-	-	32	94	27	3	156
Total	247	289	298	308	327	300	305	297	291	284	289	264	224	189	123	32	4	4,071
FEMALE																		
ECE	124	137	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	265
Year 1	-	7	127	19	-	-	-	-	-	-	-	-	-	-	-	-	-	153
Year 2	-	-	22	109	13	-	-	-	-	1	-	-	-	-	-	-	-	145
Year 3	-	-	-	20	104	13	1	-	-	-	-	-	-	-	-	-	-	138
Year 4	-	-	-	-	32	109	22	-	-	-	-	-	-	-	-	-	-	163
Year 5	-	-	-	-	1	29	108	21	-	-	-	-	-	-	-	-	-	159
Year 6	-	-	-	-	-	-	22	97	26	2	-	-	-	-	-	-	-	147
Year 7	-	-	-	-	-	-	-	21	96	21	-	-	-	-	-	-	-	138
Year 8	-	-	-	-	-	-	-	1	24	89	22	-	-	-	-	-	-	136
Year 9	-	-	-	-	-	-	-	-	-	25	98	10	1	-	-	-	-	134
Year 10	-	-	-	-	-	-	-	-	-	-	29	86	11	-	-	-	-	126
Year 11	-	-	-	-	-	-	-	-	-	-	1	30	80	17	2	-	-	130
Year 12	-	-	-	-	-	-	-	-	-	-	-	-	19	57	12	3	1	92
Year 13	-	-	-	-	-	-	-	-	-	-	-	-	-	19	48	20	1	88
Total	124	144	153	148	150	151	153	140	146	138	150	126	111	93	62	23	2	2,014
MALE																		
ECE	123	135	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	263
Year 1	-	10	123	20	1	-	-	-	-	-	-	-	-	-	-	-	-	154
Year 2	-	-	17	122	17	-	-	-	-	-	-	-	-	-	-	-	-	156
Year 3	-	-	-	18	137	16	-	-	-	-	-	-	-	-	-	-	-	171
Year 4	-	-	-	-	22	102	20	-	-	-	-	-	-	-	-	-	-	144
Year 5	-	-	-	-	-	30	110	28	-	-	-	-	-	-	-	-	-	168
Year 6	-	-	-	-	-	1	22	117	20	-	-	-	-	-	-	-	-	160
Year 7	-	-	-	-	-	-	-	12	103	18	-	-	-	-	-	-	-	133
Year 8	-	-	-	-	-	-	-	-	22	115	15	-	-	-	-	-	-	152
Year 9	-	-	-	-	-	-	-	-	-	13	111	17	-	-	-	-	-	141
Year 10	-	-	-	-	-	-	-	-	-	-	12	96	26	1	-	-	-	135
Year 11	-	-	-	-	-	-	-	-	-	-	1	24	75	25	3	-	-	128
Year 12	-	-	-	-	-	-	-	-	-	-	-	1	12	57	12	2	-	84
Year 13	-	-	-	-	-	-	-	-	-	-	-	-	-	13	46	7	2	68
Total	123	145	145	160	177	149	152	157	145	146	139	138	113	96	61	9	2	2,057

APPENDIX 4: 2007 – 2016 ENROLMENTS BY LEVEL

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
2007	479	369	292	319	357	335	359	302	397	337	307	299	191	118	4,461
2008	470	344	328	307	318	352	330	368	329	369	327	333	193	98	4,466
2009	430	399	311	306	297	296	331	322	342	295	346	357	204	81	4,317
2010	452	335	330	298	301	285	292	309	330	317	266	351	212	108	4,186
2011	517	346	293	330	307	295	290	290	324	297	286	292	205	110	4,182
2012	482	308	324	308	340	294	300	292	280	317	280	306	179	142	4,152
2013	513	301	307	311	277	311	286	288	285	267	302	283	204	117	4,052
2014	460	374	277	302	321	271	298	286	270	283	277	280	211	111	4,021
2015	514	280	321	298	311	309	270	283	282	274	267	247	222	149	4,027
2016	528	307	301	309	307	327	307	271	288	275	261	258	176	156	4,071
Average	485	336	308	309	314	308	306	301	313	303	292	301	200	119	4,194

APPENDIX 5: 2016 SCHOOL TEACHERS AND STAFF BY REGION

SCHOOL	ECE TEACHERS	PRIMARY TEACHERS	SECONDARY TEACHERS	ANCILLARY STAFF	TEACHER AIDE (students)	TEACHER AIDE (school)	VOLUNTEERS	ECE PRINCIPAL	PRIMARY PRINCIPAL	SECONDARY PRINCIPAL	FAST TRACK	PA	TOTAL TEACHERS AND SUPPORT STAFF
RAROTONGA	18	60	76	22	28	12	0	1	7	6	2	0	232
Apiti Nikao	1	13		3	4	1			1				23
Apiti Arorangi	1	7		2	1	1			1		2		15
Apiti Avarua	3	12	6	2		1			1				25
Blackrock Apiti Potiki	1				2	2		1					6
Imanuela Akatemia	2	2	1	1	4					1			11
Nukutere College			9	1	1	2				1			14
Papaaroa Adventist School	1	3	1	1						1			7
Apiti Rutaki	2	2		2	3				1				10
St Joseph's School	3	6		1	3				1				14
Apiti Takitumu	2	6		2	2				1				13
Tereora College			50	3	3					1			57
Apiti Te Uki Ou	2	9		2	4	1			1				19
Titikaveka College			9	2	1					1			13
Creative Centre						4				1**			5
SOUTHERN GROUP	8	20	33	8	6	9	0	0	2	6	0	0	92
Araura College			16	2	2					1			21
Apiti Araura	2	6		1						1			10
Apiti Enuamanu	1	3	4	2		2				1			13
Mangaia School	1	4	9	1	3					1			19
Ivirua ECE Centre						1							1
Apiti Mauke	1	1	3	1		1				1			8
Apiti Mitiaro	1	1	1			2				1			6
Tekaaroa Adventist School	1	3				1			1				6
Apiti Vaitau	1	2		1	1	2			1				8
NORTHERN GROUP	5	13	4	2	6	4	4	0	5	1	0	2	46
Palmerston Lucky School					5				1				6
Apiti Nassau		2	1										3
Apiti Niua	1	4	3	2		1				1		2	14
Omoka School	1	3			1		4		1				10
Apiti Rakahanga	1	1							1				3
Apiti Ruamanu	1	1				1			1				4
Tetautua School		1				1							2
Apiti Tukao	1	1				1			1				4
TOTAL	31	93	113	32	40	25	4	1	14	13	2	2	370
TOTAL by LEVEL*	32	107	126	32	40	25	4				2	2	370

*Total by Level includes

** Creative Centre Principal

Meitaki Maata e Kia Manuia



COOK ISLANDS
Ministry of Education
Maraurau o te Pae Api'i