



Ministry of Education

2004/05

Annual Report

1 July 2004– 30 June 2005

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The goal of equitable access for all Cook Islands students to a relevant, high quality education has become significantly closer due to the results achieved in 2003/04.

Major progress has been made towards a more relevant curriculum with the completion of curriculum statements for English, Cook Islands Maori, Health and Physical Well-being and Visual Arts. Work also began on curriculum statements for Mathematics, Science and Performing Arts with completion expected in 2005.

The quality of primary school teaching has been improved through in-service training and advice in Reading, English, Cook Islands Maori, Health and Physical Well-being, Visual Arts and Science. The pilot of the Numeracy Project and beginning of the Cook Islands Maori Dialect Readers Project are initiatives that will have significant long term benefits for student achievement. The quality of secondary school teaching has been improved through in-service training and advice in Cook Islands Maori, Health and Physical Well-being, Visual Arts, Science and Mathematics. In 2004 the final phase of standards based qualifications was implemented with NCEA Level 3 replacing Form 7 University Entrance / Bursary with substantial training for teachers across all subject areas. Throughout the year, 42 Principals and teachers received professional development opportunities through overseas conferences or attachments to NZ institutions or schools. Significant developments in Special Education included increased employment of teacher aides, diagnosis of students by a team of specialists from NZ, \$55,000 worth of special needs resources, inservice training for teachers and attachments to NZ schools organised for 4 teachers.

The total school roll has been fairly stable since 2000. In 2004 it stood at 4647. However during this time the primary school roll and the outer island roll have both been decreasing but have been offset by a significant increase in students at the senior secondary school level. However with continued emigration and falling birth rates, it is projected that overall rolls will begin to decrease again with significant reductions occurring in the outer islands. Consequences will include multi-level classes, distance leaning and reduced demand for teachers.

The current demand for quality primary / preschool teachers is being met through the Cook Islands Teachers Training College with 11 trainees on target to graduate in 2004 and 16 in 2005. The quality of training has been improved through expansion to a 3 year programme and through extensive writing of new, relevant courses at Stages 1, 2 and 3 in all learning areas. As well as graduating with Cook Islands qualification the trainees will also graduate with a NZQA recognised National Certificate in Early Childhood Education and Care and will also have passed several USP degree level papers. In a joint partnership between the Ministry, USP and NHRD a B.Ed course will be available for teachers in the Cook Islands with tutors mainly being Teachers College lecturers, and school Principals and teachers. The lack of Cook Islanders teaching at secondary level is a major concern and strategies need to be developed and implemented to solve the problem. In the short term the shortage is being addressed through recruitment of overseas teachers especially under the NZAID Education Support Project.

Increased investments in school resources and facilities were made in 2003/04 through the European Funded Outer Island Development Project (\$314,600), procurements under the NZAID School Resources Project (\$180,000), the NZAID Special Education Project (\$55,000), the Schools' Capital Budget (\$50,000), a variety of private donors, and the school refurbishment programme implemented by CIIC including major improvements for Tereora College and the removal of asbestos roofs in some schools.

Access to quality education for outer island students was improved in 2003/04 through the introduction of government grants for outer island students studying at Tereora, expansion of NZ Correspondence School courses and NCEA Level 1 courses being delivered on Pukapuka with all students gaining credits. The potential for further distance learning opportunities has been improved by many outer island schools registering for email/internet access as a result of Telecom CI subsidies and through the development of a Ministry of Education Website.

Indicators that the overall quality of education is gradually improving include Grade 4 and Grade 6 national monitoring trends, increased senior secondary retention rates and audit reports of improved school management and curriculum delivery. The introduction in 2004 of national monitoring of all six year old students will enable at risk students to be identified at an early stage and for remedial programmes to be implemented.

OUTPUT 1 Curriculum development and support.		
Results, Workplans and Measures	Status	Comments / Issues
<p>RESULT 1: Marine Studies Programme and curriculum statements for Early Childhood Education, Mathematics and Science produced.</p> <p>WORKPLAN: Research, consult stakeholders and develop a relevant Marine Studies Programme and relevant curriculum statements for Early Childhood Education, Mathematics and Science.</p> <p>MEASURE: The Policy Register verifies acceptance by the Minister by June 2005 of the Marine Studies Programme, curriculum statements for Early Childhood Education, Mathematics and Science and a curriculum development report for Social Studies.</p>	<p>Curriculum Statements for English, Maori, Visual Arts, and Health and Physical Well-being were developed from research and stake-holder consultation and all 4 statements tabled with the Minister.</p> <p>A Mathematics Curriculum Developer was appointed in Jan 2004. Research and consultations have proceeded to plan with the Mathematics Curriculum Development Report being completed and tabled with the Minister. Draft learning outcomes for each achievement objective have been finalised for Measurement, Algebra and Geometry</p> <p>A Performing Arts Curriculum Development Team from NZ conducted research and consultations with Cook Islands stakeholders and the resulting Performing Arts Curriculum Development Report was completed and tabled with the Minister</p> <p>A Science Curriculum Developer was appointed in Jan 2004 and research and consultations have proceeded to plan with the Science Curriculum Development Report being completed and tabled with the Minister. Consultations are in progress on draft structure and strands.</p>	<p>All results achieved and exceeded in regard to the Visual Arts statement being completed ahead of schedule and Information Communication Technology curriculum programmes also being reviewed with reports tabled with the Secretary.</p> <p>The Mathematics, Science and Performing Arts Curriculum Statements will be completed in 2004/05.</p> <p>An Early Childhood Education Adviser was appointed in May 2004 with development of the ECE curriculum to begin in July.</p> <p>In 2005, development will start on a Marine Studies Curriculum programme and the Social Studies Curriculum Statement.</p> <p>The final phase of the curriculum plan will begin in 2006 with the development of the Technology and Enterprise Statements.</p>
<p>RESULT 2: Primary teachers are more competent in teaching Reading, Maori, English, Mathematics/ Numeracy, Health/PE, and Arts.</p> <p>WORKPLAN: Plan and deliver workshops and support for Primary teachers in Reading, Maori, English, Mathematics-Numeracy, Health/PE, and Arts.</p> <p>MEASURE: The Curriculum Register verifies the delivery of workshops for Primary teachers in Reading, Maori, English, Mathematics-Numeracy, Health/PE, and Arts.</p>	<p><u>Reading</u> : professional advice available to primary teachers on all islands ; workshops held for teachers on Rarotonga, Manihiki, Rakahanga, Penrhyn, Pukapuka and Mangaia. Inventory of Reading Resource Materials completed. The Balanced Reading and Writing Programme was evaluated and an action plan to meet the professional development needs of teachers developed and implementation initiated in 2004.</p> <p><u>Maori</u> : professional advice available to primary teachers on all islands ; workshops held for teachers on Rarotonga, Mauke, Mangaia, Manihiki and Penrhyn.</p> <p><u>English</u> : professional advice available to primary teachers on all islands ; workshops held for teachers on Rarotonga, Mauke, Mitiao and Penrhyn.</p> <p><u>Mathematics</u> : professional advice available to primary teachers on all islands ; workshops held for Rarotonga teachers on numeracy, unit planning, assessment and use of resource materials and practical activities. Numeracy workshops were held for teachers from Avatea, Nikao, Te Uki Ou, St Joseph's, Rutaki and Aitutaki schools.</p>	<p>Training opportunities for primary teachers exceeded expectations especially in numeracy and science.</p> <p>Reading workshops for Aitutaki, Atiu, Mauke and Mitiao had been held in February – June 2003 and further workshops planned for 2004/05. Professional development in Maori and English was linked to the reading development programme.</p> <p>Extra outputs : The Numeracy Programme is a significant initiative to improve student achievement in mathematics. The programme is being piloted at Avatea School with holiday workshops, after-school inservice training and regular advisory support. High interest from other schools resulted in extra workshops being conducted.</p> <p>Ongoing consultation with panel and community groups resulting in development of smokefree/tobacco strategic plan.</p>

Results, Workplans and Measures	Status	Comments / Issues
	<p><u>Health/PE</u> : professional advice available to primary teachers on all islands ; workshops held for teachers on Rarotonga, Penrhyn, Aitutaki, Mauke, Atiu and Mangaia.</p> <p>Workshops and advice provided in a range of Health/PE areas including mental health, social skills, sexuality and PE.</p> <p><u>Arts</u> : professional advice available to primary teachers on all islands ; workshops held for teachers on Rarotonga, Mangaia and Manihiki ; art programmes in Northern Group schools initiated in partnership with the Northern Group Facilitator ; coordinated printing workshops delivered at Arorangi School by Sylvia Marsters</p>	<p>Extra : NZASE Certificate (Science) programme facilitated with 15 Rarotonga teachers graduating in December 2003. NZASE Certificate programme introduced to teachers in Mangaia and Aitutaki with 17 Aitutaki teachers on track to graduate this year.</p> <p>Extra : Science workshops held for Manihiki primary teachers on science goals, planning, skills, and assessment and for Te Uki Ou teachers on whole school programmes.</p> <p>Extra : overseas workshops attended by primary teachers include : Science Education for Pacific Schools workshop in Fiji; Australian and NZ Principals Conference in Australia, Human Rights, Good Governance and Trade Unionism workshop in Fiji; Exploring Language Teaching Through Literature workshop in Malaysia.</p>

<p>RESULT 3: Secondary teachers are more competent in teaching Arts, Science, Health/PE, Maori, Mathematics and Marine Studies.</p> <p>WORKPLAN: Plan and deliver workshops and support for secondary teachers in Arts, Science, Health/PE, Maori and Marine Studies.</p> <p>MEASURE: The Curriculum Register verifies the delivery of workshops for secondary teachers in Arts, Science, Health/PE, Maori and Marine Studies.</p>	<p><u>Arts</u> : professional advice available to secondary teachers on all islands; advice provided to Art teachers at Nukutere, Titikaveka and Tereora including NCEA moderation support. Facilitated Art Student Workshop (with Sylvia Marsters) for students and facilitated the CINVAS Constitution Arts Exhibition including works by young artists.</p> <p><u>Health/PE</u> : professional advice available to secondary teachers on all islands ; workshops held or advice provided for 20 Rarotonga and Southern Group secondary teachers and parent representatives on Sexuality, for Penrhyn teachers on safe learning environments, for all principals (Leadership Workshop) on communication skills and conflict management, for Tereora staff on drug education, for all accredited colleges on health/PE delivery, sexuality and/or NCEA moderation and assessment. Inservice training plan developed.</p> <p><u>Science</u> : professional advice available to secondary teachers on all islands ; workshops held for secondary teachers at Enuamanu, Mangaia (x2), Mauke, Tereora, Titikaveka, Nukutere and Araura Colleges on a wide range of science topics including Biology, Chemistry, Unit and Achievement Standards, NCEA Levels 1-3 assessment and moderation, mock exams, alternative courses, climate change, forensics and the</p>	<p>Training opportunities for secondary teachers exceeded original plans especially in Health/PE, Science, Mathematics and NCEA training.</p> <p>Extra outputs : MOU between Ministry of Education and Ministry of Health developed and signed. Aid proposals for Health/PE drafted and planning for the SPC Obesity Project initiated.</p> <p>A science unit standards course and teachers guide developed for Pukapuka students and teachers. 2003 Science and Technology Challenge held in October involving 100 students from 8 schools.</p> <p>Coordinated a Climate Change workshop for teachers in Mangaia and Aitutaki and resources supplied to accredited schools. Class set kept at the MOE to lend to schools. Sandwatch workshop conducted for 28 Rarotonga teachers</p> <p>Reading Recovery Programme Publications of '<i>Suggestions for helping middle/upper level children who are struggling in reading'</i></p>
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Results, Workplans and Measures	Status	Comments / Issues
	<p>environment. Advice provided through Taini newsletter circulated to schools.</p> <p><u>Maori</u> : professional advice available to secondary teachers on all islands ; workshops held for secondary teachers on Manihiki, Pukapuka, Atiu and Mauke on the draft curriculum, unit plans and unit standards and administration guidelines. Accredited colleges assisted with moderation of Maori unit and achievement standards. NCEA 1-3 workshop held for all accredited colleges.</p> <p><u>NCEA Level 3</u> : 15 teachers and advisers attended Phase 1 training in NZ ; 13 attended Phase 2 training in NZ ; 13 attended NCEA Level 1-3 English workshop on Rarotonga : 11 attended NCEA Level 1-3 CI Maori workshop on Rarotonga; 4 F7 teachers (Arts/ Graphics/ Horticulture/ Health/PE) were attached to NZ schools.</p>	<p>Overseas Workshops: secondary teachers attended the Bio-live conference in NZ ; the Sandwatch workshop in Dominica ; the Pacific Senior School Certificate in Agriculture Review in Fiji; Exploring Language Teaching Through Literature workshop in Malaysia ; Australian and NZ Principals Conference in Australia ;</p> <p><u>Maths</u> : professional advice available to secondary teachers on all islands. Workshops held on Mangaia, Atiu and Aitutaki. Up to date resources made available to all teachers via CD. Moderation of NCEA carried out for accredited schools. NCEA workshop held for all teachers on Rarotonga and the Southern Group. Workshop held for F 1-4 teachers on Numeracy</p>
<p>RESULT 4: Teachers are more competent in teaching special needs students and ECE students.</p> <p>WORKPLAN: Plan and deliver Special Education workshops and support for all teachers and workshops and support for ECE teachers.</p> <p>MEASURE: The Curriculum Register verifies the delivery of workshops for special needs education and early childhood education.</p>	<p>Professional advice available to teachers on all islands. Workshops held for teachers on Rarotonga, Aitutaki, Atiu, Mangaia, Pukapuka and Penrhyn. Regular support and advice provided to the Avarua Special Unit and the Tereora Learning Support Programme. Teacher aides employed for very dependent special needs students on Mauke, Mangaia, Atiu and Rarotonga.</p> <p>The NZAID Special Education Project was developed and implemented. Considering that the project was not approved by the NZ High Commission until February 2004 it was a notable performance by Ministry staff to implement all 4 components of the \$100,000 project within a 5 month time frame.</p>	<p>Significant support for teachers and students provided especially through the NZAID Special Needs Project.</p> <p><u>Project Details :</u></p> <p>\$55,000 spent on high age – low reading age books for all secondary schools and special needs resources for Avarua, Tereora and Te Uki Ou. Attachments to NZ were organised for teachers from Rarotonga, Aitutaki and Manihiki (2 for July). A team of 3 NZ specialists assessed 22 students on Aitutaki, Atiu and Rarotonga and developed individual learning programmes and provided supporting resources. Funding was provided for teacher aides at Te Uki Ou (3) and Imanuela Akatemia (1).</p>

OUTPUT 1 Financial Report	Budget	Actual Expenditure	Variance
Personnel	338,432	353,088	-14,656
Operating	78,457	80,403	-1,946
Depreciation	18,364	14,020	4,344
Gross expenditure	435,253	447,512	-12,259
Trading Revenue	0	0	0
Net expenditure	435,253	447,512	-12,259

The personnel overspending of \$14,656 is partly due to an extra fortnight's pay period that was not budgeted for on instruction from MFEM. Of this payroll, 2 day's pay was attributed to the 2003/04 account totalling \$ 2,940 for Output 1. Excluding this extra payment net expenditure would be \$ 11, 716 over budget.

Essentially the same staff are involved in delivering Output 1 and Output 2. These are the Curriculum Advisers / CITTC Lecturers and support services staff. When Outputs 1 and 2 personnel and net expenditures are combined the result is an under-spending of \$ 14,562 in personnel and an under-spending of \$ 13, 836 in net expenditure. This tends to indicate that the over-spending in Output 1 may not be real but due to an error in the Ministry's system for allocating personnel expenditure across outputs resulting in a medium over-spend in Output 1 and a large under-spend in Output 2 instead of a low under-spend in both outputs.

OUTPUT 2 Teacher recruitment and pre-service training.

Results, Workplans and Measures	Status	Comments / Issues
<p>RESULT 1: 33 - 39 ECE-Primary trainees gain credits towards their Teachers College Diplomas with 9-11 graduating in December 2004, 14 -16 on track to graduate in December 2005 and 10 – 12 Year 1 trainees on track to successfully complete Semester 1, 2005.</p> <p>WORKPLAN: Deliver ECE-Primary pre-service training programmes for 33 – 39 trainees.</p> <p>MEASURE: The Teachers College Register verifies 33 – 39 trainees enrolled and gaining credits.</p>	<p>27 trainees started and completed Semester 2, 2003 and Semester 1, 2004.</p> <p>6 of the 11 Year 3 trainees have achieved 100% of all CITTC credits available in 2003/04. The grades of the 5 other trainees have mainly been reduced by late submission of assignments.</p> <p>12 of the 16 Year 2 trainees have achieved 100% of all CITTC credits available in 2003/04. 4 students did not achieve the standards in the teaching practicum and 2 courses.</p> <p>All 27 trainees are enrolled in the National Certificate of Early Childhood Education and Care (Parenting) Level 3. 20 are on track to complete all 20 unit standards by November 2004 and 7 will complete 15 – 19 unit standards. 23 trainees passed ED 151, 20 passed LLF 114 and all have passed either LLF 11 or LLF 11.</p>	<p>The target of 23 - 27 trainees gaining credits has been achieved. Retention rate is 100%.</p> <p>11 Year 3 trainees can graduate in December 2004. However 5 will need to improve on timeliness of assignments.</p> <p>16 Year 2 trainees can graduate in December 2005 although 4 will have to repeat some courses.</p>
<p>RESULT 2: More relevant training college courses in ECE, Languages, Mathematics, Arts, Health/PE and Social/Physical Sciences.</p> <p>WORKPLAN: Research, write and implement new training college courses and incorporate relevant courses from NZ and USP tertiary institutions into the training college programme.</p> <p>MEASURE: The Teachers College Quality Management System verifies the completion of new courses.</p>	<p>Plans for the delivery of the Bachelor of Education (Primary) by Distance and Flexible Learning mode have been developed in partnership with the USP and NHRD.</p> <p>An options paper for cost-effective teacher training programmes was researched, written, costed and tabled with the Secretary.</p> <p>An electronic programme to calculate future teacher demand and supply has been developed based on census, birth rate and education system data. The programme and a report written from a comprehensive analysis of the data and projections will guide policy decisions for future training programmes.</p>	<p>This is a significant development that will allow teachers to study towards a degree while living and working in the Cook Islands.</p> <p>The option for CITTC training by distance and flexible learning mode has been endorsed and implementation has been included in the 2004/05 aid proposals.</p>
<p>RESULT 3: 12 – 17 new trainees for ECE, Primary and Secondary teaching.</p> <p>WORKPLAN: Develop secondary teacher pre-service training schemes and implement teacher recruitment campaigns through the media, brochures and meetings.</p> <p>MEASURE: The Teachers College Register verifies 12 – 17 new trainees.</p>	<p><u>ECE</u> : Unit Standard Courses for the National Certificate of Early Childhood Education and Care (Parenting) Level 3 have been introduced through the Open Polytech of NZ; new course written is PIPTP ECE 102</p> <p><u>Languages</u> : new courses written are KMAO 101, KMAO 202 (Maori); CULL 101 (English), CULR 101, CULR 201 (Reading); PPKM 101, PPKM 201 (Kai Korero Maori); integrated USP Courses are LLF11 Communication & Study Skills & LL114 English for Academic Purposes</p> <p><u>Mathematics</u> : new courses written are CUMX 101 and CUMX 201;</p> <p><u>Arts</u> : new courses written are CUPO 101, CUPO 201 (Performing); CUMPO 201</p>	<p>Significant improvement in training college courses mainly written by the lecturers specifically to meet the needs of teaching in the Cook Islands but also incorporating relevant unit standard courses recognised by NZQA and USP courses that gain trainees credits towards university certificates, diplomas and degrees.</p> <p>Essential components of the numeracy programme have been incorporated in the Mathematics courses.</p>

	(Visual)	
Results, Workplans and Measures	Status	Comments / Issues
	<p><u>Health/PE</u> : new courses written are CUHE 101 and CUPE 201</p> <p><u>Social / Physical Sciences</u> : new courses written are CUSS 101 and CUSS 201 (Soc Sci); and CUSC 201 (Sci)</p> <p><u>Education</u> : new courses written are PITP 101 and PITP 102 (Intro to Teaching Profession), PITP 201 and PITP 202 (Learning through Planned Teaching, Assessment and Evaluation); PPTM 101 (Theoretical Model for Teaching and Learning), PPLP 201 (Learning Praxis); integrated USP Course is EDU 151 Understanding Human Development</p>	A video is being developed for a new Year 2 course on Parent's Expectations of Teachers.
RESULT 4: 5 – 10 teachers studying towards a university degree. WORKPLAN: Develop and implement a programme for teachers to gain university qualifications. MEASURE: USP records verify 5 – 10 teachers enrolled for degree level courses.	Proposals for a Secondary CI Maori Training Programme have been drafted and consultation initiated. The CITTC Principal and Director of Policy and Planning delivered a primary and secondary teaching recruitment campaign to senior students at Tereora College. The CITTC Principal conducted a primary teaching campaign on Manihiki. Planning has been initiated for promoting teaching at the August 2004 Careers Expo.	Recruitment for primary teaching is meeting demand. However recruitment for secondary teaching is not meeting current and future needs and dependency on expatriates is increasing. Strategies to recruit more Cook Islanders into the secondary teaching profession need to be developed and implemented by the Ministry in partnership with NHRD and aid agencies.

OUTPUT 2 FINANCIAL REPORT	Budget	Actual Expenditure	Variance
Personnel	329,826	300,608	29,218
Operating	31,424	31,909	-485
Depreciation	10,014	12,652	-2,638
Gross expenditure	371,264	345,169	26,095
Trading Revenue	0	0	0
Net expenditure	371,264	345,169	26,095

Output 2 results were achieved within the budget appropriation. However as stated in the Financial Report for Output 1 the significant under-spending in Output 2 may be due to the Ministry's financial reporting system allocating too high a percentage of the personnel expenses for curriculum advisers / CITTC lecturers and support staff to Output 1 and too low a percentage to Output 2.

OUTPUT 3 Quality Learning Programmes.

Results, Workplans and Measures	Status	Comments / Issues																																																																																																										
<p>RESULT 1: Government schools staffed and resourced according to policy and relevant learning programmes effectively delivered on Rarotonga, Mangaia, Aitutaki, Atiu, Mauke, Mitiaro, Pukapuka, Nassau, Manihiki and Penrhyn.</p> <p>WORKPLAN: Staff, resource and deliver learning programs in government schools on Rarotonga, Mangaia, Aitutaki, Atiu, Mauke, Mitiaro, Pukapuka, Nassau, Manihiki and Penrhyn.</p> <p>MEASURE: The payroll and financial reports verify government schools on Rarotonga, Mangaia, Aitutaki, Atiu, Mauke, Mitiaro, Pukapuka, Nassau, Manihiki and Penrhyn are appropriately staffed and resourced and Audit Reports verify effectiveness of learning programs delivered.</p>	<p>All islands staffed at or above official policy levels during 2003/04.</p> <p>a) <u>Jul-Dec 2003</u></p> <table> <thead> <tr> <th></th> <th>Entitlement</th> <th>Actual</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>Rarotonga :</td> <td>122</td> <td>125</td> <td>3</td> </tr> <tr> <td>Mangaia :</td> <td>16</td> <td>18</td> <td>2</td> </tr> <tr> <td>Aitutaki :</td> <td>33</td> <td>36</td> <td>3</td> </tr> <tr> <td>Atiu :</td> <td>11</td> <td>13</td> <td>2</td> </tr> <tr> <td>Mauke :</td> <td>9</td> <td>10</td> <td>1</td> </tr> <tr> <td>Mitiaro :</td> <td>6</td> <td>6</td> <td>0</td> </tr> <tr> <td>Pukapuka :</td> <td>11</td> <td>12</td> <td>1</td> </tr> <tr> <td>Nassau :</td> <td>2</td> <td>2</td> <td>0</td> </tr> <tr> <td>Manihiki :</td> <td>9</td> <td>10</td> <td>1</td> </tr> <tr> <td>Penrhyn :</td> <td>9</td> <td>9</td> <td>0</td> </tr> <tr> <td>TOTAL</td> <td>228</td> <td>241</td> <td>13</td> </tr> </tbody> </table> <p>b) <u>Jan - June 2004</u></p> <table> <thead> <tr> <th></th> <th>Entitlement</th> <th>Actual</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>Rarotonga :</td> <td>119</td> <td>123</td> <td>4</td> </tr> <tr> <td>Mangaia :</td> <td>17</td> <td>18</td> <td>1</td> </tr> <tr> <td>Aitutaki :</td> <td>30</td> <td>32</td> <td>2</td> </tr> <tr> <td>Atiu :</td> <td>11</td> <td>12</td> <td>1</td> </tr> <tr> <td>Mauke :</td> <td>8</td> <td>9</td> <td>1</td> </tr> <tr> <td>Mitiaro :</td> <td>6</td> <td>6</td> <td>0</td> </tr> <tr> <td>Pukapuka :</td> <td>12</td> <td>12</td> <td>0</td> </tr> <tr> <td>Nassau :</td> <td>2</td> <td>2</td> <td>0</td> </tr> <tr> <td>Manihiki :</td> <td>9</td> <td>9</td> <td>0</td> </tr> <tr> <td>Penrhyn :</td> <td>7</td> <td>8</td> <td>1</td> </tr> <tr> <td>TOTAL</td> <td>221</td> <td>231</td> <td>10</td> </tr> </tbody> </table> <p>Operating Budgets for 2003/04 available to all schools as per policy :</p> <table> <tbody> <tr> <td>Rarotonga \$161,668</td> <td>Aitutaki \$39,730;</td> </tr> <tr> <td>Mangaia \$20,718</td> <td>Mitiaro \$5,828</td> </tr> <tr> <td>Atiu \$14,471</td> <td>Mauke \$9,903</td> </tr> <tr> <td>Pukapuka \$13,441</td> <td>Nassau \$2,785</td> </tr> <tr> <td>Manihiki \$11,060</td> <td>Penrhyn \$9,362</td> </tr> </tbody> </table>		Entitlement	Actual	Diff	Rarotonga :	122	125	3	Mangaia :	16	18	2	Aitutaki :	33	36	3	Atiu :	11	13	2	Mauke :	9	10	1	Mitiaro :	6	6	0	Pukapuka :	11	12	1	Nassau :	2	2	0	Manihiki :	9	10	1	Penrhyn :	9	9	0	TOTAL	228	241	13		Entitlement	Actual	Diff	Rarotonga :	119	123	4	Mangaia :	17	18	1	Aitutaki :	30	32	2	Atiu :	11	12	1	Mauke :	8	9	1	Mitiaro :	6	6	0	Pukapuka :	12	12	0	Nassau :	2	2	0	Manihiki :	9	9	0	Penrhyn :	7	8	1	TOTAL	221	231	10	Rarotonga \$161,668	Aitutaki \$39,730;	Mangaia \$20,718	Mitiaro \$5,828	Atiu \$14,471	Mauke \$9,903	Pukapuka \$13,441	Nassau \$2,785	Manihiki \$11,060	Penrhyn \$9,362	<p>All schools staffed and resourced at or above policy levels.</p> <p>After declining rapidly from 1996 to 2000 the overall school roll from 2001 to 2004 has stabilised at about 4,650. However during this time the primary school roll and the outer island roll have both continued to decline. The secondary roll has increased especially at the F5-7 level but in the medium-long term rolls at all levels are expected to decline.</p> <p>Ten fewer teachers were employed in 2004 mainly due to the declining primary school roll and due to budget constraints created by a \$100,000 cut to the Ministry's budget for 2003/04.</p> <p>In addition to the operating budgets from the MOE, outer island schools also received goods and services worth over \$305, 000 from the EU OI Development Project and resources totalling \$180, 000 were ordered for all schools under the NZAID School Resources Project.</p> <p>School resources were also donated by various agencies including Bermuda Trust (96 cartons of photocopy paper for Nth Gp schools), the Australian Friend of CI Education (books to all schools valued at \$42,600) , Frank Sabatano (musical instruments)</p>
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Nassau :	2	2	0																																																																																																									
Manihiki :	9	10	1																																																																																																									
Penrhyn :	9	9	0																																																																																																									
TOTAL	228	241	13																																																																																																									
	Entitlement	Actual	Diff																																																																																																									
Rarotonga :	119	123	4																																																																																																									
Mangaia :	17	18	1																																																																																																									
Aitutaki :	30	32	2																																																																																																									
Atiu :	11	12	1																																																																																																									
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TOTAL	221	231	10																																																																																																									
Rarotonga \$161,668	Aitutaki \$39,730;																																																																																																											
Mangaia \$20,718	Mitiaro \$5,828																																																																																																											
Atiu \$14,471	Mauke \$9,903																																																																																																											
Pukapuka \$13,441	Nassau \$2,785																																																																																																											
Manihiki \$11,060	Penrhyn \$9,362																																																																																																											
<p>RESULT 2: Private Schools funded according to government policy.</p> <p>WORKPLAN: Administer grants for all Private Schools.</p> <p>MEASURE: Financial reports verify Private Schools are funded according to government policy.</p>	<p>All private schools provided with monthly grants in line with government policy.</p> <table> <thead> <tr> <th>School</th> <th>Staff</th> <th>Roll</th> <th>Annual Grant \$</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Nukutere : 10</td> <td>156</td> <td>\$226407</td> <td>90%</td> </tr> <tr> <td>St Joseph : 9</td> <td>185</td> <td>\$179887</td> <td>90%</td> </tr> <tr> <td>St Mary's : 4</td> <td>59</td> <td>\$ 81958</td> <td>90%</td> </tr> <tr> <td>Papaaroa : 5</td> <td>75</td> <td>\$86875</td> <td>75%</td> </tr> <tr> <td>Ait SDA : 4</td> <td>65</td> <td>\$71712</td> <td>75%</td> </tr> <tr> <td>Te Uki Ou : 7</td> <td>148</td> <td>\$ 115832</td> <td>75%</td> </tr> <tr> <td>Immanuel: 4</td> <td>60</td> <td>\$11153</td> <td>20%</td> </tr> </tbody> </table>	School	Staff	Roll	Annual Grant \$	%	Nukutere : 10	156	\$226407	90%	St Joseph : 9	185	\$179887	90%	St Mary's : 4	59	\$ 81958	90%	Papaaroa : 5	75	\$86875	75%	Ait SDA : 4	65	\$71712	75%	Te Uki Ou : 7	148	\$ 115832	75%	Immanuel: 4	60	\$11153	20%	<p>MOUs signed with all private schools and monthly grants provided as per the MOU.</p> <p>Funding issues regarding annual increments and staff changes during the financial year need analysis and policy decisions.</p>																																																																									
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Results, Workplans and Measures	Status	Comments / Issues
<p>RESULT 3: Relevant students have access to distance education programs, including NCEA courses.</p> <p>WORKPLAN: Plan, develop and manage distance education programs including access to NCEA courses.</p> <p>MEASURE: EduNet Centre files verify at least 200 distance education course deliveries.</p>	<p>In 2003 there were 191 students enrolled in 487 NZ Correspondence School courses : Aitutaki (18,24); Atiu (20, 34) ; Mangaia (24, 38); Mauke (10,13) ; Mitiaro (13,44) ; Penrhyn (24,94) ; Manihiki (37,179); Rakahanga (2,4); Pukapuka (2,2); Palmerston (7,16) and Rarotonga (34,39)</p> <p>In 2004 there were 272 students enrolled in 586 courses : Aitutaki (3,3); Atiu (26,35); Mangaia (31, 58); Mauke (18,24); Mitiaro (18,70); Penrhyn (21,83); Manihiki (38,173); Rakahanga (1,2); Pukapuka (0,0); Palmerston (0,0) and Rarotonga (116,138)</p> <p>Pukapuka : 17 students on Pukapuka enrolled in NCEA Level 1 courses in English, Mathematics, Social Science, CI Maori and Science through Tereora accreditation with all students gaining 2 – 52 credits with most gaining 20 – 45 credits.</p>	<p>Liaison between the Ministry and NZ Correspondence School resulted in the previous quota of 250 student courses being lifted allowing 586 course enrolments in 2004.</p> <p>The first ever credits towards an NZQA qualification by students on Pukapuka is a major break through for Northern Group education.</p> <p>Mangaia School incorporated distance mode USP Foundation courses into their Form 7 programme with all 9 students passing English LLF11 and 2 of 5 students passing Mathematics MAF21.</p>
<p>RESULT 4: Eligible outer island students are supported while studying away from their home island.</p> <p>WORKPLAN: Administer the outer islands allowance scheme.</p> <p>MEASURE: Outer Island Allowance Register records all eligible students receive support in compliance with government policy.</p>	<p>July – Dec 2003 : 28 students assisted to attend Tereora College with travel and weekly allowances : Pukapuka (6), Mauke (10), Aitutaki (4), Mitiaro (3), Atiu (1), Mangaia (1), Penrhyn (3)</p> <p>January – June 2004 : 34 students assisted : Pukapuka (7), Mauke (7), Atiu (3), Aitutaki (7), Mitiaro (6), Mangaia (2), Manihiki (2)</p>	<p>Financial and pastoral support was provided to all eligible outer island students studying away from their home island.</p> <p>Total cost of assistance was \$33,000</p>
<p>RESULT 5: Future directions established through a Policy Framework, Strategic Plan and costed Five Year Plan.</p> <p>WORKPLAN: Research, consult, analyse and develop a Policy Framework, Strategic Plan and costed Five Year Plan.</p> <p>MEASURE: The Policy Register verifies acceptance by the Minister of the Policy Framework, Strategic Plan and costed Five Year Plan.</p>	<p>A new “Government Schools’ Staffing Formula Policy” and a new “Government Schools Operating Budget Policy” were researched and written and tabled with the Minister Both policies are also mainly applicable to private schools.</p> <p>The Capital Budget Policy was written and tabled with the Secretary.</p> <p>The Teachers Salary Policy - Phase 5 was reviewed with the amended policy being endorsed for implementation by the Secretary.</p>	<p>The new policy provides for more effective and efficient staffing of preschool classes. The relatively low pupil : teacher ratios allow for more effective teaching especially at junior primary level.</p> <p>Other policies reviewed or developed in 2003/04 include Pre-school Policy, Outer Islands Incentive Policy Outer Islands Principal-Teacher Off-island Policy, Overseas Direct Recruitment Policy.</p>

RESULT 6: All teachers are paid within their job size bands. WORKPLAN: Develop and implement Phase 6 of the Teachers' Salary Scale. MEASURE: Payroll records verify teachers paid according to Phase 6 of the Teachers' Salary Scale.		
RESULT 7: Guidance counselling and careers guidance programmes initiated in secondary schools. WORKPLAN: Plan, develop and trial guidance counselling and careers guidance programmes for secondary schools. MEASURE: DAQA files record guidance counselling and careers guidance programmes developed and a trial initiated in at least one secondary school.		

OUTPUT 3 FINANCIAL REPORT	Budget	Actual Expenditure	Variance
Personnel	5,625,944	5,662,395	-36,451
Operating	399,974	420,674	-20,700
Depreciation	41,606	16,053	25,553
Gross expenditure	6,067,524	6,099,122	-31,598
Trading Revenue	0	0	0
Net expenditure	6,067,524	6,099,122	-31,598

Output 3 results were achieved but with a net expenditure deficit of \$31, 598. However \$44,006 was due to the extra 2 days of unbudgeted salaries especially for teachers. When this amount is disregarded the results were achieved with a surplus of \$12,408.

OUTPUT 4 School Support and Partnerships.

Results, Workplans and Measures	Status	Comments / Issues
RESULT 1: Secretarial and/or teacher support services provided to government schools, Rarotonga government schools' grounds are regularly maintained and minor building maintenance repairs effected. WORKPLAN: Provide ancillary staff, resources and a building maintenance team to assist school management including maintenance of Rarotonga government school grounds and buildings.	28 ancillary staff employed in schools ; 8 groundsmen in each Rarotonga Govt school regularly maintain grounds and minor maintenance 20 secretary/typists attend to administration tasks in Rarotonga and Outer island government schools No specific CIIC jobs have been assigned to the MOE to implement CIIC's major jobs included the gradual replacement of asbestos roofing in Rarotonga schools and refurbishment of Tereora College especially painting.	Rarotonga Government schools regularly maintained and supported by ancillary staff. Extras : The MOE co-operated with CIIC to develop a comprehensive, multi-million dollar school maintenance project proposal for consideration by NZAID. Data analysis costings, and contract preparations for assuming responsibility for Mangaia schools grounds maintenance and school

<p>MEASURE: The MOE payroll verifies ancillary staff at all government schools and the Building Maintenance Register verifies completion of the minor building maintenance program.</p>	<p>Work carried out by MOE maintenance staff include Avatea (Computer lab, toilet tiling), Arorangi (louvers), Titikaveka (roofing repairs), Avarua (Library renovation), Rutaki (wall repairs), Tereora (painting, hall ventilation, repairing tables and chairs) and Nikao (toilet block repair).</p>	<p>bus service as of 1 July 2004 as instructed by Cabinet.</p>
<p>RESULT 2: Government schools' computers and photocopiers regularly maintained and purchased as per the Capital Budget plan and student furniture renovated or purchased.</p>	<p><u>Computers</u> (\$20,000) : 14 computers were purchased and installed at Tereora (9), Titikaveka (1), Arorangi (2), Avarua (1), Rutaki (1) ; an air conditioner for the Computer Services Office was also purchased with the approval of the Financial Secretary.</p>	<p>Rarotonga government schools supplied with computers, photocopiers and student furniture. Note : OI schools resourced through the EU OI Development Project.</p>
<p>WORKPLAN: Provide government schools with resources to maintain and replace school furniture and equipment including photocopiers and computers.</p>	<p><u>Photocopiers</u> (\$10,000) : 3 photocopiers were purchased and installed at Tereora College, Rutaki School and Arorangi School.</p>	<p><u>Furniture</u>: Avarua 19 desks, 17 chairs; Takitumu 30 desks, 9 chairs; Titikaveka 13 desks, 25 chairs; Rutaki 7 desks, 8 chairs; Arorangi 10 desks, 9 chairs; Nikao 7 desks, 13 chairs; Avatea 11 desks, 13 chairs ; Tereora 1 Desk, 21 chairs, 10 stools</p>
<p>MEASURE: The Capital Budget accounts record purchases of approved new equipment and furniture.</p>	<p><u>Furniture</u> (\$20,000) : 90 desks, 116 chairs and 10 stools purchased</p>	
<p>RESULT 3: Outer Island schools receive new furniture, equipment, resources and building improvements from the European Union.</p>	<p>Goods and services worth \$314,600 were procured for outer island schools in 2003/04 under the European Union Outer Island Development Programme.</p>	<p>2003/04 EU OIDP funds fully expended on outer island school furniture, equipment, resources and buildings.</p>
<p>WORKPLAN: Manage the education component of the European Union Outer Island Development Programme.</p>	<p>Procurements were \$135,616 for classroom facilities (student furniture and A-V equipment), \$57,406 for curriculum resources, \$17,370 for school office equipment and furniture, \$28,233 for refurbishing school houses and \$75,972 for school building repairs.</p>	<p><u>Furniture purchases</u> : 472 Student Desks, 498 Student Chairs, 38 Stools, 38 Teachers Tables, 32 Teachers Chairs, 24 Office Chairs.</p>
<p>MEASURE: Project monitoring reports verify provision of new furniture, equipment, resources and building improvements.</p>		<p><u>Computer purchases</u>: 23 Computers 8 UPS, 4 Printers</p>
<p>RESULT 4: Parents receive relevant information and training to better enable them to assist with the education of their children.</p>	<p>The Parents As First Teachers Project resulted in :</p> <ul style="list-style-type: none"> 3 x television advertisements being developed and screened 40 times; 2 x newspaper advertisements in Maori and English languages – 30 prints; 84 x radio slots in both Maori and English; Brochure developed and translated into 8 dialects and the English language. 	<p>Significant media advertising to promote parental involvement in their children's education.</p>
<p>WORKPLAN: Develop and implement programmes to promote teaching and learning skills within the home and community.</p>	<p>Community meetings held with parents on Aitutaki and Mitiaro by Primary Review Officer and Home Education personnel.</p>	<p>Excerpts of the Home Education Programme were translated into the Mitiaro and Mauke dialects.</p>
<p>RESULT 5: Aid funding received from NZAID, UNESCO and other donors to support schools.</p> <p>WORKPLAN: Plan and manage aid projects especially NZAID and UNESCO programmes.</p> <p>MEASURE: Aid Management Division reports verify receipt of</p>	<p><u>NZAID Education Support Project (ESP)</u> : \$1.4 million project implemented including 3 School Management Facilitators, 5 Curriculum Advisers, Distance Learning Facilitator, 15 secondary school teachers, CI-NZ school twinning, training workshops, NZ attachments.</p> <p><u>NZAID School Resources Project</u> (\$180,000) all funds committed for procurement of</p>	<p>NZAID projects worth \$1,907,500 planned and implemented during 2003/04 with significant benefit to CI schools and education development.</p>
		<p>UNESCO projects worth \$US 39,000 planned and implemented during 2003/04.</p>

authorised aid funds.	<p>resources especially for NCEA Levels 1-3 classes. Majority of resources landed July 04.</p> <p><u>NZAID Dialect Readers Project</u> (\$52,500) : panel established, framework for grading CI Maori readers drafted, reprinting of current dialect readers initiated, reformatting of current dialect readers layout and pictures initiated</p> <p><u>NZAID Strategic Planning Project</u> : (\$75,000) terms of reference completed, overseas consultants appointed, equipment procured, data collection initiated.</p> <p><u>NZAID CITTC Project</u> : (\$100,000) 95-99 % completed resulting in improved resources, facilities, administration, database and linkages with other tertiary providers.</p> <p><u>NZAID Special Education Project</u> (\$100,000) 95-99 % completed (OP 1 Result 4)</p>	<p><u>UNESCO funded 12th Consultation of Pacific Heads of Education</u> (\$US 30,000) was successfully organised, hosted and chaired by the MOE, Rarotonga, Nov 2003.</p> <p><u>UNESCO Parents As First Teachers Project</u> (\$US 9,000) project was successfully completed. (refer OP4 Result 4)</p>
<p>RESULT 6: Schools grounds on Mangaia maintained and students transported to Mangaia School.</p> <p>WORKPLAN: Administer Mangaia school grounds maintenance and school bus service.</p> <p>MEASURE: Contracts for Mangaia school grounds maintenance and bus service entered into and complied with.</p>		

OUTPUT 4 FINANCIAL REPORT	Budget	Actual Expenditure	Variance
Personnel	303,076	249,891	53,185
Operating	39,541	46,331	-6,790
Depreciation	13,774	36,711	-22,937
Gross expenditure	356,391	332,933	23,458
Trading Revenue	0	0	0
Net expenditure	356,391	332,933	23,458

Output 4 results were achieved with a surplus of \$23, 458. The underspending is due to delays in replacing some school ancillary staff and some teacher aides being recorded along with teachers in Output 3 instead of being correctly recorded in Output 4 where they had been budgeted.

OUTPUT 5 Standards Establishment and Monitoring

Results, Workplans and Measures	Status	Comments / Issues
<p>RESULT 1: Stakeholders of 23 – 31 schools receive information and advice on their school's management and delivery standards.</p> <p>WORKPLAN: Audit school quality management systems, curriculum delivery and policy development for compliance with MOE standards and administration guidelines plans.</p> <p>MEASURE: The Audit Register verifies 23 – 31 school audit reports have been endorsed by the Secretary of Education and communicated to stakeholders.</p>	<p>21 Primary/High Schools audited, reported and communicated to stakeholders.</p> <p>7 Colleges audited, reported and communicated to stakeholders.</p> <p>The 5 schools not audited were Nassau and Palmerston due to travel constraints and the 3 Aitutaki primary schools which were audited in 2002/03 and will be audited again in 2004/05.</p>	<p>Target achieved with 28 schools audited.</p> <p>School management and delivery standards have generally improved due to clear directions (CI Education Goals and CI Administration Guides) and support from School Management Facilitators, Review Officers and Advisers. Of note is the high standard now being achieved by some Northern Group schools.</p>
<p>RESULT 2: 27 – 29 schools receive training and advice in quality management systems and planning and delivery strategies and 4- 6 schools establish twinning programmes with NZ schools.</p> <p>WORKPLAN: Provide training and advice on school management, planning and delivery strategies through facilitators and twinning with NZ schools.</p> <p>MEASURE: The Audit Register verifies 27 – 29 schools have received training and advice on school management, planning and delivery strategies and twinning programs with 4-6 NZ schools.</p>	<p>The Rarotonga, Southern Group and Northern Group Facilitators provided training and advice to 9 of the 10 Rarotonga primary level schools (except Akatemia Imanuela), all 10 Southern Group primary level schools and 6 of the 8 Northern Group primary level schools (except Nassau and Palmerston).</p> <p>The Secondary Qualifications Officer provided assessment quality management advice to all 7 accredited colleges of which 4 are secondary level only.</p> <p>6 new CI-NZ twin school relationships established through Principal or DP attachments to NZ ; Nikao, Arorangi, Te Uki Ou, Mauke, St Mary's and Aitutaki SDA. 6 teachers from Takitumu, Avarua and Enuamana schools visited NZ for professional development and to maintain twinning relationships.</p>	<p>Target achieved with 29 schools (25 primary level + 4 secondary level only) receiving training and advice. Twinning programme expanded to include basic teachers. Support & guidance to schools has focused on development of school systems to implement the education goals especially strategic and operational plans, curriculum plans, improved resource management, and focus on improved achievement in literacy/numeracy</p> <p>The twinning programme is strongly supported by schools who have requested an expansion of the programme to allow more teachers to experience best practice in NZ. Policies and guidelines developed on Enrolment, Attendance and Withdrawals, Drugs and Smoking.</p>
<p>RESULT 3: Teacher performance management procedures administered, verified and reported for all schools and discipline & counseling procedures conducted in compliance with policy.</p> <p>WORKPLAN: Administer teacher performance management and counselling & discipline procedures.</p> <p>MEASURE: The Audit Register verifies that 100% of received teacher performance management and discipline reports have been administered in compliance with policy.</p>	<p>Verification of performance reports for 2003 were completed and an annual report on teacher performance tabled with the Secretary.</p> <p>Of reports submitted 37 teachers were classified as excellent, 172 as satisfactory and 8 as unsatisfactory including 2 Principals. 1 Principal was demoted, 4 teachers dismissed and 2 probationary teachers required to repeat their probationary year.</p>	<p>Results achieved.</p> <p>The performance management system encourages and rewards excellent teaching and also identifies unsatisfactory teachers who are placed on discipline and counselling procedures to improve performance. However those who still fail to meet the required standards are dismissed in the interest of the students.</p>

Results, Workplans and Measures	Status	Comments / Issues																				
<p>RESULT 4: The 2004 Grade 2 (Age 6), Grade 6 and 2005 Grade 4 national monitoring reports are available to schools, school committees and island secretaries by June 2005.</p> <p>WORKPLAN: Administer Grade 2 (Age 6), Grade 4 and Grade 6 diagnostic tests.</p> <p>MEASURE: Directorate of Audit and Quality Assurance files verify the acceptance by the Secretary of Education of the G2 (Age 6), G4 and G6 National Monitoring Reports and their distribution.</p>	<p>Development and translation into island dialects of the mathematics and first language tests for 6 year old pupils were completed and training provided for all schools except Nassau, Tetautua, Palmerston & Rakahanga.</p> <p>Test programme commenced in Terms 1 & 2 2004. Student achievement profiles completed and dispatched to schools</p>	<p>Target achieved to implement tests nationally from Term 1, 2004.</p> <p>Tests are administered each term so the first annual report for each school and the MoE cannot be written until after Term 4, 2004.</p> <p>The introduction of these tests is a significant step forward to identify and rectifying learning difficulties at an early age.</p>																				
<p>RESULT 5: All CI Level 1-2 and CICES students and schools receive reliable information and appropriate certificates.</p> <p>WORKPLAN: Administer CI Level 1&2 qualifications including CICES (Employment Skills).</p> <p>MEASURE: Directorate of Audit and Quality Assurance files verify the timely completion and communication of CI Level 1-2 and CICES results and qualifications to students and schools.</p>	<p><u>2003 G6 Tests:</u> 349 Grade 6 students were tested in Maori, English and Mathematics. Comprehensive reports have been produced for each school and the Secretary. 22% of the students are at risk in language, higher than in 2002 (19%) but less than in 2001 (32%) and 2000 (32%). 36% of the students are at risk in mathematics, higher than in 2002 (29%) but less than in 2001 (38%) and 2000 (45%).</p> <p><u>2004 G4 Tests :</u> 331 Grade 4 students were tested in Maori, English and Mathematics. Comprehensive reports have been produced for each school and the Secretary. Students at risk in language have decreased from 24% in 2000 to 14% in 2004 while at risk students in Mathematics have decreased from 36% to 25%.</p>	<p>Overall primary school achievement has improved since 2000 and the number of at risk students has decreased.</p> <p><u>2003 G6 Tests:</u> The overall trend is an improvement in English and Maths since 2000 but an overall decline in Maori. Although all grades are down on 2003 only Maori is lower than in all previous years.</p> <p><u>2004 G4 Tests :</u> The overall trend is an improvement in Maori, English and Maths since 2000. Although Maori and English grades are down on 2003 they are higher than in previous years.</p>																				
<p>RESULT 6: All NCEA Level 1-3 have access to required external examinations and receive reliable information and appropriate NZQA certificates.</p> <p>WORKPLAN: Administer NCEA Level 1-3, ensure national standards for internally assessed standards are maintained, and facilitate the award of NZQA qualifications.</p> <p>MEASURE: Directorate of Audit and Quality Assurance files verify the timely completion and communication of NCEA Level 1-3 results and qualifications to students and schools.</p>	<p>Certificates issued in 2003/04 were : CICES L1 Titikaveka 5 students, Mangaia 12 students. CICES L2 Mangaia 7 students CI L1 Tourism – Mangaia 8 students CI L1 Tourism – Titikaveka – 3 students CI L1 Business Studies – Titikaveka – 4 students CI L1 Text & Information Management – Titikaveka – 4 students CI L1 Agriculture – Titikaveka – 3 students.</p>	<p>Falling rolls, with reduced staff in some outer island colleges is starting to restrict options that schools can make available and this may impact on the longer term viability of local qualifications.</p>																				
<p>RESULT: WORKPLAN: MEASURE:</p>	<p>Both internal and external assessment cycles were completed in early December and all students notified of results in January 2004. Schools have been assisted by the Ministry to improve their internal assessment procedures.</p> <p>The 22 F7 UE passes in 2003 is the highest</p>	<p>NCEA L1-2 and F7 qualifications administered.</p> <table border="1" data-bbox="1102 1875 1420 2055"> <thead> <tr> <th>Year</th> <th>F5N</th> <th>F6</th> <th>F7</th> </tr> </thead> <tbody> <tr> <td>2000</td> <td>178</td> <td>74</td> <td>35</td> </tr> <tr> <td>2001</td> <td>179</td> <td>110</td> <td>22</td> </tr> <tr> <td>2002</td> <td>285</td> <td>126</td> <td>58</td> </tr> <tr> <td>2003</td> <td>325</td> <td>181</td> <td>73</td> </tr> </tbody> </table>	Year	F5N	F6	F7	2000	178	74	35	2001	179	110	22	2002	285	126	58	2003	325	181	73
Year	F5N	F6	F7																			
2000	178	74	35																			
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2002	285	126	58																			
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	since 1996. The 6 UB passes is higher than 2002 but lower than in previous years. 406 students were enrolled in NCEA Level 1 and/or Level 2 courses. 313 students achieved NCEA literacy requirements; 274 achieved NCEA numeracy requirements; 101 achieved NCEA Level 1; 38 achieved NCEA Level 2 ; the average credits achieved per student was 49. Multi-level learning is a new feature of the new system.	The huge increases in the F5-7 rolls reflects significantly improved retention and more students achieving credits at senior secondary school level. Extra : research and information papers on government fee subsidy options were tabled with the Minister. Cabinet has approved a \$50 fee subsidy in 2004/05.
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OUTPUT 5 FINANCIAL REPORT	Budget	Actual Expenditure	Variance
Personnel	238,938	249,652	-10,714
Operating	147,233	114,436	23,647
Depreciation	10,494	14,025	-3,531
Gross expenditure	387,515	378,113	9,402
Trading Revenue	90,850	70,537	20,313
Net expenditure	296,665	307,576	-10,911

The net expenditure deficit of \$10, 911 is mainly due to \$1, 868 for 2 extra pay days during 2003/04 and the balance due to the remuneration for the Distance Learning Facilitator being incorrectly allocated entirely to Output 5 instead of being spread across outputs as per the original budget. When these 2 factors are considered the results were achieved within budget.

FINANCIAL PERFORMANCE REPORT

a) Payment On Behalf Of the Crown (POBOC)

The MOE was appropriated \$771,890 for the payment of grants to private schools. Actual payments made totalled \$ 779,445 which is an over-spending of 0.01%. The marginal overspend is due to budget costings being too conservative with no allowance for contingencies. Details of school grants are listed in Part 2, Detailed Report On Outputs, Output 3, Result 2.

	Budget	Actual	Variance	%
POBOC	771,890	779,445	-7,555	-0.01%

b) Capital Budget

CAPITAL	Budget	Actual	Variance	%
School Furniture	20000	18919	1081	5%
School Computers	20000	19825	175	1%
School Photocopiers	10000	10473	-473	-5%
Operations Printer	35000	35067	-67	0%
Total Capital	85000	84285	715	1%

Transparent tendering procedures in compliance with MFEM guidelines were employed with the MFEM Tender Board approving all capital procurements. Details of school purchases are listed in Part 2, Detailed Report On Outputs, Output 4, Result 2.

c) Financial Report (Recurrent Budget by Outputs)

The complete provisional financial report for the Ministry of Education ending 30 June 2004 is attached as an appendix. The report is provisional in that the Audit Office is yet to complete its audit of the Ministry's 2001/02 Financial Report and changes to that report may require corresponding changes to the 2002/03 and 2003/04 financial reports.

	Budget	Actual	Variance	%
Gross Expenditure	7,617,947.00	7,602,849.00	15,098.00	0.2%
Trading Revenue	90,850.00	70,537.00	20,313.00	22.4%
Net Expenditure	7,527,097.00	7,532,312.00	-5,215.00	-0.1%

Overall the Ministry spent 99.8% of its gross budget leaving only \$15,098 unspent. However the \$20,313 shortfall in trading revenue (exam fees) resulted in a net over-spending of \$5,215 (0.1%). Normally there are 26 pay periods in a financial year but in 2003/04 there were 27 but on the instruction of MFEM no extra appropriation was budgeted for the extra pay. The final decision from MFEM was for 2 days of the extra pay period to be included in the 2003/04 accounts. The cost to the Ministry for these 2 days totalled \$53,325. When this unbudgeted expense is taken into account the net expenditure for the Ministry would be a \$48,110 surplus instead of a \$5,215 deficit.

Details of expenditure by each output has been previously reported after each output results description on Pages 3 - 13. Allowing for the extra 2 unbudgeted pay days and anomalies in spreading personnel expenses across outputs, each output was achieved within the budget appropriation.

Budget Jul-Dec 2003	Output 1	Output 2	Output 3	Output 4	Output 5	TOTAL
Budgeted Net Expenditure	435,253	371,264	6,067,524	356,391	296,665	7,527,097
Actual Net Expenditure	447,512	345,169	6,099,122	332,933	307,576	7,532,312
Variance (\$)	-12,259	26,095	-31,598	23,458	-10,911	-5,215
Variance (%)	-2.8%	7.0%	-0.5%	6.6%	-3.7%	-0.1%

PART 3 PERSONAL PERFORMANCE

AGREED PRIORITIES Improved Accessibility to Policies, Procedures and Information

Strategic Objective : Better governance through increased transparency as a result of improved accessibility to stakeholders of Ministry of Education policies, procedures and information.

Specific Tasks : Develop hard copy manuals and electronic folders for Ministry policies, procedures and information and provide efficient and effective access to such information for relevant stakeholders.

TASKS	STATUS / SITUATION	COMMENTS
Develop a Staff Manual	The first ever Ministry of Education Staff Manual was developed in consultation with Directors and staff. The Staff Manual is a comprehensive collation of Ministry personnel and general operating policies and procedures and relevant legislation especially from the Public Service Act. Hard copies were printed and distributed to every employee and also tabled with the Minister and Public Service Commissioner. It has also been provided to other Heads of Ministry on request. Electronic copies were also emailed to every Ministry employee, the Minister and the PSC and the electronic version is also posted on the Ministry's new website. The Staff Manual immediately improved employees' awareness of their conditions of service, rights and obligations. It also revealed areas where the Ministry needs to develop or review its policies and procedures and therefore is already contributing to a process of continual improvement.	The Staff Manual will be reviewed and amended annually to meet changing needs and conditions.
Develop a Website	The first ever Ministry of Education Website was developed as an outcome of a joint project involving Telecom Cook Islands, Carnegie-Mellon University (Pittsburg, USA) and the Ministry of Education. Lindsey Bleimes, a Carnegie-Mellon University graduate in Information	The employment of a new staff member with webpage,

	Communication Technology was attached to the Ministry of Education for 10 weeks with her main task to design and develop an appropriate website for the Ministry. The Website is powered by Moodle software in regard to organisation and security. The Webpage has sections for each Directorate and each school and certain sub-sections will be accessible to the public. Files will continue to be loaded into the website on all aspects of education including curriculum statements, teacher guides, resources, assessments, audit reports, policies, plans, budgets, statistics, vacancies, issues etc. Other features include chat rooms and discussion boards. The Website is currently accessible to all MOE staff through the Ministry's intranet and access from Tereora through an optic fibre link has been successfully trialled.	spreadsheet and database programming skills is required to maintain and expand the Ministry's ICT system.
Improve access to information	Negotiations between the Ministry and Telecom Cook Islands resulted in 2 Memoranda of Agreement providing Rarotonga and Outer Island schools with reduced email/internet rates. The result was a significant increase in schools with email / internet access with all Rarotonga schools except Imanuela Akatemia now having access, 6 outer island schools having access and 7 other outer island schools having registered accounts but awaiting connection setup. Through the email / internet access schools will be able to access electronic files in the Ministry's file server and on the Ministry's Website and will be able to take advantage of electronic distance mode learning opportunities. In 2004/05 the Ministry will be trialling electronic scanning and transmission of NZ Correspondence School courses between Northern Group schools, the Ministry and the NZ Correspondence School in Wellington. In another MOE – Telecom CI joint project, a fibre optic cable was laid between the Ministry and Tereora College providing potential access for Tereora staff and students to the Ministry's network including access to electronic files on the MOE File Server and access to the MOE's new Website.	The Ministry is one of the leading agencies in ICT but cost, bandwidth and staff capacity are constraints on developments. However the inconsistent availability of freight and passenger access to the Northern Group necessitates further ICT initiatives.

PART 4 GENERAL MANAGEMENT

LEADERSHIP AND MANAGEMENT

INDICATOR	STATUS / SITUATION
1. Leadership <u>1.1 Delegation</u> <u>1.2 Good Employer Skills – Staff relationships</u> <u>1.3 Strategic Planning / Risk Management</u>	<p>Directors are delegated responsibility for the management of their own staff and daily operations. The parameters for Directors exercising their authority are established through policies and procedures agreed to by the Senior Management Team (SMT) for substantive areas and by Secretary-Director agreements for directorate specific areas.</p> <p>A comprehensive MOE Staff Manual provided to all Ministry staff clearly records all employees' conditions of employment, rights and obligations. Employment policies and issues are communicated in the monthly Education Gazette, school circulars, staff memos and emails, staff meetings and monthly meetings with Rarotonga Principals. A Teacher Discipline and Counselling Policy and a Code of Ethics for Teachers are in effect. An autonomous Staff Social Committee contributes to positive staff relationships.</p> <p>Strategic planning documents that provide direction for education in the Cook Islands include the Education Sector Review, the Review of the Teacher Education and Support Project, the draft Five Year Plan for Education, the Education For All draft National Action Plan, the 2000-06 NZAID ESP Plan, the CI Special Education Project Review and the draft Northern Group Education Action Plan. Each year the MOE produces a Corporate Plan which incorporates the Appropriation Bill, support services and organisation structure. The Ministry's annual business plan for the Budget Review Committee coherently links strategic directions, specific results, work plans, outputs, organisation structure and funds. In 2003/04 the Ministry embarked on an NZAID funded Strategic Planning Project with outcomes for 2004/05 being a 15-20 year Education</p>

	<p>Policy Framework and a 3-5 year costed implementation plan. Ministry staff are also working closely with OPM to develop the National Development Plan.</p> <p>The 2003/04 CI Government – NZAid Agreed Record (Page 4) states “The Ministry of Education’s strategic planning provides a good outline of the direction for Cook Islands education. Acknowledgement was given to the value of the plans for both the Cook Islands Government and NZAID programmes.”</p>
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INDICATOR	STATUS / SITUATION
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2. Staff Development	
2.1 Learning environment - continual improvement	The Ministry's motto is "Learning for Life". The philosophy of life-long learning and continual improvement is promoted to students, teachers and MOE staff through : the MOE Assistance for Authorised Study Policy which provides subsidies for study; the Teachers Salary Scale that rewards qualification improvements; extensive inservice training for teachers; and training attachments/exchanges for teachers and MOE staff.
2.2 Training Needs Analysis	The Directorate of Operations conducts annual surveys of the training needs of teachers and annual audits by the Directorate of Audit and Quality Assurance also identifies teaching and management training needs. Training needs surveys of MOE staff are conducted by the Directors
2.3 Staff Training Program	<p>Cook Islands Based Training</p> <ul style="list-style-type: none"> - Teacher Inservice Training : courses provided to teachers as stated in Output 1 section of this report - MFEM Training for Accounts Officers : attended by the Finance Manager and Senior Accounts Officer - Inter-College Cooperation : professional development sessions for Teachers College staff and trainees with visiting lecturers from Monash University, Western Sydney University and Wellington College of Education. - Teacher Aide Certificate course delivered by distance by Open Polytechnic for 18 Outer Island students - Adult Education course delivered to MOE and other private and government staff (planned by MOE, funded by NZAID/NHRD) <p>Overseas Training (all funded by overseas agencies)</p> <ul style="list-style-type: none"> - MOE and School Management Attachments/Twinning (NZ) – Principals and MOE staff scheduled for 2004 - NCEA Training Attachments (NZ) – 25 attachments to NZ for Level 3 training - Teacher Training Workshops – 9 teachers to overseas workshops : BioLive (1-NZ), Agriculture (1-Fiji), Language Teaching (2-Malaysia), Good Governance and Trade Unionism (2-Fiji), Science Education (1-Fiji), Principals Conference (2-Australia), - Education Conferences – 4 MOE staff including advisers : UNESCO Commissions (1-Fiji), Associated Schools Project (1-NZ), Educational Aid (1-Fiji), EFA (1-Samoa)
2.4 Internal Peer Support Groups	On the job training is provided through informal supervisor-staff and peer working/learning interactions. Through peer support, individual staff have improved their skills in personnel management, directorate reporting, financial analysis, ICT skills and curriculum development. The Senior Management Team facilitates support amongst directors for dealing with staff management issues. Directors hold regular directorate meetings to facilitate collective analysis, solving work issues and programme evaluation and planning. Professional development also results from ESP and local curriculum advisers counterparting and delivering as a team and through teacher peer appraisal systems established in all schools.
2.5 Succession Plan	It is planned that some local counterparts will succeed to the positions held by their respective TESP teachers. The potential of individual MOE staff to be promoted into higher positions is analysed by Directors and opportunities provided through extra tasks being added to their job descriptions with supervisor support also being provided.

INDICATOR	STATUS / SITUATION
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3. Stewardship	The General Operating section of the Ministry's Staff Manual documents the policies and procedures for the proper use, care and security of the Ministries assets including vehicles, equipment, furniture and buildings. Inventories and assets are efficiently managed through MYOB and an Access Inventory Database. An inventory and asset management system for schools is being developed through the NZAID School Resources Project. Three Computer Services staff maintain computer systems in the Ministry and schools. Two Maintenance Division staff and nine grounds-persons maintain Rarotonga school buildings, furniture, fittings and grounds. Repairs to outer island school buildings and school houses are funded through the EU Outer Island Development Project. Schools are provided with an operating budget that contains an allocation for asset maintenance
3.2 impartial tendering, contracting, hiring, staff release	Impartial tendering and/or multiple quotes were used for all major procurements/sales including the schools' bulk stationery, furniture, computer and photocopier orders. Written policies and procedures ensure impartial contracting of local and overseas consultants. New employees are appointed by selection panels made up of key stakeholders who use predetermined grading systems and criteria to impartially assess applicants and reach consensus decisions. The HOMs Leave Policy is impartially applied in regard to the release of all staff.

INDICATOR	STATUS / SITUATION
4. Statutory Independence	<p>Accurate, impartial and timely advice has been regularly provided to the Minister. All requests for verbal or documented information or advice have been responded to promptly and completely.</p> <p>The Minister has been requested to set times for regular briefings but prefers the current situation where the Minister and Secretary arrange meetings and communicate information as each decides such is warranted.</p> <p>All policies are developed and implemented in accordance with legislation, particularly the Education Act, MFEM Act and PSC Act. Policies are also developed in compliance with Government policy.</p> <p>The Ministry of Education recognises its obligations under the Education Act 1986-87 and does everything possible to comply with these obligations. The Ministry is however constrained particularly in regard to meeting those sections of the Act which no longer reflect the current situation in the Cook Islands. The Ministry has legal obligations for all education from Pre-school to Tertiary level but Government policy dictated that some outer island schools (Rakahanga and Palmerston) and post-secondary education (NHRD) be outside the Ministry's direct control.</p> <p>The Ministry of Education recognises and complies with its obligations under the Ministry of Finance and Economic Management Act 1995-96, the Public Service Act 1995-96 and the Public Expenditure Review Committee and Audit Act 1995-96.</p>

INDICATOR	STATUS / SITUATION
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5. Industrial Relations	Employees' rights, appeal procedures, and information on worker associations are specified in the Ministry's Staff Manual. Directors are delegated responsibility for dealing with first-line personal grievances. Employees can appeal to the Secretary of Education if the grievance is not resolved to their satisfaction. The MOE has a good relationship with the Cook Islands Teachers Institute (CITI) including meeting with CITI whenever requested and keeping CITI informed of developments through the Education Gazette and by direct communication to the President. Each year the Ministry permits 2 CITI members to attend overseas meetings of COPE (the Regional Teachers Organisation). The Ministry has been proactive in lobbying for increases in teachers' remuneration having implemented Phase 5 in 2002/03 with Phase 6 planned for 2004/05. In 2004 the Ministry supported the attendance of a CIWA executive member at an overseas Human Rights conference.
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INDICATOR	STATUS / SITUATION
6. Occupational Health and Safety	The Ministry's Staff Manual lists Health and Safety policies and procedures including Employers Liability Insurance, Smoking Policy, Work Furniture and Routines and Office and Grounds Hygiene and Safety. The Ministry has reached agreement with CIIC on a comprehensive building warrant of fitness that ensures student, teacher and MOE staff health and safety. Accredited colleges have safety quality management systems for emergencies such as fires and safety guidelines for science laboratories, technology work shops and home science rooms.

INDICATOR	STATUS / SITUATION
7. Customer Service and Public Scrutiny 7.1 <u>conducting public business</u> 7.2 <u>personal conduct – no conflict of interest</u> 7.3 <u>correct procedures for release of information</u>	The MOE is fully committed to transparency in all its policies and operations, has an open door policy, accepts requests for meetings on any issue, promptly responds to media requests for information and interviews and is proactive in providing media releases and requesting media interviews to bring educational issues to the general public The Secretary of Education does not have any other occupation, business interest, or organisation membership that would create a conflict of interest. Staff on tender or staff appointment panels are required to declare any conflict of interest and are to step down if any such conflict does exist. A policy for media releases and interviews has been drafted and endorsed in principal by the Senior Management Team. All official communications (circulars and media releases) are to be authorised by the Secretary of Education. The Information Officer is delegated responsibility to convey authorised information to the public through the media and to teachers and staff through the Education Gazette. The Statistics Officer is delegated authority to release educational statistics to the public with the exception of data specific to any individual employee. All Senior Management Team minutes are emailed to all MOE staff, schools (with email) and the Minister. The MOE has a good reputation for transparency and responsiveness to information requests from stakeholders.

INDICATOR	STATUS / SITUATION
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8. Research, Development and Product Evaluation	Industry survey and international best practices are identified by : <ul style="list-style-type: none"> ◆ Curriculum resources and programs are developed after research has been conducted on those available in NZ and other Pacific Island Countries and after consultation with key Cook Islands stakeholders. ◆ NZQA authorised moderators sample college students' work ensuring consistency with NZ assessment standards and NZQA accreditation of Cook Islands colleges assures that management systems and learning programs comply with NZ standards. ◆ Ministry personnel and teachers attending international conferences and workshops including those for Directors of Education, ASP, EFA, PATE, Trade Unionism, Australian and NZ Principals, Educational Aid ◆ The Ministry receiving regular publications from international education agencies including NZ MOE, NZQA, UNESCO, UNICEF, and UNDP. ◆ The Ministry conducting workshops using international consultants e.g. ESP workshops and NCEA level teachers attending workshops in NZ ◆ Ministry personnel having Internet access to overseas agencies and documents ◆ Principals and teachers attached to NZ schools through the ESP Twinning Programme ◆ Attachments of MOE staff to NZ institutions including NZ MOE, ERO, NZQA, Colleges of Education and NZ schools <ul style="list-style-type: none"> ◆ Each Director is responsible for ensuring research is conducted in regard to products and services produced by their Directorate. Directors may, with the approval of the Secretary of Education, receive assistance from Secretariat staff to conduct product/service research. ◆ The Director of Audit and Quality Assurance has been delegated the responsibility for auditing schools and reporting on improvements or declines in school management, teacher performance and student achievement
8.1 Market/industry survey to evaluate quality of products/services and/or identification of international best practice	
8.2 Allocating responsibility for product research and monitoring product improvement	

INDICATOR	STATUS / SITUATION
9. Internal Reporting and Quality Control	Reporting lines and responsibilities are recorded in each staff member's Job Description and the Ministry's Organisation Structure diagram. Each staff member is required to record key tasks and outputs in a work plan, the format and the reporting frequency for which is specified by the relevant Director depending on the nature of the position. Each director is required to table quarterly and annual directorate reports with the Secretary of Education
9.1 identifying and recording of reporting lines and responsibilities	All staff have job descriptions specifying the required outputs. Work plans, results and measures for the financial year are clearly recorded in each of the Ministry's Budget, Ministry's Corporate Plan and each Directorate's Business Plan, the latter clearly identifying each staff member's output responsibilities.
9.2 output based job descriptions for staff	Performance Management systems are in place for all Ministry staff including Principals, teachers and school ancillary staff. High performance is rewarded by salary increments. For teachers, unsatisfactory performance results in discipline and counselling procedures.
9.3 performance management system	Accountabilities are specified in the job descriptions of Finance Division staff and the quality management systems developed for financial processes. Reporting systems efficiency ensured by MYOB and Excel spreadsheets linked through an internal network and an Access Inventory Database. All fortnightly and monthly reports required by MFEM have been tabled including Statements of Appropriations, Statements of Financial Performance, Statements of Financial Position, Schedules of Fixed Assets, fortnightly TY126 payroll data and Reconciliations of VAT Income and Expenditure and Reconciliations of Crown Revenue.
9.4 ensuring compliance with the MFEM Act	

INDICATOR	STATUS / SITUATION
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10. Equal Employment Opportunity Practices	The development, communication and implementation of the Job Size Bands, Performance Management Systems, Teachers Salaries Policy, Principals Salary Policy and Management Units Policy reflects the Ministry's commitment to transparency, the impartial treatment of all staff in regard to remuneration and promotion based on merit.
<u>10.1 impartial treatment of all staff and promotion on merit</u>	Gender equity issues in education centre on under-representation of men in classrooms and poorer achievement by boys. Women dominate the teaching force (74%) and are well represented in positions of responsibility including MOE Directors/Managers (57%), Curriculum Advisors/Lecturers (54%) and Principals/ Teachers In Charge (47%).
<u>10.2 actively seeking to redress imbalances</u>	All MOE staff members are placed in their correct Job Size bands to improve relativity with other Ministries. A new teachers salary scale was developed in alignment with Job Size bands and active lobbying conducted enabling implementation of Phase 5 in 2002/03 with full implementation planned for 2004/05 with Phase 6.

INDICATOR	STATUS / SITUATION
11. Management Information Systems and Processes	<ul style="list-style-type: none"> ◆ Finance - MYOB accounting package, programmed and linked Excel spreadsheets and an Access Database ◆ Personnel – programmed and linked Excel spreadsheets are used to automatically calculate fortnightly salaries and increments and process fortnightly accumulated leave and tax deductions, and monthly personnel expenditure. ◆ Statistics – the Education Management Information System (EMIS) database effectively processes teacher, student and school data; the EFA Excel Spreadsheets process internationally accepted education quality indicators ◆ School Management - the MUSAC database in colleges enhance school management procedures ◆ Student Achievement – spreadsheets programmed with macros effectively process Grade 4 and 6 test results; Excel spreadsheets and MUSAC database process secondary school indicators and student achievement data <ul style="list-style-type: none"> ◆ Information is communicated at regular Directors, Principals, Directorate/School, and Staff meetings. ◆ Information is communicated by Internal Staff Memos/Emails, Circulars/Emails to schools, monthly Education Gazettes and annual Statistic Digests. ◆ All staff have, or are close to a telephone, allowing efficient internal, voice communication ◆ All relevant staff have computers which are internally networked enabling all staff to e-mail one another and external clients; the new Ministry Website will allow access to schools and the public; the majority of schools have email/internet access

INDICATOR	STATUS / SITUATION
10. Collective Interest	<p>The Secretary of Education and MOE staff including teachers cooperated with :</p> <ul style="list-style-type: none"> ▪ the Ministry of Internal Affairs on policies and programs in relation to people with disabilities, Gender Workshop participation, and liaison on truancy issues ▪ environmental agencies through staff membership on the Traditional Management Project Committee, attendance at the Climate Change Workshop and participation in World Environment Week activities. ▪ the Ministry of Health through action plans to address student weight problems, various surveys of student health, dental hygiene, membership on the National Aids Committee, attendance at the Health Advance and the joint development of a Memorandum of Understanding between the Ministries of Education and Health ▪ the Ministry of Culture through membership on the Language Bill Committee and Language Committee and delivery of the Performing Arts courses at CITTC ▪ OPM through participation at the ICT Strategy workshop, National Development Plan meetings, Cyclone Heta clean-ups and appeal, NZ Governor General's events, Titikaveka Health Issue meetings ▪ the Department of NHRD to implement the Teacher Aide and Adult Education programmes and develop scholarship policies ▪ cooperated with the Police through attendance at the Combined Law Agency Group workshop and road safety programmes ▪ the PSC and other HOMs through regular attendance of HOMs meetings and contributing to submissions made collectively by the HOMs ▪ MFEM through attendance at the Population Geographic Information Systems Seminar ▪ National Disaster Management Office through attendance at the CHARM (Comprehensive Hazard and Risk Management) workshop ▪ Island Administrations to implement the OI Development Project (European Union) ▪ the Environment Service and Ministry of Health to facilitate environment and health awareness programs in schools ▪ CIIC on school maintenance programmes and the development of a School Rehabilitation Project for NZAID consideration ▪ Telecom CI to develop and improve school and MOE computer systems and email/internet access ▪ the Ministry of Foreign Affairs and Immigration to provide educational data for overseas agencies including UNESCO and to administer UNESCO participation programmes and the European Union Outer Island Development Project ▪ the Aid Management Division of MFEM to administer NZAID and UNESCO projects

PART 5 OTHER ACTIVITIES

INDICATOR	STATUS / SITUATION
Extra activities by HOM not part of outputs	<p>The Secretary of Education is a member of the :</p> <ul style="list-style-type: none"> ▪ Scholarship Board ▪ Cabinet-appointed Scholarship Policy Committee of Officials ▪ National Strategic Plan Task Force ▪ Natural Heritage Project Board of Directors ▪ Job Sizing Project Steering Committee ▪ ADB Planning Action Reporting Cycle TA Project Steering Committee ▪ HOMs Sub-Committee on rental payments for government buildings ▪ Titikaveka Health Issue Committee <p>The Secretary attended the Good Governance Workshop, the Audit Office Workshop and the HOM / IAS Report Writing Workshop.</p>