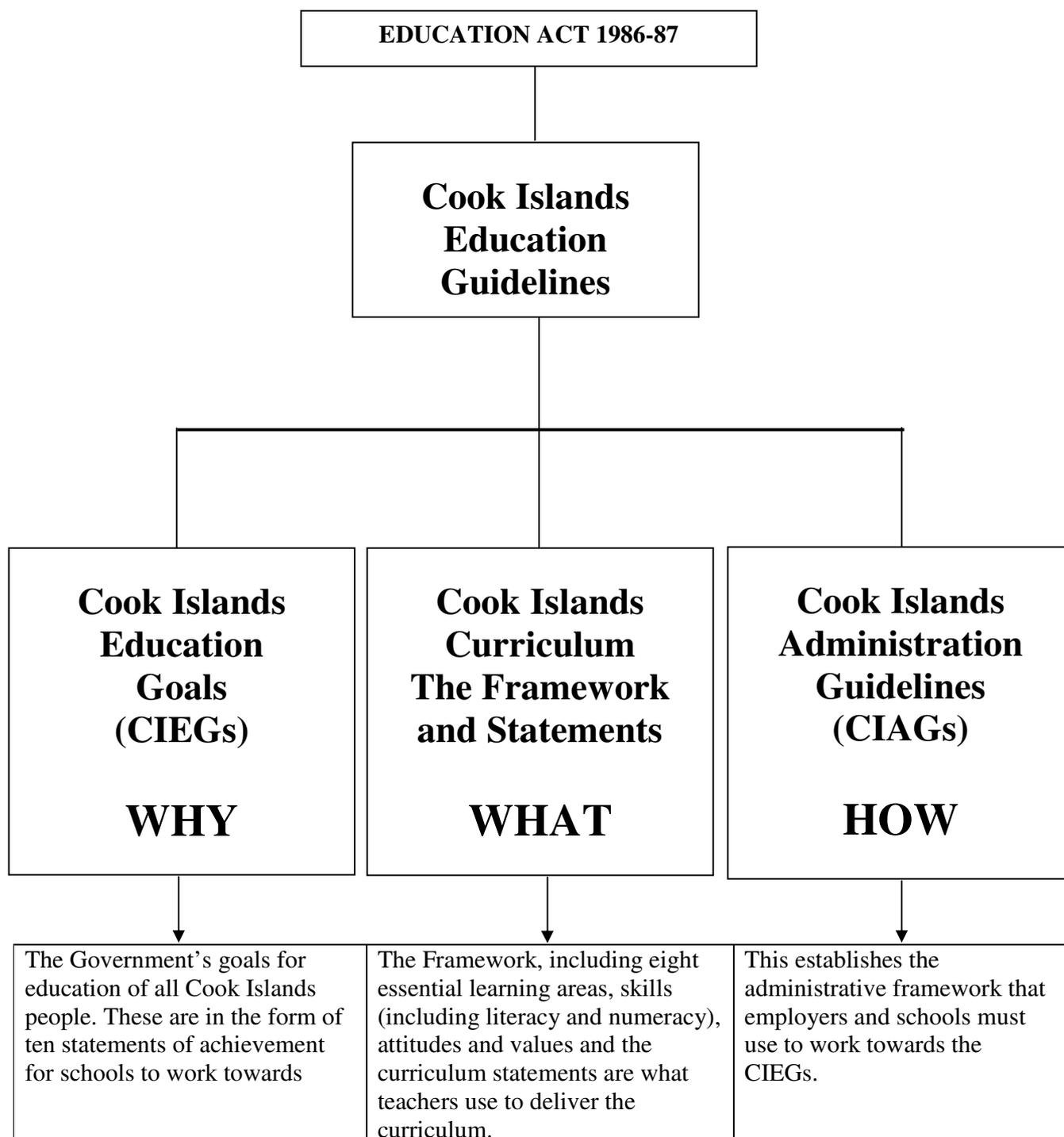


# COOK ISLANDS EDUCATION GUIDELINES

## OVERVIEW

The Cook Islands Education Guidelines comprise three components:



# INTRODUCTION

## STRATEGIC VISION

*“The goal of education and training in the Cook Islands is to build the skills, knowledge, attitudes and values of its people to ensure the sustainability of the economic growth, language, and culture of the Cook Islands and to enable Cook Islanders to put their capabilities to best use in all areas of their lives”.*

This strategic vision is an outcome of the Education Sector Review (2001) and sets the direction for education and training in the Cook Islands. It is consistent with Government policy that is based on the principle of “working together with the people in building a better nation” and recognises that our people are our greatest resource. A key outcome for Government is social cohesion embracing quality of life in our society in harmony with our culture and environment through improving the range of choices and opportunities for individual development.

The education system is directed by government policy and the strategic vision to work with the people to equitably and efficiently provide relevant, high quality educational programmes to develop the knowledge, skills and attitudes required by each individual to become a valued member of Cook Islands society and to adapt successfully to the modern, ever-changing world. As a result of the education system Cook Islanders will be empowered to fulfil our own social and economic needs and aspirations by being prepared to compete successfully in the global economy and to prudently control our own physical and cultural environment.

## GUIDING PRINCIPLES

The goal for education in the Cook Islands state a commitment to the development and implementation of policies that uphold the guiding principles of partnerships, equity, efficiency, relevancy and quality.

### **Partnerships**

A higher level of success is obtainable when people work together to achieve common objectives. Education policies are best developed when they fully involve all key stakeholders including students, teachers, parents, national and local government personnel and agencies, and the community including cultural, social, religious, environmental and business representatives. Learning is a life-long process to which all of society should contribute and therefore the education system must develop and promote complementing programmes beginning with the parent as the first teacher and continuing through formal and informal programmes in institutions, families, communities and work-places.

### **Equity**

Although one nation, the Cook Islands comprises 15 islands each with its own variation of Polynesian culture. Although one people, we are groups with different interests and philosophies. The diversity in our society must be respected and nurtured. Equity must be upheld through policies that treat individuals and groups, including private, public and

community sector providers of education, as fairly as is practicable given the diverse circumstances of different communities within the Cook Islands.

### **Efficiency**

The Government and the public demand value for their investment in education. At all levels of education, quality management systems are to be documented and implemented to effectively achieve objectives by way of the most economical investment of time, finance, personnel and resources. All persons employed within the system will be accountable for the efficient delivery of quality programmes. The effectiveness and efficiency of education providers and support services are to be regularly audited.

### **Relevancy**

Relevancy is upheld if policies and programmes are meaningful, applicable and useful within the Cook Islands. Educational programmes are to be relevant to the aims and goals of education in the Cook Islands. Programmes are to incorporate the development of positive values towards Cook Islands culture and its environment as well as the development of skills required in tourism, agriculture, marine resources and commerce. Communities and industries are to be involved in developing programmes that are relevant to their own special circumstances.

### **Quality**

Quality is upheld if policies and programmes promote the achievement of high standards of teaching, learning and management in the Cook Islands. Cook Islanders want the best for themselves, their children and future generations. The standards they expect are those of countries such as in Australia and New Zealand. Providers of education are to meet standards comparable to those required for NZQA accreditation. The quality of personal achievement is to be reflected by portable qualifications that have international recognition.

## **COOK ISLANDS EDUCATION GOALS (CIEGs)**

The Government has set the following goals for the education system in the Cook Islands:

### **CIEG One**

1. The ethical, social, spiritual and cultural development of students through the fostering of self-esteem, social responsibility and respect for the environment, individual and communal rights, Cook Islands culture and the ethnic and cultural heritage of others.

**Intent:** *Promotion of “*ivi Maori*”.*

### **CIEG Two**

2. Develop all students as bilingual and bicultural members of the Cook Islands society by developing their ability and confidence to communicate in a range of purposes in Cook Islands Maori and English.

**Intent:** *Cook Islands nationhood will be strengthened through the promotion and development of its linguistic and cultural resources.*

### **CIEG Three**

3. The highest standards of achievement, through relevant learning programmes which enable all students to realise their full potential as individuals, and to develop the values and attitudes needed to become full members of the Cook Islands society.

**Intent:** *Relevant learning programmes will ensure all students strive towards their full potential and develop skills and attitudes to become well- balanced members of our society*

### **CIEG Four**

4. Equality of educational opportunity for all students in the Cook Islands through access to relevant learning programmes by identifying and removing barriers.

**Intent:** *All students are to be provided with the opportunity of a quality education regardless of their background, age, location, race, gender, and/or disability.*

### **CIEG Five**

5. Development of the knowledge, understanding, skills and attitudes required by Cook Islands people to function successfully in the modern ever-changing world through access for students to appropriate, relevant and up-dated learning programmes.

**Intent:** *All learning programmes need constant on-going review to remain up to date in an ever- changing world.*

### **CIEG Six**

6. A sound foundation in the early years for future learning and achievement through programmes which aim to develop and build the child’s identity, independence and spirit of inquiry and through programmes which include support for parents as the child’s first teacher.

**Intent:** *Programmes for early childhood education focus on the development of child as a person and also recognise the important role that parents play at this critical age.*

### **CIEG Seven**

7. A broad education through a balanced curriculum covering essential learning areas with high levels of competency in numeracy and literacy in Cook Islands Maori and English.

**Intent:** *A balanced curriculum is needed to ensure learners are provided opportunities to develop their potential across all facets of human endeavour, whilst ensuring a sound knowledge of the “three R’s”*

### **CIEG Eight**

8. Excellence achieved through the establishment of achievement aims and objectives, monitoring student performance against learning outcomes and adapting programmes to meet the identified needs of individuals.

**Intent:** *There should be a planned approach to curriculum delivery, with measurable learning outcomes, which may be used to enhance planning and learning.*

### **CIEG Nine**

9. Success in learning for students with special needs by ensuring that they are identified and provided with appropriate support to achieve their full potential.

**Intent:** *Schools have an obligation to cater for those students with special learning needs (both remedial and extension) as well as those who are disabled.*

### **CIEG Ten**

10. Access for students to nationally and internationally recognised qualifications systems to encourage a high level of participation in post-secondary education and training and careers education to facilitate transition to employment.

**Intent:** *Students will have access to a coherent national qualification system that recognises and rewards achievement and raises the skill level of the Cook Islands people.*

# COOK ISLANDS ADMINISTRATIVE GUIDELINES (CIAGs)

**Application:** The Cook Islands Administrative Guidelines apply to:  
All Governing Bodies who are responsible for the management of schools in the Cook Islands and all state and private schools with students enrolled from pre-school to Form 7.

## CIAG “One” CURRICULUM & DELIVERY

### *Core Function*

Each school through the Principal and teaching staff and in consultation with its School Committee is required to foster student achievement by providing teaching and learning programmes, which incorporate the “Cook Islands Curriculum” as set out in the Cook Islands Curriculum Framework and the Cook Islands Curriculum Statements (including the Early Childhood Curriculum Statement):

Each school through the principal and staff, is required to:

- 1 Develop and implement teaching and learning programmes:
  - (a) to provide all students in Grades 1 to Form 4 with opportunities to achieve for success in all the essential learning and skills areas of the “Cook Islands Curriculum”.
  - (b) that provide opportunities for students to develop self-esteem, social responsibility, respect for the environment, individual and communal rights, Cook Islands culture and the ethnic and cultural heritage of others.
  - (c) giving priority to student achievement in literacy and numeracy, especially in Grades 1 – 4.
  - (d) and providing early childhood learners with opportunities to develop identity, independence and a spirit of inquiry.
  
- 2 Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students and early childhood learners to be evaluated;  
giving priority first to:
  - (a) student achievement in literacy and numeracy, especially in Grades 1 – 4, and then to:
  - (b) breadth and depth of learning related to the needs, abilities and interest of students, the nature of the school’s curriculum, and the scope of the “Cook Islands Curriculum” (as expressed in Cook Islands Curriculum Statements)
  
- 3 On the basis of good quality assessment information, identify students and groups of students:
  - (a) who are not achieving
  - (b) who are at risk of not achieving
  - (c) who have special needsand identify:
  - (d) aspects of the curriculum which require particular attention.

- 4 Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in 3 above.
- 5 Develop and implement a language policy, based on the guidelines of the Ministry of Education's Language policy that will ensure each student attains a high level of bi-lingualism.
- 6 Provide appropriate career education and guidance for all students in Form 1 and above, so that students have access to quality information to enable them to make an informed choice of a career pathway.
- 7 Provide for students in year Senior Level One (Form 5) and above, courses and programmes of learning that meet students' interests and lead to the award of internationally recognized, portable qualifications.

#### **CIAG "Two"**

#### **DOCUMENTATION AND REVIEW**

Each school through the Principal and teaching staff and in consultation with its School Committee is required to:

- 1 Develop a strategic plan which documents how they are giving effect to Cook Islands Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;
- 2 Maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;
- 3 Report to students and their parents/caregivers on the achievement of individual students, and to the school's community on the achievement of students as a whole and groups of students (identified through CIAG "One" 3 above).

#### **CIAG "Three"**

#### **PERSONNEL**

Each Governing Body responsible for the management of a school shall:

- 1 Comply with the provisions of the Public Service Act 1995/96, or The Labour Act and any memorandum of understanding entered into between the Body and the Secretary of Education.
- 2 Be a good employer as defined in Section 17 of the Public Service Act
- 3 Comply with minimum requirements of Ministry of Education's policies on staffing entitlement, salary, staff leave entitlement.

Each school through the Principal and teaching staff and in consultation with its School Committee is required to:

- 1 Develop and implement professional development programmes, performance appraisal systems that promote high levels of staff performance in accordance with Ministry of Education Teacher Performance Management guidelines.

- 2 Deploy personnel resources in the most effective and efficient manner to maximize learning needs of students.

#### **CIAG “Four” FINANCE AND PROPERTY**

Each Governing Body responsible for the management of a school shall:

- 1 Ensure that the school has access to funding from an operating budget that meets at least the minimum funding as defined by the Ministry of Educations’ policy on funding for state schools.
- 2 Monitor and control expenditure and ensure that annual accounts are prepared and audited in compliance with any memorandum of understanding entered into between the Body and the Secretary of Education.
- 3 Comply with any negotiated agreement on asset and capital replacement management and implement a maintenance programme to ensure that school buildings and facilities provide a safe, healthy learning environment for students.

Each school through the Principal and teaching staff and in consultation with its School Committee is required to:

- 1 Manage and account for all funds raised by the school or the School Committee in accordance with the MFEM Act (1995/96) and to ensure that school and School Committee accounts are audited annually by a person or body approved for this.
- 2 Manage the schools assets and resources in accordance with guidelines provided by the Ministry of Education or the school’s Board of Management.

#### **CIAG “Five” HEALTH AND SAFETY**

Each school through the Principal and teaching staff and in consultation with its School Committee is required to:

- 1 Provide a safe physical and emotional environment for staff and students
- 2 Comply with Ministry of Education policy and procedures on physical and emotional abuse of students.

#### **CIAG “Six” ADMINISTRATION**

Each Governing Body and Principal is required to comply with all of the Ministry of Education regulations and instructions issued by the Secretary of Education from time to time.

## COOK ISLANDS ADMINISTRATION GUIDELINES

# **IMPLEMENTATION**

### CIAG “One” CURRICULUM & DELIVERY

#### Core Function

“Each school through the Principal and teaching staff and in consultation with its School Committee is required to foster student achievement by providing teaching and learning programmes, which incorporate the “Cook Islands Curriculum” as set out in the Cook Islands Curriculum Framework and the Cook Islands Curriculum Statements (including the Early Childhood Curriculum Statement)”

**Intent:** *The Mission Statement provides overarching principles and gives direction to all other policies and documents.*

The school has met this requirement when:

It has written a “Mission Statement:” which describes how the school intends to provide opportunities for each student to realise his/her potential in all aspects of holistic development (physical, intellectual, social, emotional, spiritual and cultural)

**Application:** All schools

#### 1 Curriculum

- 1 Develop and implement teaching and learning programmes:
  - (a) to provide all students in Grades 1 to Form 4 with opportunities to achieve for success in all the essential learning and skills areas of the “Cook Islands Curriculum”.
  - (b) that provide opportunities for students to develop self-esteem, social responsibility, respect for the environment, individual and communal rights, Cook Islands culture and the ethnic and cultural heritage of others.
  - (c) giving priority to student achievement in literacy and numeracy, especially in Grades 1 – 4.
  - (d) and providing early childhood learners with opportunities to develop identity, independence and a spirit of inquiry.

**Intent:** 1. *Teaching and learning programmes should be designed to meet the needs of individual learners and groups of students. Up to the end of Form 4, school-wide and classroom planning should encompass the entire curriculum and at the same time ensure promotion of “ivi” Maori.*

1. *Learning programmes that reflect the principles outlined in “Cook Islands Curriculum” and are based upon the strands and achievement objectives of curriculum statements will ensure delivery of a balanced coverage of all the essential learning areas and skills.*
2. *Learning programmes for Grades 1 – 4 students that are consciously aimed to build and reinforce essential literacy and numeracy skills will ensure a solid foundation for later learning.*
3. *Development of identity, independence and spirit of inquiry in early childhood learners will build a solid foundation for later formal learning.*

**Application: All schools with pre-school to Form 4.**

The school is meeting this guideline when:

- 1.1 It has written a curriculum plan (otherwise called the school scheme), which include statements and/or prescriptions to direct and guide school wide planning and delivery in a format that:
  - 1.1.1 details subjects to be taught at each level.
  - 1.1.2 ensures that the achievement objectives and skills of national curriculum statements are being implemented through written subject schemes
  - 1.1.3 specifies the time to be allocated to subjects to ensure a balanced programme
  - 1.1.4 guides long term subject plans for each level
  - 1.1.5 guides the writing of unit plans for each level or groups of levels
  - 1.1.6 allows the sequencing and structuring lessons from unit plans
  - 1.1.7 guides integration of the curriculum (thematic approach) where appropriate
  - 1.1.8 ensures a coverage of all achievement objectives over two years (odd/even year) where appropriate for some subjects and classes
  - 1.1.9 guides the delivery of a relevant curriculum for early childhood learners based on the objectives of the Cook Islands “Early Childhood Curriculum Statement.”

## 2 Assessment

- 2 Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students and early childhood learners to be evaluated,
- giving priority first to:
- (a) student achievement in literacy and numeracy, especially in Grades 1 – 4, and then to:
  - (b) breadth and depth of learning related to the needs, abilities and interest of students, the nature of the school’s curriculum, and the scope of the “Cook Islands Curriculum” (as expressed in Curriculum Statements)

- Intent:**
1. *The main purpose of all assessment activity is to improve student learning.*
  2. *Through a range of assessment practices the school needs to ensure that over a period of time assessment information gathered is sufficiently comprehensive and reliable to enable teachers to make professional judgments that identify:*
    - *student learning needs and how these will be met*
    - *the progress of individual students as measured against the learning outcomes of the achievement objectives of the national curriculum statements.*
    - *students with special learning needs, particularly “at risk” students in Grades 1 to 4 who are not demonstrating achievement in literacy (either Cook Islands Maori or English) and numeracy.*

**Application: All schools with pre-school to Form 4.**

The school is meeting this guideline when:

- 1.2 It has established achievement goals for the student population and has documented how it will monitor progress against these goals through –
  - 1.2.1 writing statements of expectation of student achievement for selected subjects including achievement in literacy and numeracy in Grades 1 - 4
  - 1.2.2 specifying the process for determining the school's expectation of student achievement, including assessment processes and procedures and assessment records (running records, student profiles, portfolios etc.) Student and school achievement data provided by MoE national diagnostic tests at Grades 4 & 6 may be incorporated into the school's assessment processes.
  - 1.2.3 establishing policies for the gathering and analysis of achievement data
  - 1.2.4 determining methods of monitoring student progress against school expectations and learning outcomes of national achievement objectives
  - 1.2.5 ensuring there is a consistent approach to assessment and evaluation across the curriculum
  - 1.2.6 ensuring that the achievement information gathered is valid and reliable.
  - 1.2.7 interpreting achievement information in terms of extent of student progress of individual students and overall trends

### 3 Barriers to student achievement

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| <p>3 On the basis of good quality assessment information, identify students and groups of students:</p> <ol style="list-style-type: none"><li>(a) who are not achieving</li><li>(b) who are at risk of not achieving</li><li>(c) who have special needs</li></ol> <p>and identify:</p> <ol style="list-style-type: none"><li>(d) aspects of the curriculum, which require particular attention.</li></ol> |
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**Intent:** 1. *Schools should identify, analyse and where possible remove barriers that restrict learning for individuals and groups of students. This means that schools will respond to the educational needs, experiences, interests and values of students. Barriers to learning may arise from a variety of factors.*  
2. *Quality assessment data (as document in 2 above) should be used to identify students and groups of students who are not meeting the school's achievement expectations; those who are at risk of not achieving (based on assessment data from literacy and numeracy) and those who have special learning needs.*  
3. *The assessment data should also be used in a review of the school's curriculum plan with a special focus on those areas of the curriculum in which significant groups of students are not achieving to the school's expectations.*

**Application:** All schools.

The school is meeting this guideline when:

- 1.3 It has identified and documented barriers to learning and has developed strategies to remove these through:

- 1.3.1 drawing up a checklist of possible “in-school” barriers and identifying those which might contribute, such as
  - 1.3.1.1 teacher incompetence
  - 1.3.1.2 lack of teaching resources
  - 1.3.1.3 teaching styles and practices (other than suspected physical and verbal abuse of students – see 5.2.1)
  - 1.3.1.4 lack of student guidance & counselling
  - 1.3.1.5 timetabling
  - 1.3.1.6 the school’s language policy
  - 1.3.1.7 the language(s) of instruction used across the curriculum
  - 1.3.1.8 promotion of students from level to level
  - 1.4.1.9 placement of students at inappropriate learning level
- 1.3.2 drawing up a checklist of possible “out of school” barriers and identifying those which might be of significance, such as
  - 1.3.2.1 truancy
  - 1.3.2.2 poor nutrition or lack of nutrition
  - 1.3.2.3 poor home study conditions
  - 1.3.2.4 sickness or other physical impediment (eyesight, hearing)
  - 1.3.2.5 transportation to school etc.
- 1.3.3 documenting how it communicates these issues to parents or groups of parents.
- 1.3.4 ensuring that assessment data gathered is used to review the school’s curriculum plan.

#### 4 Special needs students

4 Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in 3 above.

**Intent:** *Having identified barriers to learning the school should develop action plans that aim to improve the learning conditions of students who are not achieving to the school’s expectation.*

**Application:** All schools.

The school is meeting this guideline through:

- 1.4.1 establishing a register of students with special learning needs.
- 1.4.2 clearly identifying and documenting learning needs that are not being met
- 1.4.3 planning and making the desired changes
- 1.4.4 providing recovery/special programmes for identified students
- 1.4.5 providing individual educational programmes (IEPs) for students with special needs in consultation with parents, health authorities and MoE personnel
- 1.4.6 monitoring the effectiveness of the changes.
- 1.4.7 regularly reassessing the situation

## 5 Language

5. Develop and implement a language policy, based on the guidelines of the Ministry of Education's Language policy that will ensure each student attains a high level of bi-lingualism.

**Intent:** 1. *National identity and the promotion of "ivi" Maori are interwoven with language growth of every student in both English and Cook Islands Maori, its dialects (including the Pukapukan language).*  
2. *Language profiles and language acquisition varies from island to island and no "universal" policy will be effective in achieving government's aim. The school's language policy should take into account the language profile of its community and use recognised approaches to achieve high levels of bi-lingualism of its students.*

**Application:** All schools with pre-school to Form 4.

The school is meeting this guideline through:

- 1.5.1 identifying the language profile of its community and the most appropriate approach to use for its language policy (based upon the guidelines of the Ministry of Education's language policy)
- 1.5.2 writing and implementing a language policy that will achieve the aim of high levels of bi-lingualism.
- 1.5.3 monitoring through its on-going programme of student achievement in languages the extent to which its policy is achieving the aims

## 6 Careers Education

- 6 Provide appropriate career education and guidance for all students in Form 1 and above, so that students have access to quality information to enable them to make an informed choice of a career pathway.

**Intent:** 1. *Delivery of a structured careers education programme will ensure students can make an informed choice of career pathway before leaving school and entering the workforce or further post-secondary training.*

**Application:** All schools with Forms 1 - 7.

The school is meeting this guideline through:

- 1.6.1 documenting how it will deliver its careers education programme within its curriculum plan through integrating career education programmes with core subjects such as Social Studies, Languages etc.

## 7 Secondary Qualifications

7 Provide for students in year Senior Level One (Form 5) and above, courses and programmes of learning that meet students' interests and lead to the award of internationally recognized, portable qualifications.
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**Intent:** 1. *Career pathways, relevant programmes and courses should provide all senior secondary students with opportunities gain the initial levels of nationally and internationally recognised qualifications whilst at school and to set a foundation for post-secondary training, tertiary education, and the acquisition of higher levels of qualifications.*

2. *A broad and balanced curriculum extends to the end of Form 4. Progressive subject and course specialisation is expected to occur as students move through their senior secondary schooling. Schools should ensure that they are meeting students' needs and adequately preparing them for when they leave.*

**Application:** All schools with Forms 5 - 7.

The school is meeting this guideline through:

- 1.7.1 providing detailed information to students and parents/caregivers on courses, subjects, programmes and qualifications the school can offer; a breakdown of the unit and achievement standards and the number of credits needed for students to gain a qualification.

## 1 Strategic Plan

1 Develop a strategic plan, which documents how the school is giving effect to the Cook Islands Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;

**Intent:** 1. *The strategic plan is the management document that sets a direction for the school, taking into account its character, its resources, the community and what the school hopes to achieve for its students. It sets the direction for the development of the school over a period of time (usually up to five years), taking into account the aspirations of the community and the Ministry’s development objectives. The strategic plan provides focus for school improvement.*  
 2. *The strategic plan is most effective in a school where there is agreement on issues and directions. This means that the staff, School Committee, parents and students share a clear understanding of what the school stands for and where it is heading. This implies ownership.*

**Application:** All schools.

The school is meeting this guideline through:

- 2.1.1 discussing and addressing issues such as: Where are we at? Where do we want to be? How will we get there? What do we need to do to get there? How will we know when we have got there?
- 2.1.2 developing a *strategic plan* (five years), which is aligned to MoE’s five year development plan for managing change in:
  - Curriculum and delivery – CIAG 1
  - Documentation and review – CIAG 2
  - Personnel – CIAG 3
  - Finance & Property – CIAG 4
  - Health & Safety – CIAG 5
  - Administration – CIAG 6
- 2.1.3 setting *goals* – broad statements of what the school wants to achieve
- 2.1.4 establishing *objectives* – specific measures of the goals
- 2.1.5 writing annual *operational plans*, which details the actions the school will take each year to implement of its strategic plan

## 2 Self-review

2 Maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;

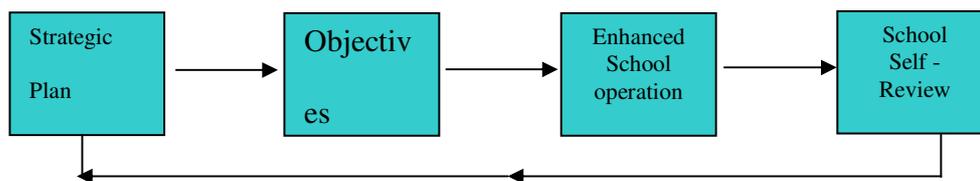
**Intent:** 1. *Self-review is the mechanism for schools to continually strive to improve the quality of education and to meet the challenge of change.*  
 2. *Self-review means a school knows if and when it is meeting its objectives and goals and what changes are needed to ensure these are met.*

**Application:** All schools.

The school is meeting this guideline by:

- 2.2.1 developing an annual on-going review plan that will ensure review of the following:
  - 2.2.1.1 the school's vision
  - 2.2.1.2 the strategic plan
  - 2.2.1.3 operational plans and/or annual development plans
  - 2.2.1.4 progress made towards attaining the stated objectives and goals
  - 2.2.1.5 all policy statements and procedures
  - 2.2.1.6 curriculum and learning programmes, including schemes of work and assessment methods
  - 2.2.1.7 special needs register
  - 2.2.1.8 evaluation of information on student achievement
- 2.2.2 providing evidence that review has occurred (dates of review – endorsement of documents etc.)

### Planning and Review Cycle



## 3 Reporting

3 Report to students and their parents/caregivers on the achievement of individual students, and to the school's community on the achievement of students as a whole and groups of students (identified through CIAG One 3 above).

- Intent:**
1. *Education is a co-operative venture between the school and parents and caregivers. Quality reporting to parents and caregivers on the progress and achievement of students provides a sound basis on which co-operation may be nurtured.*
  2. *Reporting to the school's stakeholders through its School Committee on student achievement as a whole and groups of students that have been identified for special consideration will provide a further avenue to strengthen co-operation and enlist additional support. N.B. Under no circumstances should the names or identity of individual students be made known.*

**Application:** All schools.

The school is meeting this guideline by:

- 2.3.1 identifying significant learning outcomes that should be reported on.
- 2.3.2 developing and implementing a reporting policy

- 2.3.3 developing report forms that are used to report student achievement against the identified learning outcomes and other important information such as social adjustment
- 2.3.4 updating “student profiles” to provide additional information to parents/caregivers at report sessions.
- 2.3.5 keeping portfolios of student’s work to show parents
- 2.3.6 advising the School Committee and/or groups of parents of the school’s achievement goals and how these will be measured -See CIAG One (2)
- 2.3.7 providing valid assessment data (such as school achievement graphs from national monitoring tests) to the School Committee or groups of parents on whole school achievement and/or groups of students with special needs

## CIAG “Three” PERSONNEL

### 1 Performance Management

3 Develop and implement professional development programmes, performance appraisal systems that promote high levels of staff performance in accordance with Ministry of Education Teacher Performance Management guidelines.

**Intent:** 1. *Effective performance management enables stakeholders in education to have confidence that teachers are meeting the school’s and the Ministry’s quality expectations, the educational needs of the students and the goals of the school.*  
2. *On-going professional development of teachers through in-service programmes and appraisal systems lie at the heart of successful teacher advancement and performance management.*  
3. *Effective performance management sets professional standards, identifies and rewards quality performance, providing opportunities for teachers to progress within the profession and at the same time allows for termination of employment of teachers for consistently fail to meet standards.*

**Application:** All schools.

The school is meeting this guideline by:

- 3.1.1 developing and implementing a performance policy and appraisal systems (Ref to TPM booklet)
- 3.1.2 creating and facilitating professional development opportunities – at school level, cluster school, regionally and nationally
- 3.1.3 evoking discipline and counselling procedures as the need arises
- 3.1.4 completing and forwarding to MoE an annual performance appraisal report on each teacher as set out in the TPM booklet.

### 2 Use of personnel

4 Deploy personnel resources in the most effective and efficient manner to maximize learning needs of students.

**Intent:** *It is critical that with our small population, scattered geographical distribution of teachers and limited financial resources, personnel resources are used as effectively as possible to maximise the learning needs of students.*

**Application:** All schools.

The school is meeting this guideline through:

- 3.2.1 identifying professional expertise, previous experiences, special training and qualifications of its teachers.
- 3.2.2 placing teachers in classes to effect greatest benefit to learners
- 3.2.3 incorporating identified expertise with a teacher’s job description to maximise learning needs of students and school goals.
- 3.2.4 effectively utilising ancillary staff in ways that support teachers and hence students.

## CIAG “Four” FINANCE & PROPERTY

### 1 Finance

3 Manage and account for all funds raised by the school or the School Committee in accordance with the Section 43 (Public Money) of the Ministry of Finance and Economic Management Act (1995-96) and ensure that school and School Committee accounts are audited annually by a person or body approved for this.

**Intent:** 1. *Money obtained through school and School Committee fund raising activities, fees paid by parents/caregivers and other revenue generated by a school should be properly accounted for.*  
2. *Annual external audit of accounts is needed to demonstrate financial accountability and to ensure that funds raised are used to meeting the needs of students*

**Application:** All schools.

The school is meeting this guideline through:

- 4.1.1 writing and implementing a financial management policy
- 4.1.2 keeping documentary evidence of all financial transactions to enable annual audit of accounts.
- 4.1.3 preparing statements of income and expenditure and regularly reporting financial transactions to School Committees and Governing Bodies
- 4.1.4 ensuring annual audit of accounts

### 2 Assets and Resources

4 Manage the schools assets and resources in accordance with guidelines provided by the Ministry of Education or the school’s Board of Management.

**Intent:** 1. *Assets and material resources are expensive and schools should ensure that management practices ensure sustainability so as to maximise the learning needs of students.*  
2. *Schools are required to account to their Governing Body for all assets and resources supplied to them for the purpose of teaching and learning*

**Application:** All schools.

The school is meeting this guideline through:

- 4.2.1 writing and implementing a resource management policy that will ensure sustainability of its assets and resources to maximise the benefit to student learning.
- 4.2.2 keeping an asset register of all assets acquired and reporting these to the Ministry or Governing body.
- 4.2.3 depreciating and writing off assets according to the Ministry’s or Governing Body’s guidelines on asset depreciation.
- 4.2.4 conducting a regular (minimum annual) stock take of assets and resources and being able to account for any loss.

4.2.5 in conjunction with the school's strategic and annual development plans, plan for new and replacement assets and resources.

### **CIAG "Five" HEALTH & SAFETY**

Provide a safe physical and emotional environment for staff and students and comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees

**Intent:** 1. *Parents and caregivers should have confidence that their child is attending a school that is safe (physically and emotionally) - in all meanings and interpretations of the word.*  
2. *A school that sets high standards in health issues demonstrates to its community care and concern for the well being of its students.*

**Application:** All schools.

The school is meeting this guideline through:

- 5.1 writing a health and safety policy.
- 5.2 developing specific policies and procedures to cover:
  - 5.2.1 suspected abuse of students – physical, emotional, sexual (All cases are to be handled in accordance with MoE guidelines as set down in MoE August 2000 Gazette)
  - 5.2.2 procedures for dealing with accidents and medical emergencies at school
  - 5.2.3 an accident and incident register
  - 5.2.4 hazard identification check list – including rats, vermin, stagnant water and anything that may be potentially offensive or injurious to health
  - 5.2.5 behaviour management/discipline of students
  - 5.2.6 guidance and counselling of students
  - 5.2.7 playground supervision
  - 5.2.8 fire drill/evacuation procedures
  - 5.2.9 hurricane safety procedures
  - 5.2.10 bus and road safety – including bus loading where appropriate.
  - 5.2.11 administration of "First Aid"
  - 5.2.12 a smoke free environment
  - 5.2.13 alcohol and other drugs
  - 5.2.14 education conducted outside of the classroom or away from school
  - 5.2.15 physical and emotional health of students
  - 5.2.16 crisis management
  - 5.2.17 administration of medication to students.
  - 5.2.18 handling of blood – HIV risk.
  - 5.2.19 stray animals (pigs, dogs etc.) – where applicable.
  - 5.2.20 hygiene standards for schools that cook, store or sell food.
  - 5.2.21 healthy lunches
- 5.3 ensuring that all staff are familiar with and enforce school health and safety policies, including regular practice of emergency procedures

## CIAG “Six” ADMINISTRATION

Each Governing Body and Principal is required to comply with the Education Act 1986/87, its amendments, all Ministry of Education regulations and instructions issued by the Secretary of Education from time to time.

**Application: All schools.**

The school is meeting this guideline through:

- 6.1 holding a copy, on the office file, of the Education Act 1986/87, its amendments, Ministry of Education regulations and instructions issued by the Secretary of Education.
- 6.2 ensuring that all teachers are aware and have knowledge of the documents detailed in 1 above.
- 6.3 enrolling students in accordance with enrolment procedures.
- 6.4 keeping records of daily student attendance in accordance with Ministry guidelines.
- 6.5 writing policies and procedures for dealing with cases of truancy
- 6.6 furnishing the Ministry with information on students who have transferred to another school or who have left school
- 6.7 forwarding to the Ministry student enrolment numbers each term.
- 6.8 compiling EMIS data accurately and forwarding to the Ministry by due date.
- 6.9 ensuring that the school is open on the prescribed number of days each year.
- 6.10 developing policies in conjunction with the School Committee for the community use of the school grounds/buildings/property outside of school hours
- 6.11 developing policies and procedures on religious instruction at the school.
- 6.12 developing policies and procedures, in accordance with Ministry guidelines, for suspension of students

**MINISTRY OF EDUCATION – CIAG DEVELOPMENT PLAN**

**CIAG ONE – CURRICULUM AND DELIVERY**

<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
<u>1 Curriculum ELA</u> <u>Mathematics</u> 1.1.1 to 1.1.8	<u>1 Curriculum ELA</u> <u>Science and Social Studies</u> 1.1.1 to 1.1.8	<u>1 Curriculum ELA</u> <u>English &amp; CI Maori</u> 1.1.1 to 1.1.8 <u>ECE 1.1.9</u> —	<u>1 Curriculum ELA</u> <u>The Arts</u> 1.1.1 to 1.1.8	<u>1 Curriculum ELA</u> <u>Health &amp; Well being</u> 1.1.1 to 1.1.8	<u>1 Curriculum ELA</u> <u>Technology</u> 1.1.1 to 1.1.8	<u>1 Curriculum ELA</u> <u>Enterprise</u> 1.1.1 to 1.1.8 →
<u>2 Assessment</u> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7 (For curriculum areas in 1 above)	<u>2 Assessment</u> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7 (For curriculum areas in 1 above)	<u>2 Assessment</u> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7 (For curriculum areas in 1 above)	<u>2 Assessment</u> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7 (For curriculum areas in 1 above)	<u>2 Assessment</u> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7 (For curriculum areas in 1 above)	<u>2 Assessment</u> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7 (For curriculum areas in 1 above)	<u>2 Assessment</u> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7 (For curriculum areas in 1 above)
<u>3 Barriers</u>	<u>3 Barriers</u> 1.3.1(all), 1.3.2 (all)	<u>3 Barriers</u> 1.3.3, 1.3.4 —	<u>3 Barriers</u>	<u>3 Barriers</u>	<u>3 Barriers</u>	<u>3 Barriers</u> →
<u>4 Special needs</u>	<u>4 Special needs</u> 1.4.1	<u>4 Special needs</u> 1.4.2, 1.4.3, 1.4.4, 1.4.5	<u>4 Special needs</u> 1.4.6, 1.4.7 —	<u>4 Special needs</u>	<u>4 Special needs</u>	<u>4 Special needs</u> →
<u>5 Language</u>	<u>5 Language</u> 1.5.1	<u>5 Language</u> 1.5.2	<u>5 Language</u> 1.5.3 —	<u>5 Language</u>	<u>5 Language</u>	<u>5 Language</u> →
<u>6 Careers</u>	<u>6 Careers</u> 1.6.1 —	<u>6 Careers</u>	<u>6 Careers</u>	<u>6 Careers</u>	<u>6 Careers</u>	<u>6 Careers</u> →
<u>7 Secondary quals</u> NCEA L1, CICES, CI L1 6 <sup>th</sup> Cert, UB, CISC non- accred 1.7.1 —	<u>7 Secondary quals</u> NCEA L1,2, CICES, CI L1,2, UB, CISC non-accred	<u>7 Secondary quals</u> NCEA L1,2,3, CICES, CI L1,2 Dist Educ delivery non-accred	<u>7 Secondary quals</u>	<u>7 Secondary quals</u>	<u>7 Secondary quals</u>	<u>7 Secondary quals</u> → →

### CIAG TWO – DOCUMENTATION AND REVIEW

<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
<u>1 Strategic plan</u> 2.1.1 to 2.1.5	<u>1 Strategic plan</u>	<u>1 Strategic plan</u>	<u>1 Strategic plan</u>	<u>1 Strategic plan</u>	<u>1 Strategic plan</u>	<u>1 Strategic plan</u> →
<u>2 Self-review</u> All current QMS	<u>2 Self-review</u> 2.2.1 (all), 2.2.2	<u>2 Self-review</u>	<u>2 Self-review</u>	<u>2 Self-review</u>	<u>2 Self-review</u>	<u>2 Self-review</u> →
<u>3 Reporting</u> 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5	<u>3 Reporting</u> 2.3.6, 2.3.7	<u>3 Reporting</u>	<u>3 Reporting</u>	<u>3 Reporting</u>	<u>3 Reporting</u>	<u>3 Reporting</u> →

### CIAG THREE – PERSONNEL

<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
<u>1 TPM</u> Basic tchrs, MU's, DP's 3.1.1 to 3.1.4	<u>1 TPM</u> Basic tchrs, MUs, DPs, Principals, ancillary staff 3.1.1 to 3.1.4	<u>1 TPM</u>	<u>1 TPM</u>	<u>1 TPM</u>	<u>1 TPM</u>	<u>1 TPM</u> →
<u>2 Personnel</u> 3.2.1 to 3.2.4	<u>2 Personnel</u>	<u>2 Personnel</u>	<u>2 Personnel</u>	<u>2 Personnel</u>	<u>2 Personnel</u>	<u>2 Personnel</u> →

### CIAG FOUR – FINANCE AND PROPERTY

<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
<u>1 Finance</u> 4.1.1, 4.1.2, 4.1.3, 4.14	<u>1 Finance</u>	<u>1 Finance</u>	<u>1 Finance</u>	<u>1 Finance</u>	<u>1 Finance</u>	<u>1 Finance</u> →
<u>2 Resources</u> 4.2.1, 4.2.2, 4.2.4, 4.2.5	<u>2 Resources</u> 4.2.1 to 4.2.5	<u>2 Resources</u>	<u>2 Resources</u>	<u>2 Resources</u>	<u>2 Resources</u>	<u>2 Resources</u> →

**CIAG FIVE – HEALTH & SAFETY**

<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
5.2.1, 5.2.2, 5.2.4, 5.2.5, 5.2.7, 5.2.10, 5.2.14, 5.2.19, 5.2.20, 5.2.21 5.3	5.2.3, 5.2.8, 5.2.9, 5.2.15, 5.2.16 5.3	5.2.6, 5.2.11, 5.2.12, 5.2.13, 5.2.17, 5.2.18 5.3	5.1 5.3			→

**CIAG SIX – ADMINISTRATION**

<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
6.1, 6.2, 6.3, 6.4, 6.7, 6.8, 6.9,	6.5, 6.6, 6.11	6.10, 6.12				→