



# 2020 ANNUAL REPORT

APII TE UKI OU



# ANNUAL REPORT

## 2020



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## SCHOOL VISION

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*Akara ki Mua - Learning for Tomorrow*

## SCHOOL MISSION

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*Provide an inclusive, nurturing environment that caters for individual needs, challenging students to excel in a changing world.*

## APII TE UKI OU VALUES

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**Caring** Showing love and empathy for someone or something. Helping others even when it is not asked of you or you don't feel like doing it. Sharing and not expecting it back in return.

**Achievement** Finishing something by using your ability and by hard work. Setting goals and working to achieve them Improving your learning results and progress by studying and making the most of your time at school. Sticking to a challenge or task and finishing it even if it was difficult.

**Respect** Thinking of others feelings and rights. Speaking with care and being polite. Understanding others opinions Having a deep regard for someone or something.

**Creativity** Using your imagination to make something new or interesting. Solving problems in ways never seen before. Thinking about things differently. Taking risks and breaking the rules of convention.

**Integrity** Being honest Doing the right thing, at the right time, for the right reason. Upholding high expectations of behaviour and actions. Wholeness – Living a life that is good, kind, and ethical. Doing no harm to person or place.



# EXPLICIT EXPECTATIONS ENSURE WE ARE ABLE TO PROVIDE CONSISTENT TEACHING ACROSS THE SCHOOL

## TEACHING AND LEARNING EXPECTATIONS

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### Authentic Classroom Culture:

- Develop and maintain a positive, learner focussed '**classroom culture**'.
- Promote and hold **high expectations** for learning and behaviour outcomes.
- Deliberately teach the **school values** and help students understand how they are enacted in all situations.

### Collaboration:

- Teach in ways which **enable learners to learn from one another**, to collaborate, to self regulate and to develop agency over their learning.
- You will engage in **collaborative practices** that will include: planning, teaching, reflection and assessment.

### Students Active Participants in their Learning

- Classroom programmes are expected to be **co-constructed** between Students and Teachers to engage students through their interests and passions.
- Explicit **Learning Intentions & Success Criteria** are shared and understood for all lessons.
- Develop students understanding of **Learning Progressions** to understand 'what they know' along with their next steps and how to get there.

### Learning Design:

- Gain in-depth knowledge of the **Cook Islands Curriculum Documents**.
- Embed the **Cook Islands and its people** into your classroom learning programmes to create authentic contexts for learning.

### Planning and Organisation:

- Meet all deadlines set by the Senior Leadership Team.
- Keep your learning environment clean and orderly where all members are physically safe and

proud of their class environment.

- Your classroom will be a reflection of your students thinking and learning across the year.

### Questioning Skills:

- **Ask** relevant and pertinent open questions that promote thinking, clarifying, enable learners to articulate their learning.
- **Teach** students how to ask questions to clarify and reflect on their thinking.

### Differentiated Programme:

- Monitor the **extent and pace** of learning, focusing on **equity** and excellence for all. (Priority Learner Document)
- Use an increasing repertoire of **teaching strategies, approaches, learning activities, technologies and assessment** for learning strategies. Modify these in response to the needs of individuals and groups of learners to **ensure progress**.



## EX PUPIL DANCES FOR THE SCHOOL

### Reflective practitioners and learners:

- Engage in Teaching as Inquiry to improve teaching practice
- Engage in frequent individual, team and staff reflections on teaching and learning



# Part 1: PRINCIPAL'S EXECUTIVE SUMMARY

A comprehensive synopsis of your school's achievements, highlighting key development and future planning

- Written account with focus on progress:
- School Annual Goals – Key achievement and Challenges by Goal, any school data to support
- Strategies and Interventions for the following academic year (2020+).

Kia Orana and welcome to our 2020 Apii Te Uki Ou Annual Report.

2020 has been a year which has changed our lives and helped us to understand what is important. This year we have had a wide range of experiences that have made us all far stronger and has focussed our sights on what we feel is of value. With a global pandemic, school closures, lockdowns, limited travel (and therefore limited tourists) and social distancing all being the new 'normal', this year has been shaped into something we did not expect. However, we have been very fortunate to live in a place where resourcefulness, care and concern for your neighbour, acceptance and the Kia Orana spirit is alive and well.

I want to recognise our two amazing teachers Grace Archer and Theo Warrick

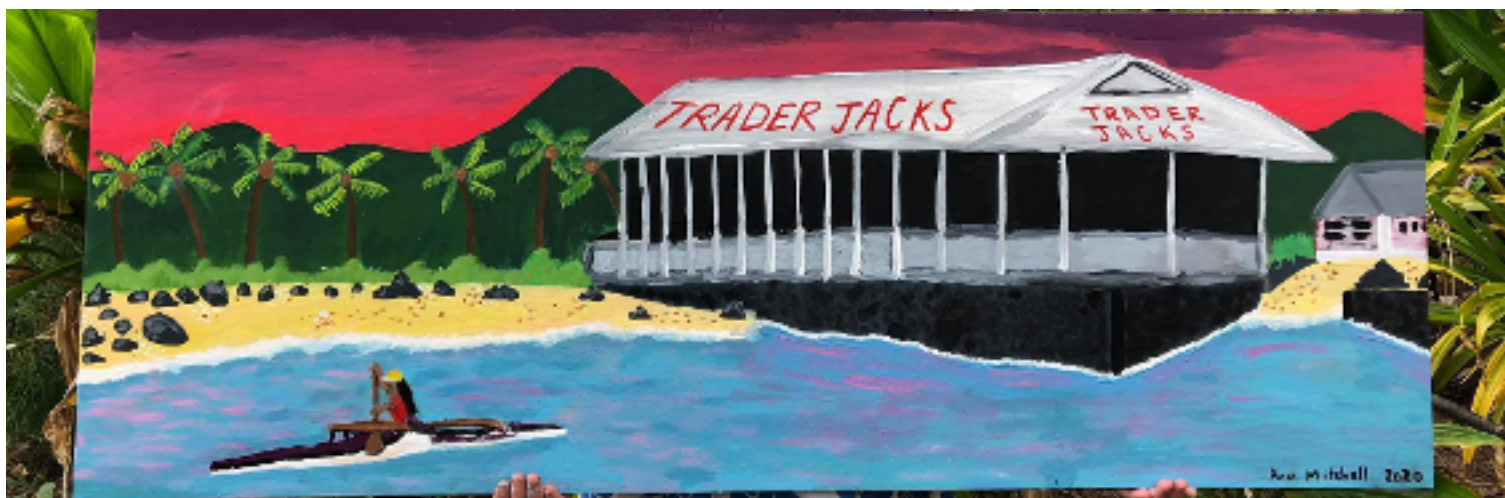
who had to leave us suddenly through an unexpected illness this year. Your courage and perseverance to overcoming this illness makes us all so proud and we will remember your contribution to our school very positively

**"2020 has been a year like no other."**

Our motto this year has been to **'future-proof'** the school's procedures and processes to make sure that with potential changes in the future the key aspects of the school that work for our community are kept in tact and are supported to remain as a

part of Apii Te Uki Ou into the future. The school's leadership have developed internal documentation (standard operating procedures) which any future leadership of the school can use to guide how the day to day running of the school could happen.

This year we have grown as a school to now 23 full time staff and 2 contracted staff. With 10 Classroom Teachers, 8 Teacher's Aides,





SENCO, Culture and Te Reo Maori Teacher, a Principal's Secretary, Caretaker, Reliever, Book Keeper and Principal.

The following team lead the school and their responsibilities are identified below.

### **Staff Management Team & Responsibilities**

#### ***Principal***

Mark Harris

- Whole School Management and leader of our learning community

#### ***Deputy Principal - Senior Syndicate Leader***

Kim Noovao

- Classroom Teacher
- Academic Leadership - Planning and development
- Senior Syndicate Leader
- Literacy Leader
- Assessment and Planning support
- Appraisals
- School Communications

#### ***Deputy Principal - Junior Syndicate Leader***

Donna Watson

- Classroom Teacher
- Academic Leadership - Planning and development
- Junior Syndicate Leader
- Numeracy Leader
- Assessment and Planning support
- Appraisals

#### ***Specialist Maori & Culture Leader/Teacher***

Saireni Poila

- Te Reo Teacher
- Cultural Leadership
- Maori Culture development & programmes \*
- Te Reo development & programmes

#### ***Pre-school Head Teacher***

Charlee Lowe

- Pre-school Leadership, Development & Promotion
- School Transition Planning and support

#### ***Learning Support & Extension***





Shannon Harris

- LS teacher, Curriculum Development Programmes & Management of Learning Support Assistants

We have 8 Classrooms at present and the preschool.

The class numbers are as follows :

- Preschool - (Cap 26) 25 students
- Class 1: Year 1 25 students - a teacher's aide has been employed to manage numbers
- Class 2: Year 1/2 23 Students
- Class 3: Year 3/4 23 students
- Class 4: Year 3/4 24 students
- Class 5: Year 5/6 26 Students
- Class 6: Year 5/6 26 Students
- Class 7: Year 7/8 27 Students
- Class 8: Year 7/8 27 Students

With space being a premium at school there are a few barriers for families and a number

of issues faced by our school at present. We are not able to grow our roll which means that we often turn families away from enrolling where many of them will take a spot on our waitlist which we now need to prioritise carefully to ensure our positions are fairly allocated. The waitlist grew to 82 students at one time over the course of this year however it looks as though we will be able to absorb some of these students with families leaving at the end of the year.

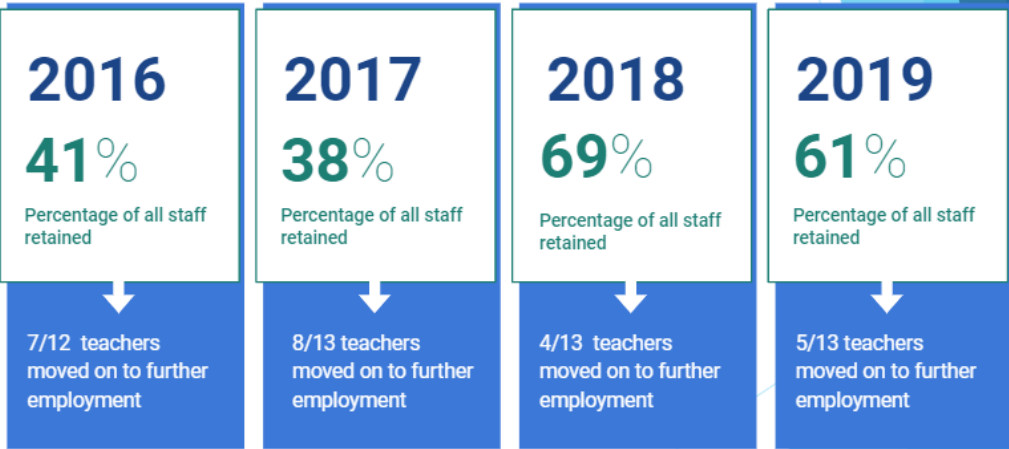
Unfortunately, waiting times can vary for our enrolled students. Students and families can be waiting up to 18 months at times to be placed in a class, once space becomes available. We often have space in certain year levels with a few students waiting in at different levels for an opening. The only reason we have a waiting list is because of physical space. Our special character is that we are an inclusive school and do not decline attendance for any other reason. We ensure

our classrooms are capped at the optimum learning and teaching numbers reinforced by educational evidence. We will often have to decline a new family from an immediate start as class numbers will be full. They then become part of our waiting list which is growing constantly.

### Budget Modification - COVID 19

Once COVID-19 took hold on 2020 and the borders closed it was apparent to the School and Board Of Governors that changes needed to be made to prepare for the possibility of families having limited income. Therefore school fees would become a challenge and our bottom line would be affected. The school immediately forecast limited fundraising expectations and removed a number of fundraising endeavours including mufti day donations, math-a-thon, and movie nights. The school also allowed for an extended payment period for school fees and opened made available applications for hardship for any families in financial strife. The idea was to take pressure off families through a time that was looking

## Staff Retention



## Staff Retention Cont...



like a very challenging one financially. You will see under the goals achieved below that many of these were not achieved as the schools budget was significantly modified to ensure we could get through and the prudent approach has been a successful one. The areas highlighted below are areas that were COVID affected through the 2020 year.

### Staff Retention

2020 has proven to be a difficult year for many and we have had our own few added challenges along the way. This year we are farewelling 6 teachers and have had



another 2 leave during the course of the year due to illness. This year we have had a 100% retention rate of teachers as no teacher has broken contract other than through illness. All of the staff leaving at the conclusion of the year have completed their contract with Apii Te Uki Ou which is all we can ask of them. With a large new cohort of teachers next year we will be focusing on solidifying our school culture again with half a new team. The nature of a two year contract comes with its benefits but also its tribulations.

## Art Auction

The 2020 art auction and extension programme was another success this year. 42 students completed and presented for sale at auction, impressive artworks that they're very proud of. All classes also contributed to this event and created pieces of art that were also put on display and sold on the night. The event venue of the Islander hotel was a welcomed step up to a bigger venue with food and drinks available for all who attended. The night raised a significant amount of money and has continued to raise funds for the school with the

sale of prints and electronic images to families and the wider community.

## Successes

### The ATUO Family

Apīi Te Uki Ou still has a small caring feel to it as a school. With 220 students from 3 years old to 13 years old there is a community which values caring, kindness and the 'community spirit'. We believe this is because we see our school as a large family with a set of strong family values. A family that extends beyond blood ties and marriage, a family that wants the best for all of its members and makes

## 'Family' School Culture



everyone feel welcome, respected and valued. Staff, students and parents have embraced the idea and although we still value People, Place and Pedagogy as the driving pillars of our school's success these can all be fostered under the belief that we look out for each other and care for one another as a 'family' would. This has helped create a shift in actions as a school and is founded on the idea that education is built on positive learning relationships and a feeling that everyone will be included. As our composition of staff include a number of expatriate staff there is a need to create this space for them to feel connected and belong (as they typically have no friends of family when they arrive). This feeling of connectedness is disseminated across the school and it is our hope that families and students will be able to feel this as they enter our grounds and buildings.

## **Inclusion of All Learners**

We stand confidently behind what we offer in the way of support for learners with additional needs at Apii Te Uki Ou. With our founding belief of opportunities and success for everyone, it has meant we continue to place emphasis on resourcing and planning of programmes for students who need a little extra to meet their potential. This year our support staff numbers have grown with our number of students requiring one to one support. This year we have grown to having 8 full time teacher's aides across the school. This does not however account for the needs in the school as learning needs that are requiring adult support are requiring more attention and potential further applications for support. We have 3 students with additional needs on our waiting list at present. These needs include students with Down Syndrome, Autism and ADHD.

## **'ATUO Family' School Culture**





# Our School



## Staff Wellness

A key area of focus for us as a school was to improve the teaching experience for our team by ensuring staff had manageable and possibly comfortable conditions under which to work. This included a number of actions taken by the school leadership and BOG in 2020.

Continued development of Wellness Weeks. Wellness Weeks ran every 5th week of the term (or the week closest to the middle of the term) and aimed to give staff a refresher when energy levels were getting low. The success of these weeks is immeasurable and teachers really looked forward to spending these weeks doing something different, catching up on themselves and unfinished tasks and also immersing themselves in the activities that were on offer over these weeks. These weeks were very necessary during the course of the year and the staff appreciated the gestures everyone made to make these a

special time.

## Challenges

### Grace Archer

Grace Archer became unwell at the end of Term 1 which was unfortunately unidentified as something potentially life threatening. Grace contracted Listeriosis and became progressively unwell till acute symptoms presented themselves in the later part of the illness. Grace was put on the first plane out of the country and Theo Warrick (her partner and teacher of our Year 7/8 class - Kota'a) followed immediately after as Grace began to deteriorate. Theo and family organised a private medivac for Theo on the Sunday after she left on the Friday's flight. Grace became worse and was induced into a coma for where she lay for 3 weeks. The staff met every morning and would share some words of strength and an update on

Grace's condition before saying a pray for her survival.

Grace slowly emerged from this coma however significant physiological damage had been done and Grace began her rehabilitation to learn how to breath, eat, talk, see and move again. Updates have shown she can now get around in her wheelchair and is beginning to communicate in a number of different ways. Theo has remained by her side and supported her through this very difficult time.

The school held a fundraiser for Grace in the way of a Cafe and Car-wash which raised just over \$7,000 for Grace's recovery. The community support and caring words for the pair and our school has been

overwhelming.

### Learning Support

This year (which we have identified is a trend in our school) our learning support role did not get the attention it deserves to uplift all of the students with learning and behaviour needs. Although Shannon managed to juggle many aspects of the role while still teaching, she has also been required to step in to help out when miss Grace Archer became unwell and taught for three days of the week. Shannon has been

able to still uphold our IEP's and managing the Teacher's Aides along with running the art extension programme across the school. The school requires a relief teacher to support release and relieving on a weekly basis.







## Annual Goal Review

### 1. Accessibility and Inclusivity Highlighted were COVID affected

<b>Goals Achieved / Actions Effective</b>	<b>Yes</b>	<b>Part</b>	<b>No</b>
<b>Goal:</b> Improve student transition into and out of school to ensure all students are adequately prepared and supported through important stages of their schooling.		✓	
<b>Goal:</b> Develop a curriculum and school environment that is both responsive and adaptable for our 21st century learners.		✓	
<b>Goal:</b> Enhancing our inclusive practice to meet the needs of special needs students who are well below expected standards.	✓		
<b>Goal:</b> Create a school environment empowering, supportive, and fun, with respectful relationships	✓		
<b>Goal:</b> Develop a robust communication network and strategy		✓	
<b>Action:</b> Support Professional Development for school leaders and staff - continued.		✓	



# Annual Goal Review Continued

## 1. Accessibility and Inclusivity

Goals Achieved / Actions Effective	Yes	Part	No
<b>Action:</b> Teachers keep close monitoring of student underachieving through their Priority Student Tracking Tool	✓		
<b>Action:</b> Teaching and learning programmes are more engaging and successful with students, evidenced by student's engagement	✓		
<b>Action:</b> Website, social media & Facebook development (Communication Goal link)	✓		
<b>Success Indicator:</b> Parents are up-to-date with their child's progress, and any news items/notices		✓	
<b>Success Indicator:</b> Improved communication with the wider Apiti Te Uki Ou community.		✓	
<b>Action:</b> Teachers keep close monitoring of student underachieving through their Priority Student Tracking Tool	✓		





## 2. Infrastructure and Support

Goals Achieved / Actions Effective	Yes	Part	No
<b>Goal:</b> Provide effective management of school property and ensure it is fit for purpose (self-review action item).	✓		
<b>Goal:</b> To improve the aesthetic appearance of the school buildings and playground equipment. (Focus: Gardens, school signage)	✓		
<b>Goal:</b> Develop a long term vision with accompanying plans for the school's infrastructure and development	✓		
<b>Action:</b> Property requirements and programme align with school teaching and learning strategic plan for creating modern safe learning environments.	✓		
<b>Action:</b> The school has capacity to meet changing school roll.			✓
<b>Action:</b> Property maintenance and upgrades are well managed and within budget.		✓	
<b>Action:</b> Equipment is safe to use.		✓	
<b>Action:</b> The financial obligations of the school are prioritized on a needs basis, then wants.		✓	
<b>Action:</b> Expand technology based communication interface with parents and community members	✓		
<b>Evidence of Success:</b> School budget allocates funding for curriculum resources	✓		
<b>Evidence of Success:</b> Employment processes include identifying personnel who have student-centred, collaborative teaching philosophies	✓		
<b>Evidence of Success:</b> Teachers plan learning activities to integrate technologies appropriately which support authentic, higher-order, collaborative learning.		✓	
<b>Evidence of Success:</b> Principal, school leaders and teachers, strategically integrate technologies to actively engage families and wider communities to improve all learners' achievement.	✓		





### 3. Leading Teaching Practice and Standards

Goals Achieved / Actions Effective	Yes	Part	No
<b>Goals:</b> Apii Te Uki Ou aims to develop high-quality teaching programmes that are embedded schoolwide.		✓	
<b>Goals:</b> Robust achievement data gathering, analysis, and reporting processes in place.	✓		
<b>Goals:</b> Develop stronger collaborative planning and assessment practices.		✓	
<b>Actions:</b> Build support networks for school leaders - mentoring, advice and guidance		✓	
<b>Actions:</b> Support Professional Development for school leaders and staff		✓	
<b>Actions:</b> Continue to invest in curriculum resources and materials for learning	✓		
<b>Actions:</b> The school's Curriculum Implementation Plan is in place and actioned across all levels	✓		
<b>Actions:</b> Educational philosophies are student-centred and improve the holistic wellbeing of children		✓	
<b>Actions:</b> Curriculum design takes into consideration current, effective educational practices		✓	
<b>Actions:</b> The school has an up-to-date Performance Management Programme and robust competency process	✓		
<b>Actions:</b> Regular whole school and Syndicate meetings will discuss teaching practice, planning, assessment, and pedagogy.	✓		
<b>Actions:</b> Beagle established as a permanent feature.	✓		





Goals Achieved / Actions Effective	Yes	Part	No
<b>Success indicator:</b> School's Professional Development Plans reflect the current needs of the school	✓		
<b>Success indicator:</b> Staff are allocated release time over the year on a per term basis		✓	
<b>Success indicator:</b> School leaders have access to funding for professional development and mentorship is planned for and takes place on a regular basis			✓
<b>Success indicator:</b> Improved teacher communication and more cohesion amongst teachers	✓		
<b>Success indicator:</b> Higher standard of teaching and learning programmes.	✓		
<b>Success indicators:</b> Greater support for teachers through additional identification measures - walk throughs.	✓		
<b>Success indicators:</b> Data transfers year to year allowing for easy access for teachers.	✓		
<b>Success indicators:</b> Effective data gathering, analysis and reporting process.	✓		

#### 4. Taku Ipukarea Kia Rangatira

Goals Achieved / Actions Effective	Yes	Part	No
<b>Goal:</b> Sequential Curriculum is fully in place and student progress is easily tracked.		✓	
<b>Goal:</b> Involvement in School and national cultural festivals.	✓		

## Annual Goal Review Continued

Goals Achieved / Actions Effective	Yes	Part	No
<b>Goal:</b> Support the growth and development of Saireni in her role.		✓	
<b>Action:</b> Mama Tuteretere to support planning and assessment processes in Te Reo	✓		
<b>Action:</b> Continue to build a strong culture Curriculum Team with the Culture team to develop progressions through the curriculum.	✓		
<b>Action:</b> Work closely with MOE Te Reo Maori Advisor with curriculum delivery and assessment.		✓	
<b>Action:</b> Create an Te Reo Assessment Plan			✓
<b>Action:</b> Make copies of the learning charts provided by MOE for each classes.	✓		
<b>Success Indicator:</b> All classes have a Te Reo Maori - Tiati Vouvera, Tiati Konitenena, Tiati Arareta, Tiati Poniki, Tiati Kara, Tiati - Te au ra o te epetoma/marama o te mataiti e te tetai tiati imene.	✓		
<b>Success Indicator:</b> All classes have a conversational language resources for use.	✓		
<b>Success Indicator:</b> To ensure that all classes get the same amount of time for both Language and Culture.	✓		
<b>Success Indicator:</b> Student understand the progressions of Te Reo and Te Peu Maori learning.			✓





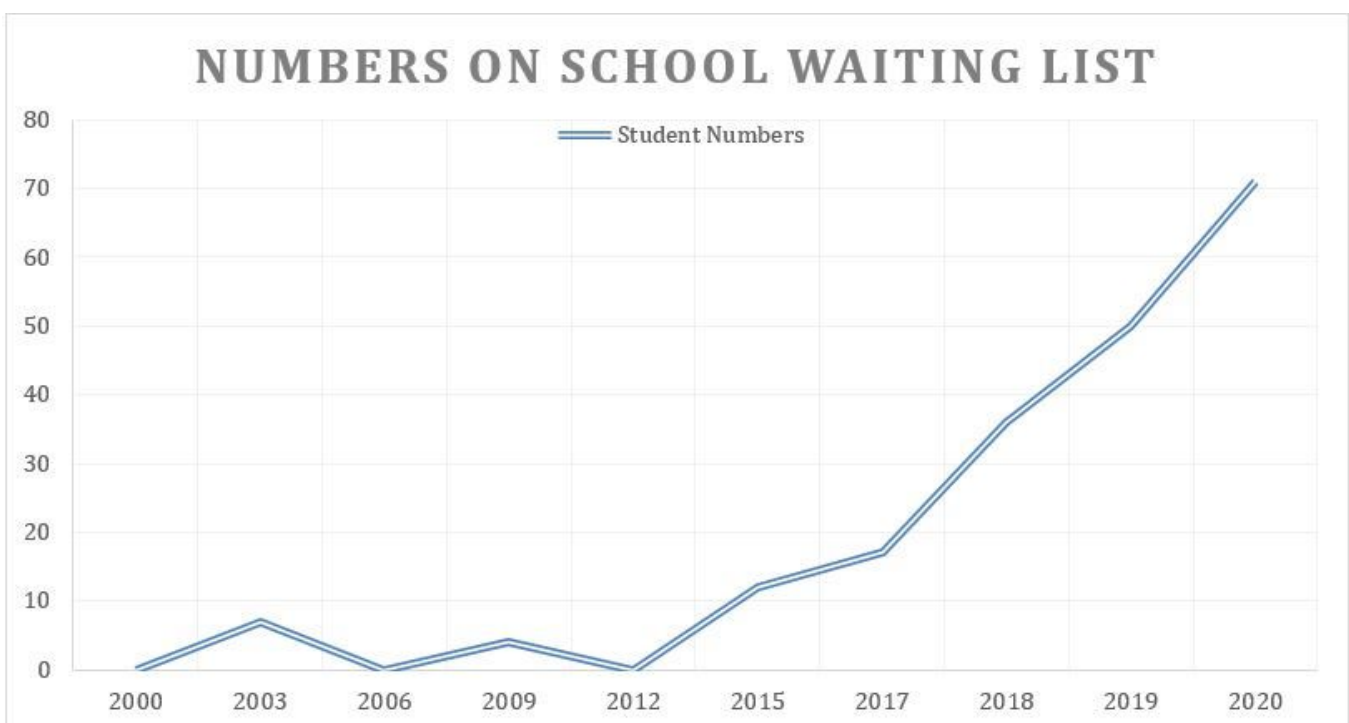
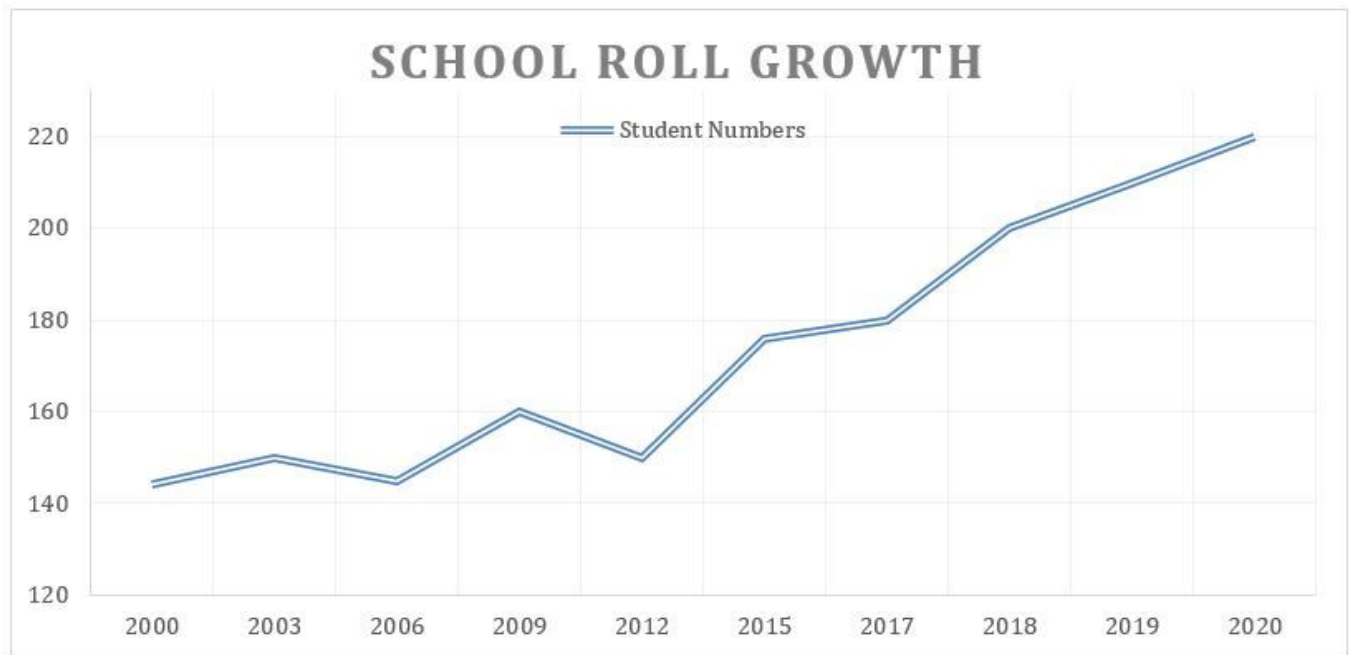


# 2020 ACADEMIC ACHIEVEMENT



# CHANGING NUMBERS

This year's data is seen to be shifting unusually in a number of areas and as we review this data we needed to take into consideration the context of our school and the implications on how our changing school would be reflected in this year's data comparison. The following graphs help share the numerical changes to school numbers and also the demand on the school which means our school's student composition is evolving. COVID-19 is part of this equation and we may experience the challenges of COVID into the future for some time to come. The school roll and waiting list have experienced tremendous growth over the past four years and this is changing the makeup of our school.

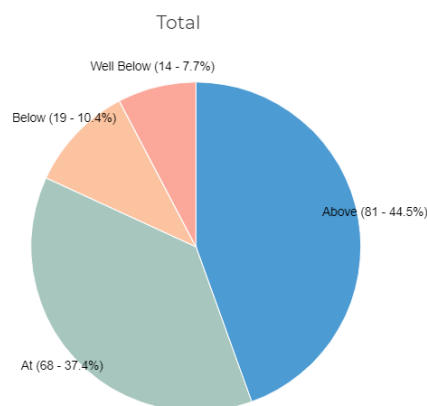
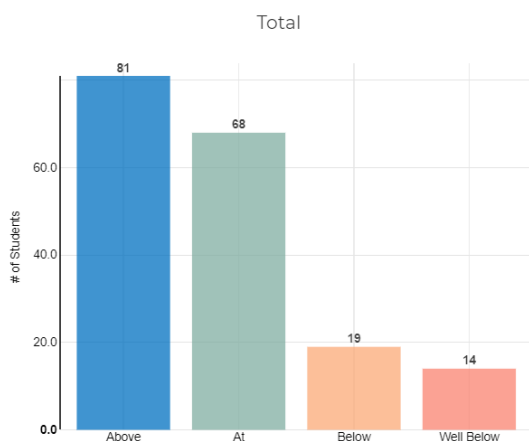


# 2020 Academic Progress - Reading

Reading continues to be the core curriculum area that as a school is stronger than the others. This can be seen in our data again for 2020 showing 82.9% of all students reading at/above their national expectation. Reading has shown not to stand as prominent above the other two core subjects this year but is the only subject where the goal of 80% or more 'at

## Reading Levels against National Expectation - Interim

	Above		At		Below		Well Below		At/Above		Below/Well Below		Total	
Total	81	44.5%	68	37.4%	19	10.4%	14	7.7%	149	81.9%	33	18.1%	182	100%



the school.

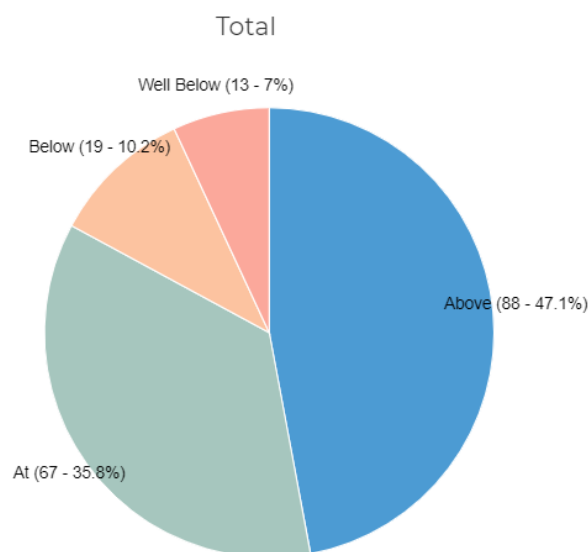
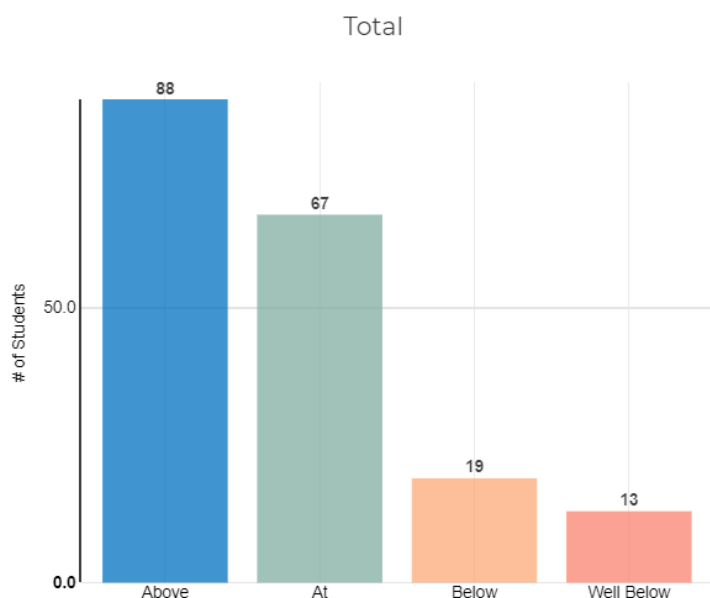
We still have a few 'hard to move' students who are finding learning to read a challenge. These students represent 17.1% of our school and they are identified by teachers and deliberate measures are taken to meet their needs over the year. We look to improve on this data in 2021 and support student progress after a this COVID affected year.

and above' was achieved.

What is worth identifying this year is the number of students who have moved into the 'above' category of our data. We have seen a shift from 81 students being 'Above' in midyear to now having 88 students which is 47.1% of our entire school. This is data we are proud of and hope will support the development of all curriculum areas throughout

## Reading Levels against National Expectation - Final

	Above		At		Below		Well Below		At/Above		Below/Well Below		Total	
Total	88	47.1%	67	35.8%	19	10.2%	13	7%	155	82.9%	32	17.1%	187	100%

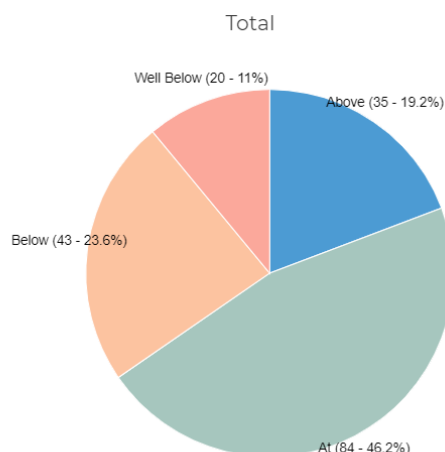
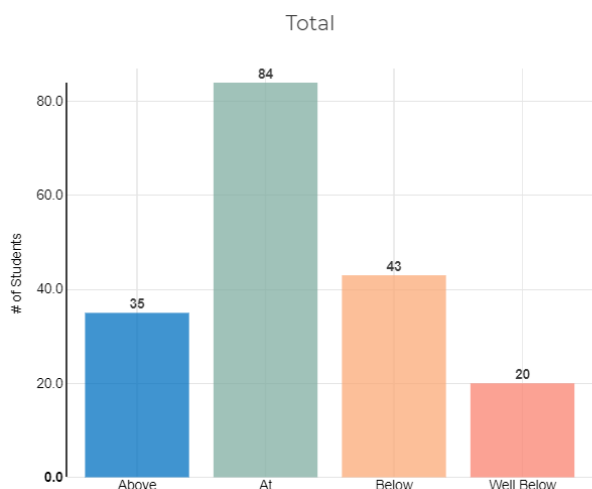




# 2020 Academic Progress - Writing

Our whole school OTJ data for writing made a some improvement this year but not at the scale we were expecting. Our mid year data raised concerns for the staff as were hoping the writing levels would have progressed over the last few years of writing professional development. This was not the case and with COVID-19 heavily influencing our Midyear

## Writing Levels against National Expectation - Interim

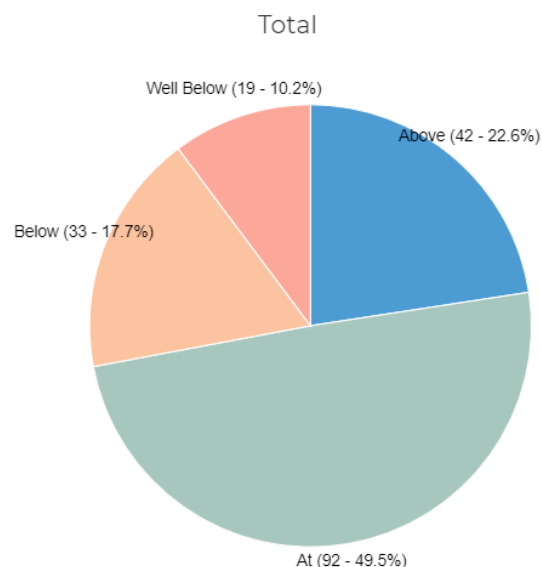
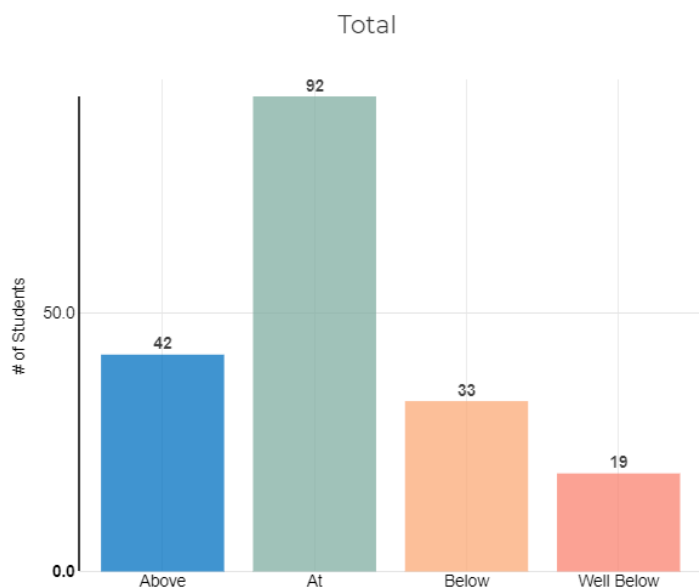


Our goal of 80% at/above in writing was not reached however, we have identified that with our High Learning Needs students excluded in this data set we are sitting just below this goal at 79.8% At/Above. What has been recorded is smaller changes in our mid year to end of year comparisons which is a reflection of our consistent and more stringent assessment moderation practices. We will continue this practice again in 2021.

assessment this made for a clear rationale. There is observable accelerated learning across our student population in all areas with 11 students moving from 'below' expectation to 'at' and 7 students moving from 'At' expectation to 'Above'. Writing remains our greatest area of focus as a school and we will continue to engage in Ministry of Education professional development that is being offered. Boys remain over represented in this data and the school leadership along with the school's Board of Governors measures this year to aim to address this challenge have reaped small rewards.

## Writing Levels against National Expectation - Final

	Above		At		Below		Well Below		At/Above		Below/Well Below		Total	
Total	42	22.6%	92	49.5%	33	17.7%	19	10.2%	134	72%	52	28%	186	100%

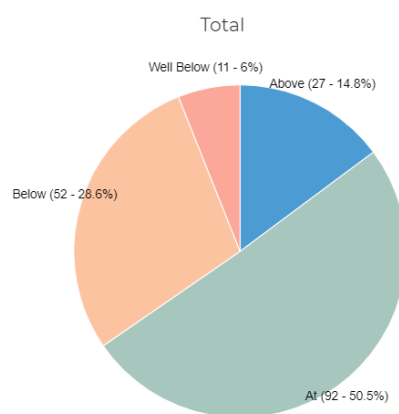
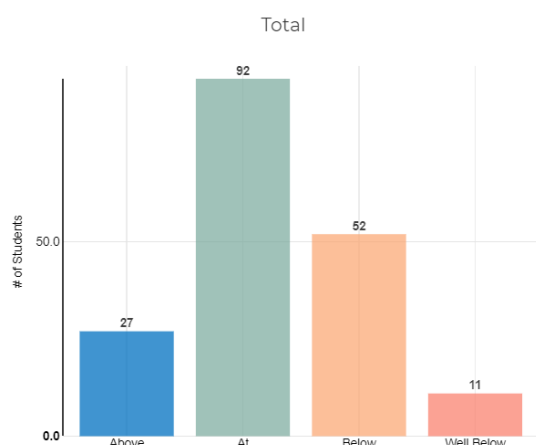


# 2020 Academic Progress - Maths

Our maths comparative data has shown the greatest increase in students moving from below expectation to 'At'. We still have seen movement in Well below Data with 2 students making accelerated progress and 5 students progressing from 'At' to 'Above'. We have seen some of the biggest accelerated progress in mathematics this year with 21 students improving to 'At'

## Maths Levels against National Expectation - Interim

	Above		At		Below		Well Below		At/Above		Below/Well Below		Total	
Total	27	14.8%	92	50.5%	52	28.6%	11	6%	119	65.4%	63	34.6%	182	100%



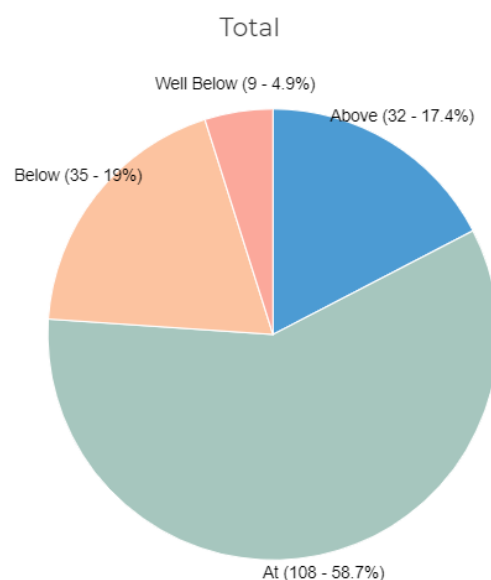
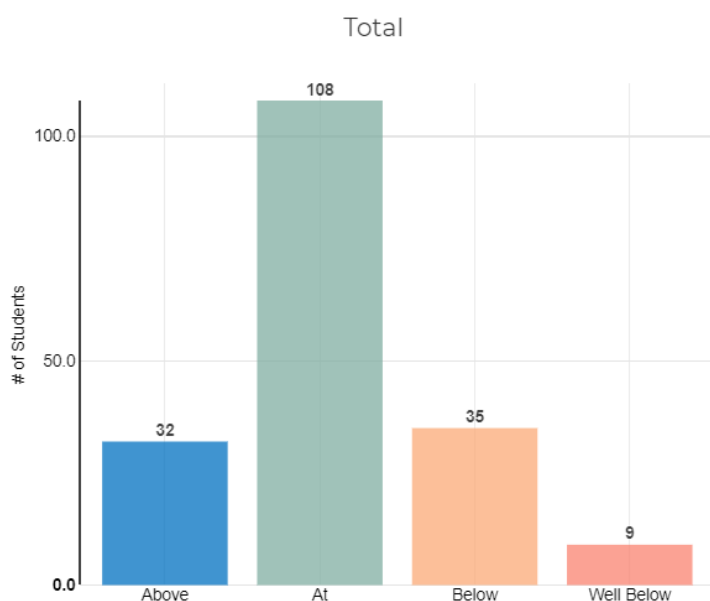
achieving at a standard expected of them.

In 2021 the school will be engaging in a ministry provided professional development in a programme called Developing Mathematical Inquiry Communities (DMIC) which offers a different way of approaching the learning and teaching of maths through collective problem solving. We look forward to what this programme and support will look like for our school in the coming years.

expectation and 10 students accelerating to 'Above' the national expectation. Overall 36 students (or 21.8% of the student population) made accelerated progress in Maths this year since the interim data was collected in Term 1. This is pleasing to see and instills confidence in the programmes being delivered in classrooms as the total At/Above percentage depicts that we have not met the goal of 80% At and Above but instead have 76.1% of students

## Maths Levels against National Expectation - Final

	Above		At		Below		Well Below		At/Above		Below/Well Below		Total	
Total	32	17.4%	108	58.7%	35	19%	9	4.9%	140	76.1%	44	23.9%	184	100%



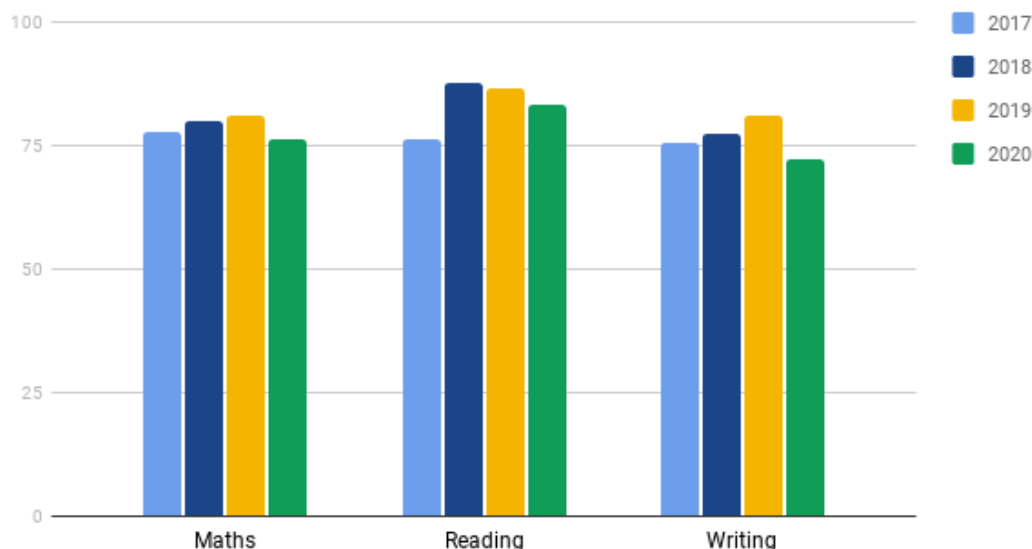


# Whole School Data Breakdown

This year there has been a noticeable shift in End of Year OTJ achievement levels and limited accelerated progress which we would typically see when we compare our interim data to our final results for the year. What we identified when comparing this data against the years before is that we have not maintained the school's goal of reaching our school-wide

## Annual Comparisons of 'At/Above' OTJ Data

Percentage of students 'At' and 'Above' National Expectation



On reflection and more critical analysis of this data there were a few factors that we have identified that play a noticeable role in this changing data.

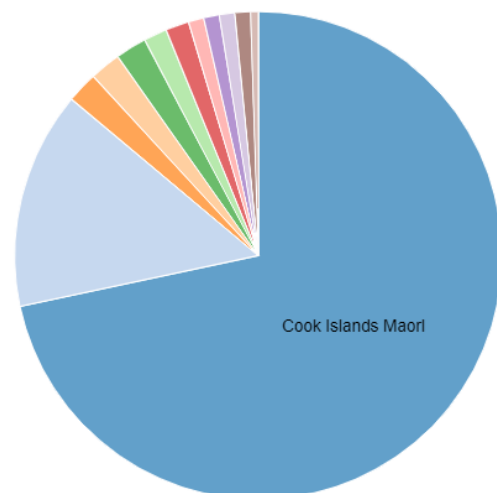
Firstly, there is the obvious implication of COVID-19 not only on the time of school in terms of teaching and learning that has been affected, but on the social and emotional well being of all members of our school. The toll on our community and on students learning is hard to measure and I do not believe we can

target of 80% of all students achieving 'at and above' in each curriculum area. As you can see in the graph above the data has shown a decline across all curriculum areas from the 2019 year. Where many of the other years we have seen improving numbers this year there has been a shift in trajectory.

## Increasing numbers of Cook Islanders on the school roll

### Ethnicity

Ethnicity	Count	Percentage
Cook Islands Maori	139	71.65 %
NZ European/Pakeha	28	14.43 %
Maori	4	2.06 %
Australian	4	2.06 %
Niuean	4	2.06 %
Filipino	3	1.55 %
African	3	1.55 %
Other Pacific Peoples	2	1.03 %
Other European	2	1.03 %
Polish	2	1.03 %
Indian	2	1.03 %
Japanese	1	0.52 %
<b>Total</b>	<b>194</b>	<b>100 %</b>



# Student Movement Implications

accurately quantify this impact in academic terms.

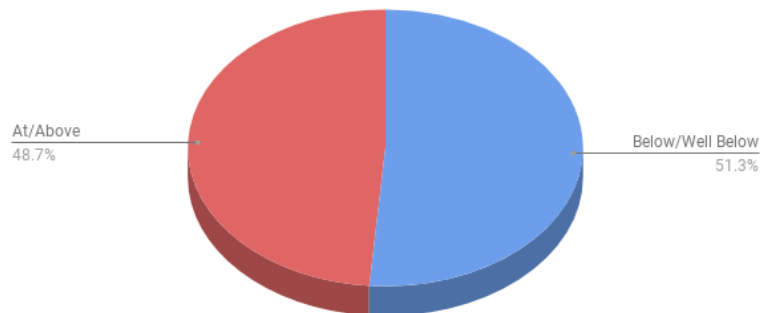
Secondly, what we can define is that we have increased our capacity to support students with additional needs and therefore have attracted more students with needs than we have before. Our cohort of students with additional needs has grown to 11 students across our

## OTJ Data against National Expectation - New students at ATUO

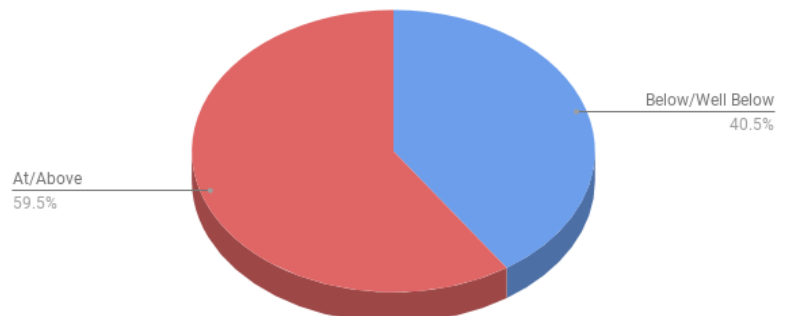
school which accounts for 5% of our school population. Many of these students are not subjected to our rigorous testing regime but formative assessment measures are used and Overall Teacher Judgments are made on how they compare against the national expectation which is reported in our school wide data. The majority of these students sit in the 'below/well below' category as they have goals that are more specifically adapted to their learning needs. With the removal of these students in the data set we see a noteworthy shift in numbers.

Thirdly, we see shifting numbers in our ethnic makeup as we have always had a transient school population and as families move local families are taking spaces in our school. In the past 24 months we have had 39 students (20% of our whole school population) join our school who have begun after Year 2. Many of whom have come from other local schools on Rarotonga and others who are expatriates moving to the Cook Islands. With a growing waiting list, students that have Cook Islands heritage are given priority and therefore, many Cook Island Maori students have joined our school, increasing our population from 60% Cook Island Maori (Jan 2019) to now 72% of the school-age population (Nov 2020). What is interesting to consider is the achievement data of these new students. To the right you can see three graphs which have compared the at/above to below/well below data of new students (excluding New Entrance, Year 1 or Year 2 students). With an influx of new students into the school there is also an impact on the school-wide assessment levels and this can be seen in the 'new student' data.

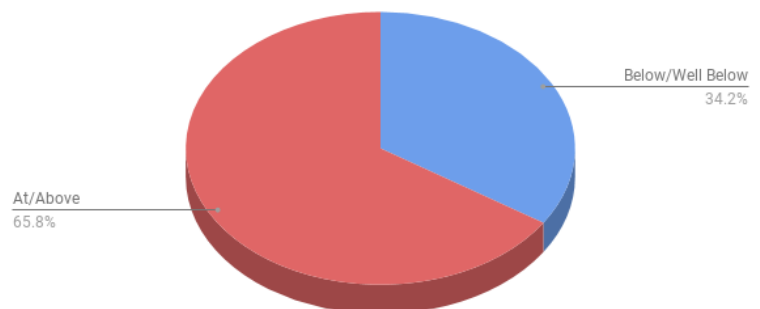
Writing OTJ - New Students (18.7% of Total)



Maths OTJ - New Students (18.7% of Total)



Reading OTJ - New Students (18.7% of Total)

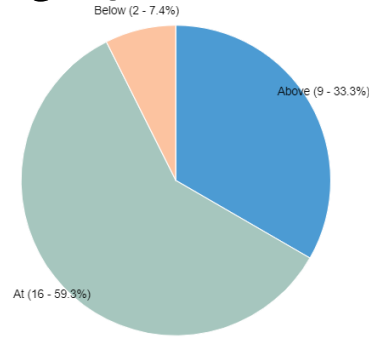
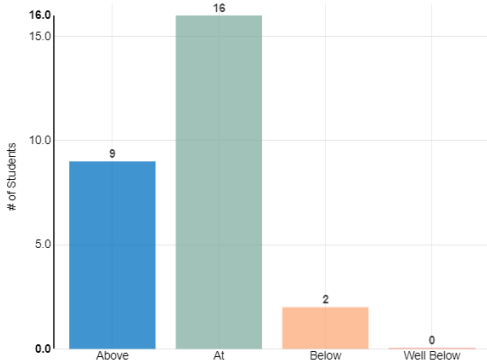


In particular you can see the in the first graph, which contrasts writing levels against national standards, that 51.3% of all new students are below the national expectation. This has a sizable impact on our overall school-wide achievement levels which is



# Writing Cohort Comparisons 2020

## NZ European Writing OTJ Data



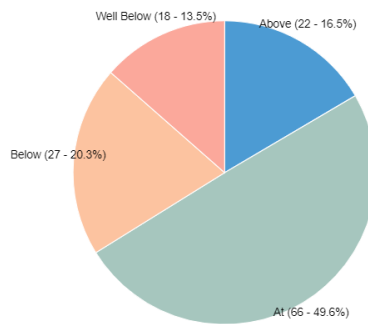
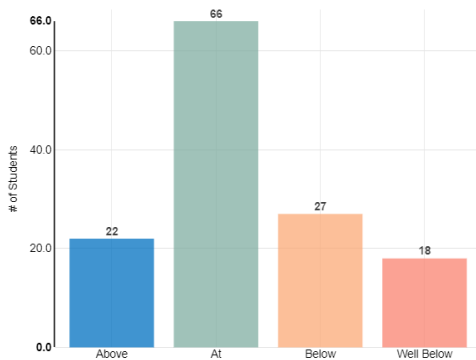
apparent this year. These 'new' students are required to make accelerated progress after they start at school to achieve at the national level expected of them, as set by the Ministry of Education.

On the left there is a breakdown of the two most populous ethnic groups and a gender comparison when it comes to writing levels against national expectations. As you can see there continues to be a discrepancy between male and female as we have seen year in year out.

What is also noticeable is the percentage breakdown between CI Maori and NZ European data in writing. 66.1% of Cook Island Maori students are achieving at/above their expected levels while 92.65% of NZ Europeans are achieving at/above their expected level.

What we can discern from this information is that, the group which require a different approach to learning the skill of writing is our Cook Island Maori boys in particular. There is a large number who still do not have the ability to meet the national expectation for their age in writing.

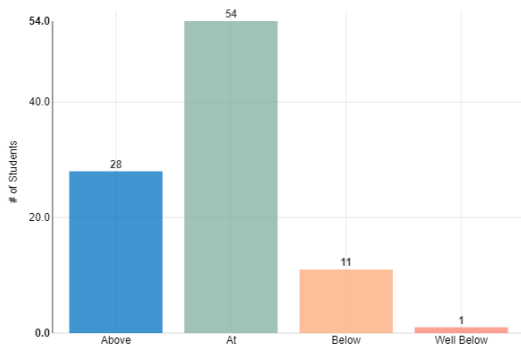
## Cook Island Maori Writing OTJ Data



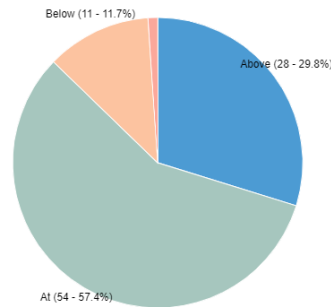
## Female Writing OTJ Data 2020

	Above		At		Below		Well Below		At/Above		Below/Well Below		Total	
Female	28	29.8%	54	57.4%	11	11.7%	1	1.1%	82	87.2%	12	12.8%	94	100%
Male	14	15.2%	38	41.3%	22	23.9%	18	19.6%	52	56.5%	40	43.5%	92	100%
Total	42	22.6%	92	49.5%	33	17.7%	19	10.2%	134	72%	52	28%	186	100%

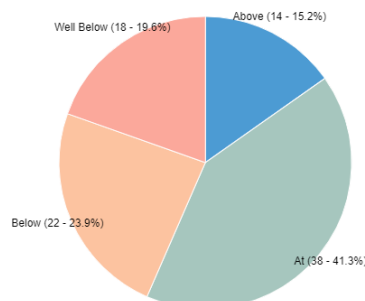
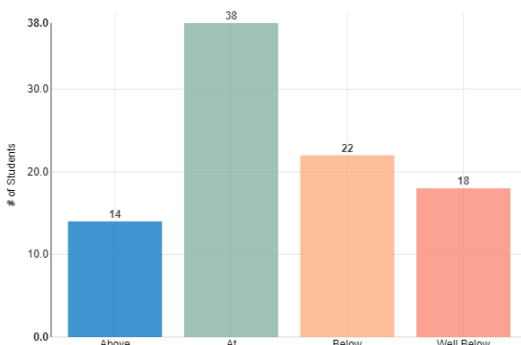
Female



Female

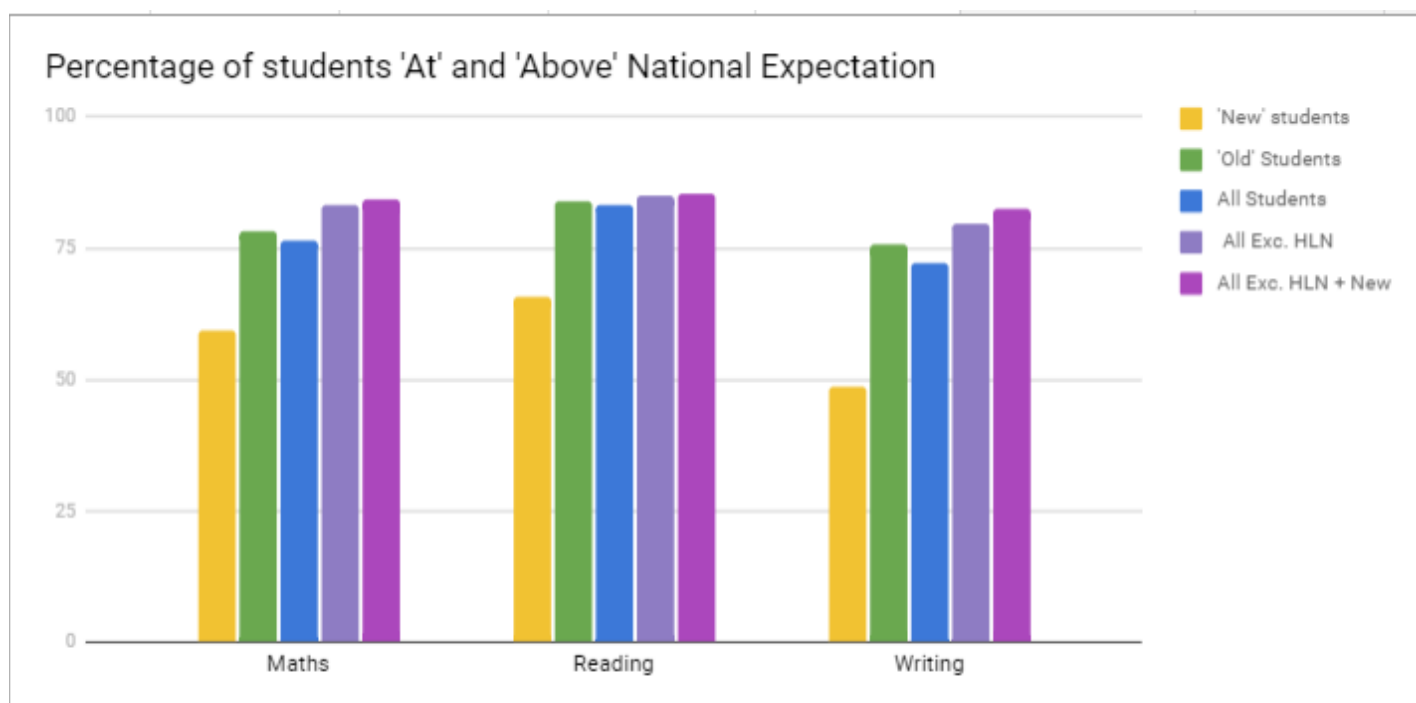


## Male Writing OTJ Data 2020



# National Expectations - Isolated

The below graph compares whole school OTJ data with different isolated cohorts. In particular it compares whole school data with all students, excluding High Learning Needs Students (HLN), and whole school data, excluding 'New' Students who have joined our school after Year 2 from another school within the last 24 months. This is an interesting comparison as it shows the data of students who have been in our school from their inception and have received an education solely from Apii Te Uki Ou. As the school attracts more local families we will continue to notice a trend similar to what we have seen this year.



	'New' students	'Old' Students	All Students	All Exc. HLN	All Exc. HLN + New
Maths	59.5	78.1	76.3	83.3	84.3
Reading	65.8	84.1	83.1	85	85.4
Writing	48.7	75.6	72.3	79.8	82.5

## Movement of OTJ Achievement Data within the school - Interim vs Final

The below tables show student movement across the indicators of how a student is achieving in comparison against the national expectation. 'Improved' reflects students who have learned at a rate faster than what is expected of them (accelerated progress). 'No change' means they have learned at a pace of progress expected and 'worsened' means that they have plateaued and not progressed as fast as their level is moving for their age.

Reading					Writing					Math				
2020	Improved	No Change	Worsened	Total 2020	2020	Improved	No Change	Worsened	Total 2020	2020	Improved	No Change	Worsened	Total 2020
Above	11	72	0	83	Above	15	27	0	42	Above	10	21	0	31
At	8	44	2	54	At	16	56	3	75	At	21	70	1	92
Below	3	10	4	17	Below	4	19	8	31	Below	5	25	4	34
Well Below	0	11	1	12	Well Below	0	15	2	17	Well Below	0	5	3	8
Total	22	137	7	166	Total	35	117	13	165	Total	36	121	8	165
	13.3%	82.5%	4.2%	100%		21.2%	70.9%	7.9%	100%		21.8%	73.3%	4.8%	100%



# 2020 Academic Achievement

## *Year level breakdown - End of Year OTJ*

### Writing - Cohort by Year

	Above		At		Below		Well Below		At/Above		Below/Well Below		Total	
1	4	16.7%	19	79.2%	1	4.2%	0	0%	23	95.8%	1	4.2%	24	100%
2	0	0%	14	66.7%	7	33.3%	0	0%	14	66.7%	7	33.3%	21	100%
3	2	11.8%	9	52.9%	3	17.6%	3	17.6%	11	64.7%	6	35.3%	17	100%
4	10	34.5%	14	48.3%	5	17.2%	0	0%	24	82.8%	5	17.2%	29	100%
5	10	43.5%	8	34.8%	1	4.3%	4	17.4%	18	78.3%	5	21.7%	23	100%
6	3	13.6%	11	50%	5	22.7%	3	13.6%	14	63.6%	8	36.4%	22	100%
7	7	36.8%	5	26.3%	1	5.3%	6	31.6%	12	63.2%	7	36.8%	19	100%
8	6	19.4%	12	38.7%	10	32.3%	3	9.7%	18	58.1%	13	41.9%	31	100%
Total	42	22.6%	92	49.5%	33	17.7%	19	10.2%	134	72%	52	28%	186	100%

### Reading - Cohort by Year

	Above		At		Below		Well Below		At/Above		Below/Well Below		Total	
1	3	12.5%	20	83.3%	1	4.2%	0	0%	23	95.8%	1	4.2%	24	100%
2	11	52.4%	6	28.6%	4	19%	0	0%	17	81%	4	19%	21	100%
3	8	44.4%	4	22.2%	3	16.7%	3	16.7%	12	66.7%	6	33.3%	18	100%
4	18	62.1%	6	20.7%	5	17.2%	0	0%	24	82.8%	5	17.2%	29	100%
5	12	50%	8	33.3%	1	4.2%	3	12.5%	20	83.3%	4	16.7%	24	100%
6	13	59.1%	6	27.3%	0	0%	3	13.6%	19	86.4%	3	13.6%	22	100%
7	9	47.4%	5	26.3%	2	10.5%	3	15.8%	14	73.7%	5	26.3%	19	100%
8	14	46.7%	12	40%	3	10%	1	3.3%	26	86.7%	4	13.3%	30	100%
Total	88	47.1%	67	35.8%	19	10.2%	13	7%	155	82.9%	32	17.1%	187	100%

### Maths - Cohort by Year

	Above		At		Below		Well Below		At/Above		Below/Well Below		Total	
1	0	0%	23	95.8%	1	4.2%	0	0%	23	95.8%	1	4.2%	24	100%
2	0	0%	17	81%	4	19%	0	0%	17	81%	4	19%	21	100%
3	2	11.8%	10	58.8%	4	23.5%	1	5.9%	12	70.6%	5	29.4%	17	100%
4	10	35.7%	14	50%	4	14.3%	0	0%	24	85.7%	4	14.3%	28	100%
5	6	26.1%	13	56.5%	3	13%	1	4.3%	19	82.6%	4	17.4%	23	100%
6	1	4.5%	13	59.1%	6	27.3%	2	9.1%	14	63.6%	8	36.4%	22	100%
7	2	11.1%	7	38.9%	5	27.8%	4	22.2%	9	50%	9	50%	18	100%
8	11	35.5%	11	35.5%	8	25.8%	1	3.2%	22	71%	9	29%	31	100%
Total	32	17.4%	108	58.7%	35	19%	9	4.9%	140	76.1%	44	23.9%	184	100%

## Part 2: SCHOOL PERFORMANCE IMPROVEMENT

**This section focuses on how well our school is currently positioned to deliver quality education, through leadership, key relationships and professional development.**

### Leadership, Direction and Delivery

*Written account of:*

- *Leadership and Management – outline and description of responsibilities shared amongst staff, SMT/ SLT responsibilities and how these are developed.*

- *Values, Behaviour and Culture – key values of school, vision etc.*

- *Summary of Supporting Reports – HoFs, HoDs, Syndicate Leaders, PNs, guidance, pastoral staff etc. Identifying particular strategies, achievements and issues from reports. Note: individual reports may be annexed to this report.*

- *Strategic Leadership - monitoring of the school's annual plan (how is this done?)*

- *Improving Efficiency and Effectiveness – Outline practices for teaching and learning review & evaluation, data analysis, moderation practices. How is this done?*

### COVID 19 - A change of Plan

This year COVID 19 made a surge across the globe and the Cook Islands responded with a plan of how to ensure the health and safety of everyone was put first. This meant that the school had to bust into action to prepare for the potential situations that may have occurred. The MOE brought the holiday period forward by 1 month making a 12 week term 8 weeks and we were able to gather the resources we need and prepare for home-base learning. Although we did not get

a case of COVID in the country we were prepared for this situation. These resources we prepared did not go to waste. Many students were quarantined in NZ before returning to the Cook Islands who needed to be taught remotely. We coordinated a Home based learning programme that parents would be able to help deliver as teachers still remained teaching their classes here in Rarotonga once the extended (4 Week) Term 1-2 holiday finished. Please see the school wide approach annexed to this report.

### Curriculum Implementation Plan

This year we have been developing our Curriculum Implementation plan. This document is becoming comprehensive and would benefit from MOE independent advice on what is required before we finalise this document. I have added some pages to this annual report to help gauge the direction we have taken as a school. Thanks to Liz at Apii Nikao we have used their document as a reference to help us start pulling the pieces of this together.

### Curriculum Mapping Document

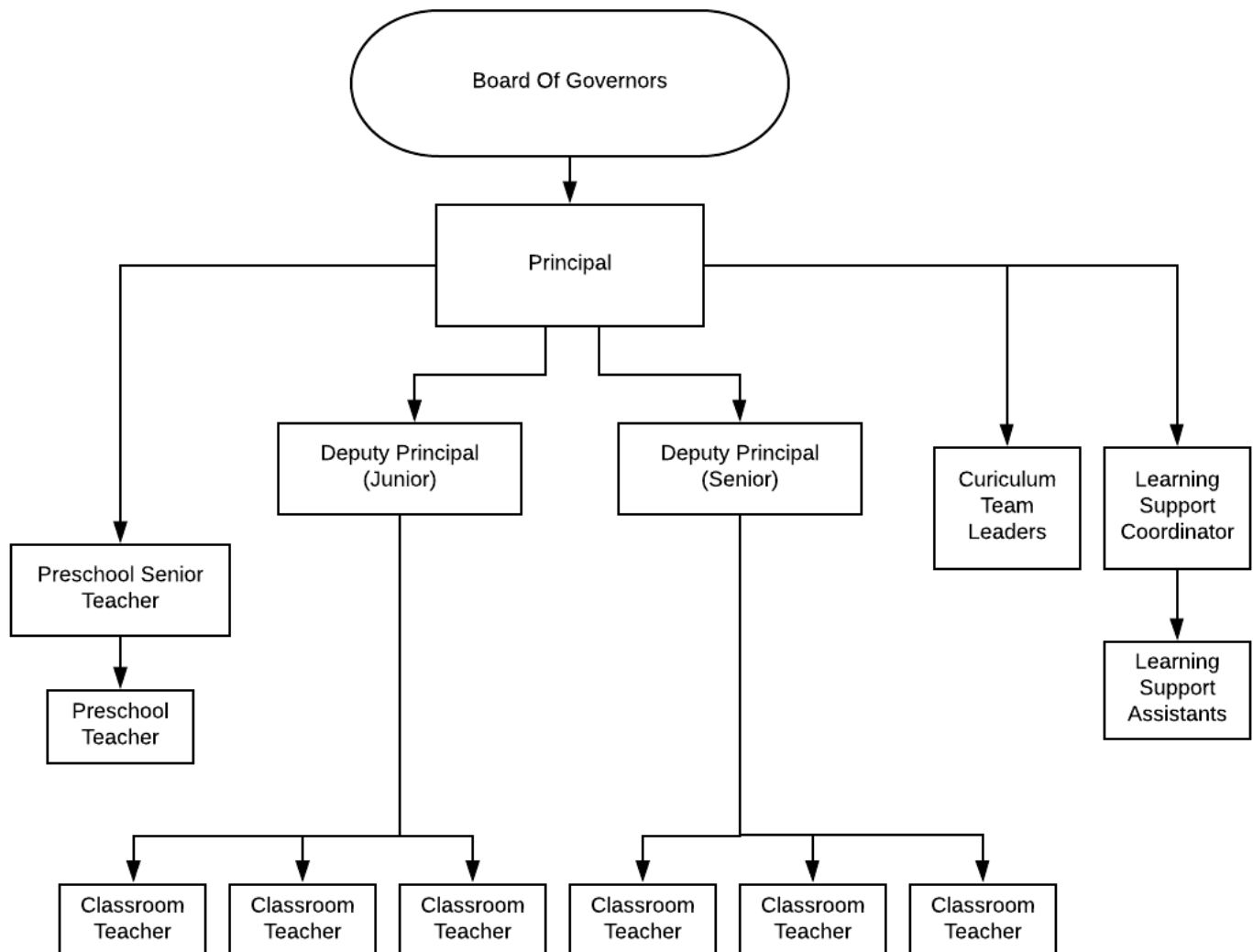
Curriculum Maps has been an integral piece of our teaching puzzle this year with a clear idea of what has been covered over the year. The staff that have an inquiry approach to learning find teaching "units" of work non-conducive to creating a teaching space where children can be the drivers of their own learning and follow their passions and interests. The curriculum Map has allowed the leadership team the ability to track more accurately what has been covered throughout the year and more importantly what areas of learning need to be taught in the future to ensure a well balanced curriculum.

### External Relationship



# Apii Te Uki Ou

## Leadership Structure



### Leadership Structure 2020

Success: The structure of leadership this year involved the remaining Curriculum and Assessment Deputy Principal in addition an Assistant Principal was employed to oversee the syndicate leadership responsibilities . The school also maintained it's Curriculum Lead teams this year which were deemed more successful. The role of the teams and the actions they took throughout the year proved they were more effective than 2018 and I look forward to seeing how they develop in 2020. Time is always a barrier in Education and as there are many administrative tasks to complete time and pressure on staff to make the deadlines set by the management team will always be a challenge.

*Written account of:*

- *Engagement with the Community*
- *Collaboration and Partnerships with Stakeholders*  
- other schools, other agencies, NGO's, private sector, etc.
- *Experiences of the Public – what does your community think of your school and how do you know?*

## Staff Induction

One of the challenges we have faced with a shifting staff through the middle of the year is that these staff did not receive the same level of induction that was provided to all staff at the beginning of the year. This has meant that there are certain things we do as a school that are not completed by these staff members. Such things include having a clear understanding of our expectations in relation to communicating with parents. This has resulted in parents getting a different experience than they typically would in a number of areas. We received some feedback regarding parents feeling that we did not clearly communicate the challenges of their child before the end of the year and this has come from one class in particular with a new staff member. We will look at how we can improve upon this in 2021.

## School 2020 AGM

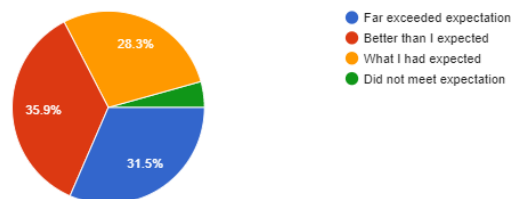
This year's AGM was a well represented meeting with a significant number of parents in attendance. This year proxy votes were used by a few of the applying board members. Families that were not able to make the event are able to vote by proxy. This however meant there was a long wait to tally up the votes. The Board of Governors will address this challenge in 2021.

## Feedback from Community

At the end of the 2020 year we collected some feedback from parents after their Student Led Conferences. The graphs on the right are how our families responded to the questions we asked. Two points that we were especially interested in were how well families felt we responded to COVID in 2020 and also how families have

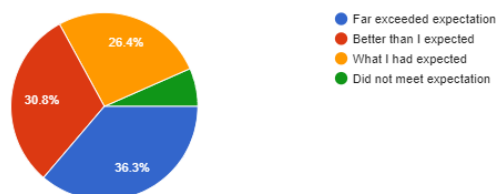
How well did our 'reporting to families' meet your expectation? (Goal Setting, Teacher interviews, SLC, Reports)

92 responses



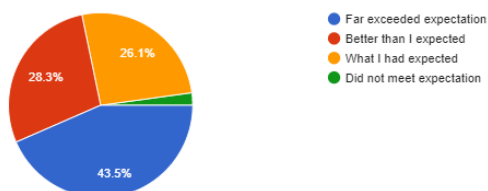
How well did we as a school communicate over the course of the year? (FB, Email, App, Newsletter, Website, etc.)

91 responses



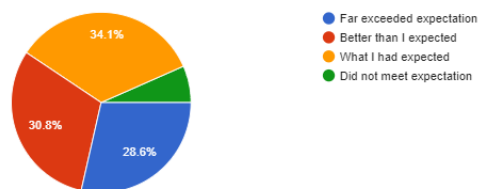
How well did we involve families in the school this year? (Funky Fridays, Community Umu, Gala, Productions, etc.)

92 responses



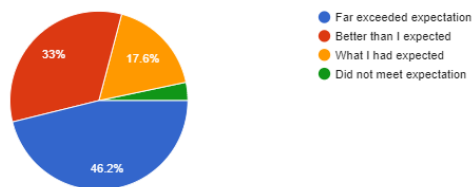
How well have we communicated both successes and challenges for your child/ren over the year?

91 responses



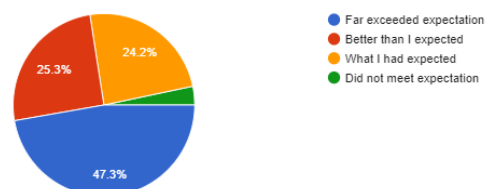
How well has the school managed the impact of COVID-19 on learning and wellbeing for your child/family?

91 responses



How well has the school upheld its mission of 'providing an inclusive, nurturing environment while challenging students to excel in a changing world'?

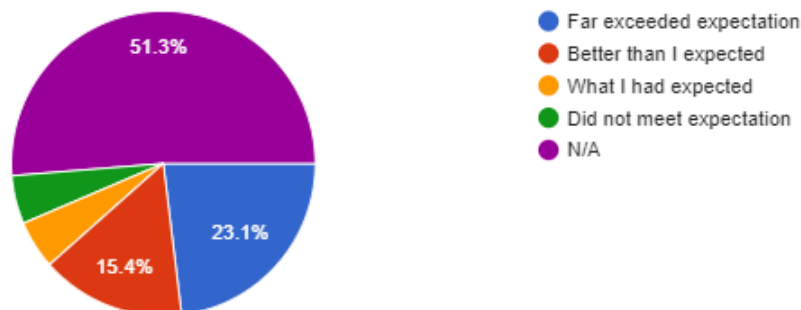
91 responses



experienced their child's transition in comparison to their personal expectations. We were able to celebrate that 79.2% of families felt like we performed above their expectation. While only 3.3% of all surveyed said we did not meet their expectation of managing COVID 19. When it came to our transition processes we had a smaller sample

If you are a new parent in 2020 - How well supported have you felt through your child's transition into school?

39 responses



size for reference. Out of our new families that completed the survey only 2 families felt like our transition process was not up to their expectation yet 17 families surveyed had a positive experience and noted we either met or exceeded their expectation in this area.

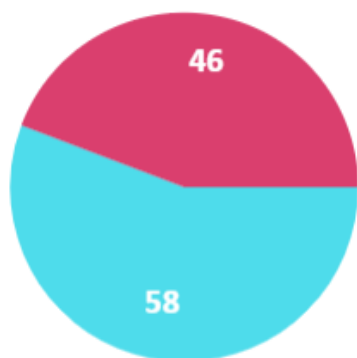
## ATUO App Users - 2019 vs 2020

2019

2020

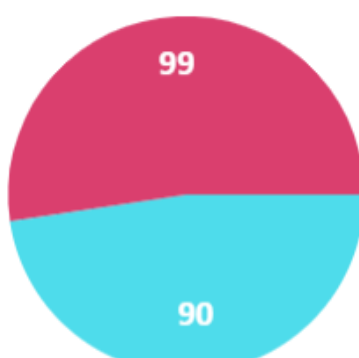
Registered app users.

Registered app users.



iOS Users  
Android Users

Total app users: 104



iOS Users  
Android Users

Total app users: 189

## People Development

Outline of:

- A summary of how the school used the five PD days and an evaluation of their effectiveness in relations to achieving the school goals.

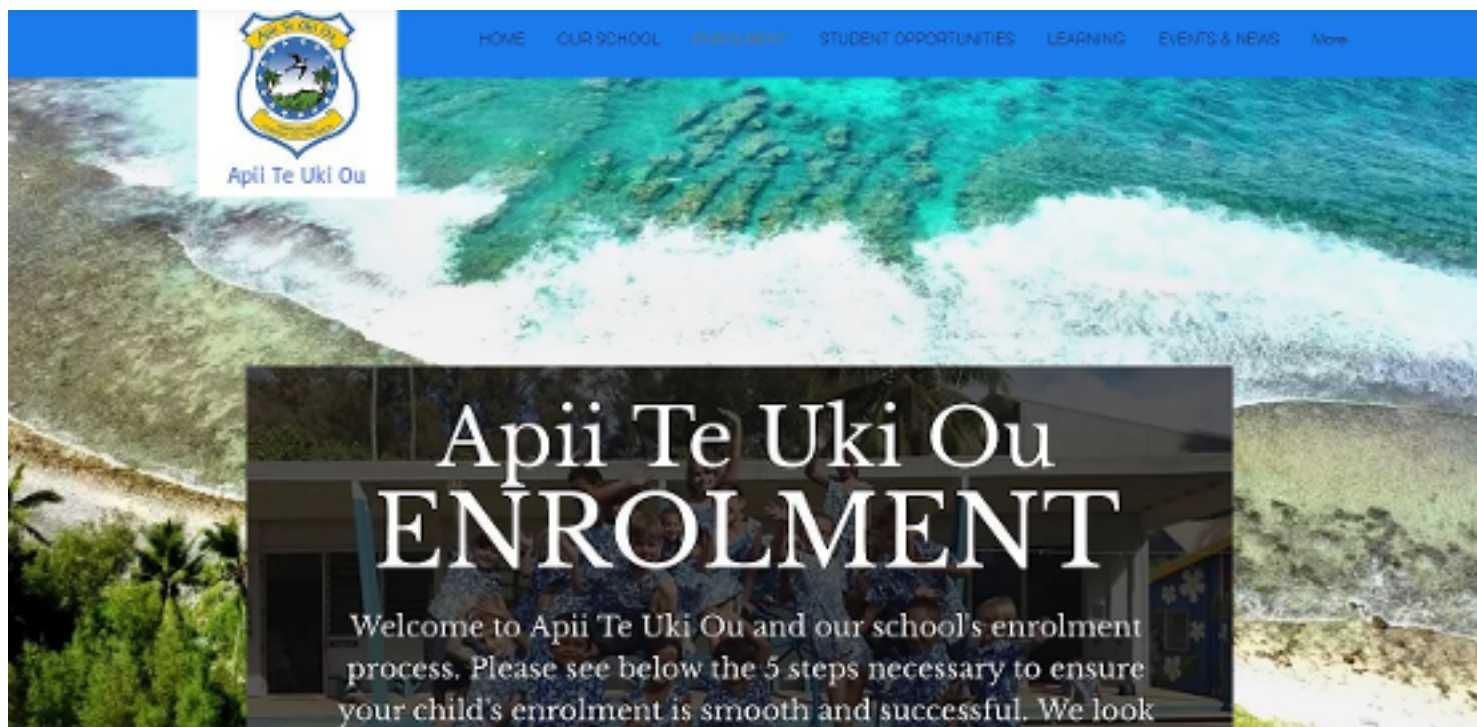
- Provisional PD plan for following year - Identifying internal PD offered by the school, support needed by MoE, how will effectiveness of PD be measured?

## Access to Leadership PD - Did not occur (COVID-19)

This year we planned to continue with leadership professional development to ensure the school was gaining momentum in this area and building on a strong 2019. Unfortunately with the financial impact of COVID 19 this was







one of the areas that was suspended until we understand the extent of the implications COVID 19 will have on our island community and school.

### **Access to Grief counseling and Grief management**

With the loss of two staff members at the start of Term 2 to illness and the uncertainty of the life of Grace Archer, the staff were in school and a state of grief as no one understood what the outcome of her illness would be. This had a negative impact on the emotional well-being of our team and although we pulled together to try and support all staff through this time the leadership felt we needed addition coping mechanisms for our staff and potentially strategies to support our students who were also coming to terms with the loss of their teachers. Mark Henderson and Sharleen Atai both attended a session to help

guide us through the emotions and suitable management strategies we could employ in the school.

### **Student Teachers - 4 Student Teachers**

In 2020 we were very fortunate to attract 4 student teachers. Over the past 5 years we have not attracted any student teachers from the Cook Islands Teacher Training Programme. We have had the pleasure of mentoring 4 fantastic budding teachers and we are excited to say that we have 2 more who have identified they will be interested to attend our school and learn from our teachers in Term of 2021. This is a relationship we would like to foster as there is a pathway for both students to access highly qualified staff and the school may be able to segue these trainees into long term teachers for the school. We want to recognise Renall, Marie,

Anjima and Makiroa for their time and effort teaching our children.

### **Professional Development**

This year we have continued to push ourselves to engage in the Professional development necessary to address the needs of our learners. With a new set of teachers every year our PD plan is a great way to help teachers get up to speed with the 'way we do things' below are some of the areas we have committed our time to improve our practise across the school.

- PB4L - classroom Culture
- Writing - Sheena/Louise
- Maths - Numicon
- Student Centred Learning
- Learning Progressions

### **Professional Connection with Takitumu School**

This year we have strengthened our learning community by engaging in

professional development with Takitumu school. The school shared in their knowledge of Te Reo Maori and hosted Saireni Poila over a number of weeks, on a weekly basis, in Term 1 and 2. In Term 2 we returned the favour and hosted every teacher for a day. Carly Ave released her staff to come and see our classes in action to collect and share in resources and ideas that we were using that they might find relevant.

### Communication with Parents and Families

This year we have increased our methods of communication and communication activity. All classes were requested to have a tool for online communication either using Facebook, or similar to keep families up to date with what is happening in the class on a weekly basis. The school invested in the development of a school app this year which we used again for the second year and have had 104 downloads



across our parent population so far. This holds information such as term dates, school calendar, staff contacts, recording absentees and more. Other communication involves school/office emails, termly class newsletters, fortnightly school newsletters and our school Facebook page and website.

We are impressed with the engagement of our external community on our school website where many family members and wider community

are able to receive relevant information about our school without engaging with us directly.

This website is a more modern user friendly website with more relevant information for community members. We have developed a page within this website dedicated to supporting our families with challenges they may come across over their time raising children. We also have the ability to communicate through this website for non school members who would like to inquire.





# Chairperson's Report 2020

Apīi Te Uki Ou's 2020 Annual General Meeting was held at the school on March 9, 2020. The AGM is always a well attended event, and this year was no different. A slightly different process for the election of the Board of Governors was followed this year, with the school community being introduced to nominees via school notice in the days leading up to the AGM.

Following the AGM the elected Board comprised of the following returning members: Tony Fe'ao (Chair), Miranda Doran (Treasurer), Marina Short, Jenna Tere and Romani Katoa. Five new members were added to the 2020 Board: Karla Eggelton (Vice Chair), Rebecca Tavioni, Sandrina Thondoo, Liana Nicholas and Erin Mitchell.

The members represented a good cross-section of the school community, with our new members adding a wealth of experience in key areas of HR, policy, personnel and fundraising. 2020 was shaping up to be a fantastic year for the Board of Governors.

In March, with the announcement of border closures and imminent threat of COVID-19, it was clear that 2020 was going to be a challenging year for our school. Addressing the challenges posed by school closures, and financial uncertainty for much of our community, became our top priority. An amended budget was prepared by Treasurer and BOG taskforce, with the assistance of the Principal. Priority was placed on providing a strong education for our students whilst carefully balancing prudent spending in uncertain times. The BOG waived school fees for the two weeks of government-enforced school holidays, and staff quickly pivoted to create online teaching models. With the support of the school community, Apīi Te Uki Ou fared well in 2020 in spite of COVID-19, and we are in a strong financial position going into 2021.

The school community showed its warmth and generosity with the unfortunate illness to Grace Archer. The BOG Fundraising Subcommittee raised approximately \$7,000 to support travel and medical expenses. The concern, thoughts and prayers that were shared for Grace and Theo were greatly appreciated and are made a positive difference.

The key highlights from the 2020 Board include:

- COVID-19 response
- Approval of ATUO 2020-2022 Strategy Document
- Updating and enhancement of a number of school policies including enrolment and onboarding procedures
- Adoption of two key documents - Board of Governors: Roles and Responsibilities and ATUO Members Code of Conduct
- Exceeding Fundraising targets for 2020 - Continuing support of school Art Extension classes – resulting in successful Art Auction fundraiser, School Gala;
- Securing new teaching staff hires for 2021;
- Extension of Principal contract into 2021;
- Significant progress in Personnel/HR process and procedure
- Continued improvements to school infrastructure and security;
- Staying within amended COVID-19 financial budget
- Resilience of our school under trying circumstances
- School Community Response to support Grace and Theo and fundraiser



In closing, I would like to acknowledge the work of the 2020 Apīi Te Uki Ou Board of Governors. The diverse range of experience and skill of the members that serve on our Board each year, always astounds me. I appreciate the time, expertise, personal resources and 'informed opinions' you give to improve our school. Thanks team!

Thank you to our community. You have shown immense heart and resilience during these times. Thank you for supporting school fundraisers and activities, keeping up with school fee payments and continuing to trust Apīi Te Uki Ou with your children's education. Meitaki Maata.

I would also like to commend Principal Mark Harris, the ATUO Leadership team and all of our staff for continuing to provide a vibrant, fun and substantive learning environment, in spite of the challenges of 2020. The school has benefited greatly from your hard work and commitment to our children. We look forward to another successful year in 2021. Tei Mua Tatou!

Te Atua te Aro'a

Tony Fe'ao

2020 Board Chair





# CURRICULUM REPORTS





## Mathematics Team Report December 2020

### Rationale:

This report is written to highlight the actions undertaken and the progress made in relation to the key learning area of Mathematics.

### Team Members:

Donna Watson, Frances Brown, Zac Moran and Brittany Reekie

### Goals

- For the team to act as leaders of this curriculum area. To support colleagues in their professional learning and teacher practice. We would like to create opportunities to share knowledge (of apps, research, good practice, ways to teach particular aspects of maths) as well as ensure that the school

is well resourced with equipment for the teaching of maths.

### Action Plans

Key points in the action plan from 2019:

- Problem Solving

Have more of a focus in Term 1 around how our teaching of Maths at ATUO is developing. It would be good to explicitly discuss problem solving Maths and how we are keen to make this a focus of our pedagogy (There are also indications from colleagues at Avarua School that this kind of approach is one that the MOE are promoting) . An opportunity to collaborate on creating a shared bank of problems would be helpful to provide resources for staff, but also support staff new to this approach. This should be ongoing throughout the year.



- Focus on Maths PLD as a staff meeting in Term 1, sharing new resources (Numicon sets 1 per buddy classes) and recently purchased books by Jo Boaler to create a conversation around maths teaching.
- Purchase more hands on Maths equipment for construction.
- Purchase more hands on Maths equipment to help with the teaching and learning of fractions, proportions and ratios early in the year. Could use the document linked above to support purchasing.
- In our Teacher Only days we discussed what makes a successful maths lesson. Our focus was on how the teacher can make a difference. Big focus on word problems and unpacking vital information from a problem is a key part of maths. While we are not on the DMIC programme this year, we have been assured we will be in 2021.
  - We had a Zoom session with Margi based on Numicon - great information and the website is great to get teachers started.

"successful professional learning and development session we attended with Margie Leech - Numicon."

<https://www.numicon.co.nz>

## **Actions Completed**

- Making a plan and ordering equipment was carried out.





- Resources for fractions are in the order waiting to be shipped.

with basic equipment in each room.

## **Barriers to Progress/Weakness**

- Equipment - the order from 2019 wasn't actioned, so we have had to share/spread resources this year. The 2020 order has been placed, but not arrived for this year due to Covid-19 and shipping costs.
- PLD - lack of opportunities. Even within our staff we could have run our own refreshers at staff meetings. Some teachers feel reluctant to share what they are doing, but with regular sharing at syndicate level this would enable teachers to hear about different teaching methods.
- Storage of equipment. Maths trolleys

## **Successes**

- Some teachers made maths their personal inquiry goal, which meant their focus was on upskilling or enhancing their maths programmes.
- Collaborative teaching - teachers working together to create maths plans or combining classes to teach concepts.
- Numicon and the PLD with Margi Leech was great. She is keen to continue and help wherever she can. Her email [margie@edushop.nz](mailto:margie@edushop.nz)
- Splitting class into smaller groups with the use of TAs and Student Teachers has enabled more time with teachers to consolidate knowledge and

strategies.

- Specific target teaching - fractions and terminology in maths has been a focus.
- Donna worked with the Maths Advisors at the Ministry to create a Maths Week which involved every school in the Cook Islands. It was fun and successful. Seniors split into 5 groups for rotations. Juniors enjoyed having a daily maths question based on patterns and it brought to our attention the need to do more word problems.
- Mixed ability grouping and using buddies to peer teach.

## **Recommendations**

- At syndicates having more focus on maths for a session - teachers being honest and saying where their gaps are as others can assist or share resources. During this time have a concept as a focus and everyone brings an

idea, website or app they can share with the group.

- Staff meeting - sharing apps or websites that are fabulous.
- Prototec [maths.prototec.co.nz](https://maths.prototec.co.nz)
- Basic facts - part of homework from Year 3 up
- Containers with equipment for volume or measurement in the resource room. This equipment is not used frequently. The off strand topics could be timetabled to ensure the equipment is available.
- Having maths programmes put on the Ministry server that can be accessed offline.
- Possibility of a Maths Fair next year run by the Ministry Advisors, would recommend the Maths Curriculum leader be in regular contact with the Advisors to be fully involved in this event.

### [Maths survey](#)

Report completed: 28th November 2020

By Donna Watson



## Literacy Team Report 2020

### **Rationale:**

This report is written to highlight the actions undertaken and the progress made in relation to the key learning area of literacy. Literacy is commonly broken into the specific teaching areas of reading and writing.

### **Team Members:**

Kim Noovao (Team Leader), Shannon Harris, Emily Hatch, Theo Warrick, Grace Archer (both Theo and Grace left Term 2), Sophie Malone and Stu Ensor took their place from Term 3.

### **Goals:**

- A school wide strategic goal based on assessment data was that of focusing on improving boys achievement in writing.

- Spelling

Use your allocated resources

Develop ATUO progression for using SUS

Sounds like fun with Yolanda Soryl (Phonetics)

That all classes use the Switched onto spelling up to Yr 6

Junior school to be taught onset and



rhymes

Continue to upskill new teachers coming in to use the resource and assessments.

- Writing PD

To follow up after Shenna and Lousie and use staff meetings as PD time similar to the way they have run

Kim to continue with LEAD teacher for the school cluster with Sheena and



Louise

- Book Room

Book Room - continue to organise

Orange up - readers to be purchased (non-fiction)

Novel sets to be purchased for senior school

Stick to your students levels for reading

- Other

Avaiiii - for senior school

Outdoor ed experiences to motivate writing

Continue writing moderation

- Recount mid year (in juniors)
- Narrative T2/4

- Library Stock

Purchase novel sets and books of interest from students wish lists

## **Action Plans:**

Key points in the action plan for 2020:

- Plan and prepare Writing extension
- Finding the right assessment for above readers
- Sorting the book Room
- Develop the school wide spelling programme with teachers to plan

- and teach with their buddy class
- Purchase novel sets
  - Plan Book Week
  - Support teachers with Speech competition - rubrics to be adjusted
  - Keep PM testing kits full of copies
  - Writing enrichment to support boys motivation for writing through 'Thoughts on Thursday'
  - Writing moderation- whole school
  - Spelling for homework - all classes need to send home spelling books for homework

Ordering for novel sets and library

## **Actions Completed:**

- The book room was kept fairly tidy throughout the year thanks to TA time being used effectively and Tokerau Jim offering his workers to come in and give time to our school
- Purchasing of novel sets- we have spent
- Thoughts on Thursday's programme planned and successfully run for eight weeks in Term 3
- Senior and Junior school speech competition







- PM testing kits kept up to date
- Whole school writing moderation

their classes, organisational issues and busy timetables

## **Barriers to Progress:**

- Covid - capped spending, we had to be cautious with our spending. We decided to leave the colour wheel books that need purchasing until next year
- Writing extension did not take place due to Theo leaving with Grace being unwell
- Book Week - lack of communication from the new advisor at The Ministry of Education, we did not receive the information until too late. An administrative emailing issue
- Some teachers did not successfully implement a spelling programme in

## **Successes:**

- Whole school moderation of writing
- Speech competitions across the school
- Thoughts on Thursday - Writing enrichment programme
- Spelling planning shared
- Book room has been kept tidy throughout the year thanks to TA's spending time there
- PM testing kits have been kept up to date thanks to Shan using TA admin time when students have been away

Written by Kim Noovao





# ATUO Sports Report 2020

Lead Teacher: Zac Moran

## **Rationale:**

This report is written to highlight the actions undertaken and the progress made in relation to the learning area of Pe and Health this year at Apii Te Uki Ou.

## **Team Members:**

Donna Watson, Stuart Ensor, Theodore Warrick, Sareni Poila, Zac Moran

## **Team goals (Co-constructed at first meeting):**

For the team to act as leaders of the PE curriculum area and support other staff members with any development they need in any areas. To organise and run smooth and successful sporting events throughout the year.

## Goals

- Successful Athletics Day
- More Athletes competing in Prince of Wales
- More participation and competition in Rising Stars
- Organise \$1,000 worth of sports gear for our school
- Continue with the Sailing program
- Run a successful Triathlon.

- Purchase key pieces of PE equipment that we need
- Train early and get more interest in sports leading up to Rising Stars
- Plan and run a successful Triathlon
- Maintain relationship with Rarotonga Sailing Club.

## Actions Completed

1. Start Athletics training early

Our seniors started training at the beginning of Term 3 with weekly rotations, which gave them 8 weeks to prepare for Athletics.

## Action Plans

Key points in the action plan for 2020:

- Start Athletics training early







"Teacher's parents and school leaders provided excellent supervision and safety of the critical water course and transition areas"

1. Purchase key pieces of PE equipment that we think we need

As we were unable to get in touch with a provider that could ship cheaply, we were unable to get the gear we wanted. We can get a bigger shipment next year, as we still have \$1,000 that wasn't used from 2020.

1. Train early and get more interest in sports leading up to Rising Stars

There was no rising stars due to Covid, however, there was a Quick Rip competition. We trained for 8-10 weeks for this event, our boys came 2nd and our girls 4th, great result.

1. Plan and run a successful Triathlon

As a team, we organised and ran a very successful Triathlon, with all children participating and a fun parents and teachers race competing against our top students.



## 1. Maintain relationship with Rarotonga Sailing Club

Our senior school had an 8 week sailing program in Term 2 that was fun filled and very engaging for our students.

## **Barriers to Progress**

- Suppliers with shipping the gear
- General P.E teaching, not many large balls to use
- No Prince of Wales this year due to Covid
- Structure of points system for top athletes in athletics
- Juniors - Very little sporting opportunities offered
- No PLD with sport for our teachers
- Turnover of staff for PE team next year.

## **Successes**

- Variety of sport being offered
- Quickrip coaching from Cook Island Rugby, coming 2nd overall
- Students more confident in the water

due to our swimming and sailing programs

- New Athletics format - rotation system
- Gymnastics for Special Education run in pre school
- Triathlon was an amazing day

## **Recommendations**

- Look over Athletics points system
- Needs to be some open events for Junior, Intermediate and Senior to find Top Athlete
- Juniors - At least one provider outside of school to teach kids some sport
- 4, 5, 6 and 7 year olds compete at Athletics, 3 year olds have a fun day
- Record distances and times for top 3 throwers, sprinters and jumpers
- Use house colours
- Year 7&8 want less sporting opportunities, share them around the school

Report completed: 27th November 2020





# E-LEARNING AND ICT

## CURRICULUM REPORT 2020

### **Rationale:**

This report is written to highlight the actions undertaken and the progress made in relation to the key learning area of ICT.

### **Team Members:**

Donna Watson, Brittany Reekie, Kim Noovao, Sophie Malone and Grace Archer





The team for 2020 was initially led by Grace Archer. At the start of each year Apiti Te Uki Ou have new staff to introduce to the systems used, create passwords and to ensure they have access to all school systems. This means Term One is heavily involved with the sorting of technical issues. Donna became the lead of the ICT in Term 3 and had two new staff to assist and introduce to school systems.

### Goals

- To monitor how ICT is used across the school.
- To assist teachers with technical issues.
- To maintain the assets via the asset register
- Introduce a school wide digital technology agreement for school

### Action Plans

Key points in the action plan for 2020:

- Purchase additional iPads - Senior classes to have a set of iPads (4 each) for students.
- Have routers reconfigured to enable Chromecast connection (Chromecast

1st gen need to use 2.4 GHz WiFi band, not 5 GHz) - MOEteam to do.

- Update the asset register
- Survey teachers regarding ICT in their class.
- Create an [ICT issues](#) google doc that all staff can contribute to.

### Actions Completed

- Routers reconfigured.
- Asset register partial update.
- Teachers were surveyed to see how they were using their laptops, TVs and iPads in their classrooms. We asked the following questions:

1. How are you using technology in your class?
2. What success have you had with technology this year?
3. What barriers are there to you using technology?
4. What resources or assistance would you like to have?

- A google sheet form was introduced to record any issues for staff members and record when the issue was solved.



## **Barriers to Progress for Action plan**

- Covid-19 meant we put a hold on making big purchases such as the 16 iPads in the senior classes.  
However, each senior teacher had use of an iPad in 2020.
- Many teachers did not complete the ICT issues document, which meant we haven't collected a true indication of the ICT needs at school in terms of technical issues.

- We feel not all ICT items were handed in for the asset register to be fully completed and will do a final check in Week 8 when all resources are collected to be stored over holiday break.

## **Successes from the Action Plan and throughout school**

- Most teachers completed the ICT survey, which will greatly assist the ICT team of 2021.
- Learners are becoming more skilled at taking photos on the iPad.



- Higher level of engagement with learning on the iPads.
- Creating Flipgrid videos and codes for science unit.
- The introduction of StepsWeb.
- The TV is great for displaying prompts, plans, exercise and general teaching.
- Reading books online at higher levels has increased passion for reading.

## **Recommendations**

- Splitting this Curriculum Team into e-learning and another group/teacher is in charge of ICT technical issues.
- Introduce tekkie brekkies or take time in syndicate/staff meetings to share websites and apps. There are so many that can add value to our teaching programmes.
- Purchase three more iPads for Year 1-2. Currently there are 9 between the rooms.
- Purchase three more iPads for Year 3-4. Currently there are 9 between the rooms. Perhaps a few laptops at Year 3-4?
- Storage containers to keep them safe from salt and thieves.
- More use of the server - having Ministry purchase Programmes for all schools to utilise. For example there are many maths programmes

on CDs that could be purchased that don't require being online.

- Whole school start with a Cyber Safety unit in the initial weeks of 2021. Ensuring there is a co-created document for students to sign stating they are accountable for behaviour on devices. This includes hosting education evenings for families too.

[Hector's World](#)

[Smartie the Penguin](#)

[Code9parenting.com.au](#)

- PLD - what can we tap into from other schools or back in New Zealand?
- Purchase new TVs for Kakerori, Culture, Kakaia - due to cables rusting. We also would recommend every TV is covered each night or while not in use.
- Complete stocktake mid Term 4 to make a purchase plan.
- Investigate the use of Chrome books. Could these be an alternative to using laptops in the senior rooms?

## **Survey Results**

Report completed: 28 November 2020

Written by Donna Watson



# CULTURE AND TE REO EOY REPORT 2020

## **Rationale:**

This report is written to highlight the actions undertaken and the progress made in relation to the key learning area of Culture this year at Apii Te Uki Ou.

## **Team**

### **Members:**

Saireni Pekepo-Poila, Kim Noovao, Shannon Harris, Frances Brown, Chris Bishop, Natasha Maoate,

Tata Potoru

## **Goals:**

For the team to provide assistance to Saireni in the lead up to cultural events and to act as curriculum leaders in communicating and supporting staff members in this area.

To continue to develop resources for teaching Te Reo and Culture across the school and promote Te Reo language within the classroom.

## **Actions:**

- Ambassadors Assembly - Provide the culturally correct way of welcoming leaders into our school
- Promote pride in the school Houses and use this as a way of developing cultural arts, such as drumming, husking coconuts, dance and singing in the school.
- Continue to provide high quality culture



lessons that teach a variety of important tikanga. Eg Stories, weaving etc

- Continue to develop and provide quality Te Reo lessons that engage students in learning the language.
- Create a school cultural production as a way to teaching traditional songs and dance - Te Vaka o Ru Production
- Take part in the Highland Paradise competition
- Take part in the local Tiare Festival
- Parents Day -Support the teachers prepare their class performances and ensure that the day is run in a way that reflects the Cook Island culture.
- Continue to grow the school resources so that the students are able to have hands-on and true cultural experiences.

important part of teaching culture right up to the end of the year. This has meant that the students have been able to be taught weaving, ukurere and pate in smaller groups.

- In Te Reo, Saireni was able to link in with the inquiry of the term by teaching about taro. These lessons were awesome and provided the kids with real hands-on learning about planting taro from cuttings as well as how to prepare several traditional taro dishes. They were very hands on and students learnt a lot from these.
- Te Vaka o Ru Production was good. This was an engaging way to teach traditional stories, songs, dances and costumes.
- Highland Paradise was fantastic. The students had had more preparation during our culture and Te Reo sessions and the lunch time lessons provided by Chris this led to a very successful event for Te Uki Ou.
- The Tiare Festival was a success as we were able to do flower decoration with different varieties of plants and the colours. We had talked about the idea and had good community input.
- Lunch time drumming with Chris was really great as students loved learning a new skill and has meant that there is now a large group of 'up and coming' drummers from Year 5-8

## **Actions Completed:**

- The ambassadors assembly went really well. The team thought about how it could be made special, should it have to be held inside due to bad weather. We were able to make the classroom look great by using fairy lights and net curtains. This meant that it felt like a special occasion and honoured the new school leaders.
- Culture lessons have been successful and Chris was able to continue as an

## Barriers to Progress

- Due to the shortened term and Covid restrictions that happened, several competitions that we had been planning on taking part in were cancelled.
- We received unclear criteria and rules around how much adults could help in competitions such as the Highland Paradise and the World Food day competitions. This meant that Te Uki Ou students were competing with no adult help and were being judged against schools who had a lot of adult input.
- Covid interfered with the House Competition as the school was closed down early and with the group size



in Term 2. However, we will look at doing this again in 2021

- The structure of Te Reo lessons changed as Tata and Chris both are teacher aides and Tata was unable to teach in Term 3 and 4 due to working with a student in preschool.

## Successes

- Planting taro with the students during Te Reo sessions was really great as the students were engaged in the lesson and were able to learn a lot about the history of Taro in Rarotonga.
- Te Vaka o Ru's Production was a success and is something that we will look into doing again as a way of teaching traditional stories. This was also a good way to get involvement from our community as the Ministry of Culture were present and filmed our performance.
- Highland Paradise was a huge success as we won overall. The students were well prepared and we did a better job of using lunch times, Te Reo and Culture sessions to cut down on the amount of time students were out of their classrooms. Using the House competition in the future will mean that all the students will be more prepared for taking part

in this sort of competition.

- Flower decoration - it was great to see the community get involved with the Tiare festival. Our fish looked great and it was nice having the classes prepare something to show the judges on the day.
- We were gifted a set of small pate. This has been great for developing our drumming in the school and will continue to be used to help teach the students different skills and techniques.

## **Recommendations**

- Going into 2021, it would be good to have clearly stated expectations for teachers during Te Reo times said during the first Teacher Only Days. Such as; Te Reo sessions are not a release time the way that Culture sessions are. Teachers are expected to write down and create a vocabulary resource and word display during Te Reo sessions based around the topic that is being taught. Each class should have dedicated Te Reo wall space that has updated vocabulary present and the vocabulary should be covered in some way outside of the Te Reo sessions to help students learn this.
- Create a timeline for organising the Culture Performance to be used to help staff in the future.
- Give parents opportunities to come in and help make costumes and prepare umu for big events. This will create more buy in from families and will mean it is less stress for the Culture Team and teaching staff.
- Continue to use Culture sessions wisely when

**"Children  
were  
enthusiastic  
and  
thoroughly  
enjoyed these  
sessions"**

preparing for large culture competitions such as Te Maeva Nui. For example, double up the two Year 7/8 classes and run a practise session from 1 - 4pm in the lead up to the Culture Festival in Term 1 next year.

- Continue to work on creating learning progressions for Te Reo suitable for our school.



# Science Team Report 2020

## Rationale:

This report is written to highlight the actions undertaken and the progress made in relation to the learning area of Science this year at Apii Te Uki Ou.

## Team Members:

Emily Hatch, Donna Watson, Brittany Reekie, Natasha Etaoam-Tafa

## Team goals (Co-constructed at first meeting):

For the team to act as leaders of the Science curriculum area and support other staff members with their professional learning and teacher practice. To promote science across the school and continue to build upon the science resources available in the school.

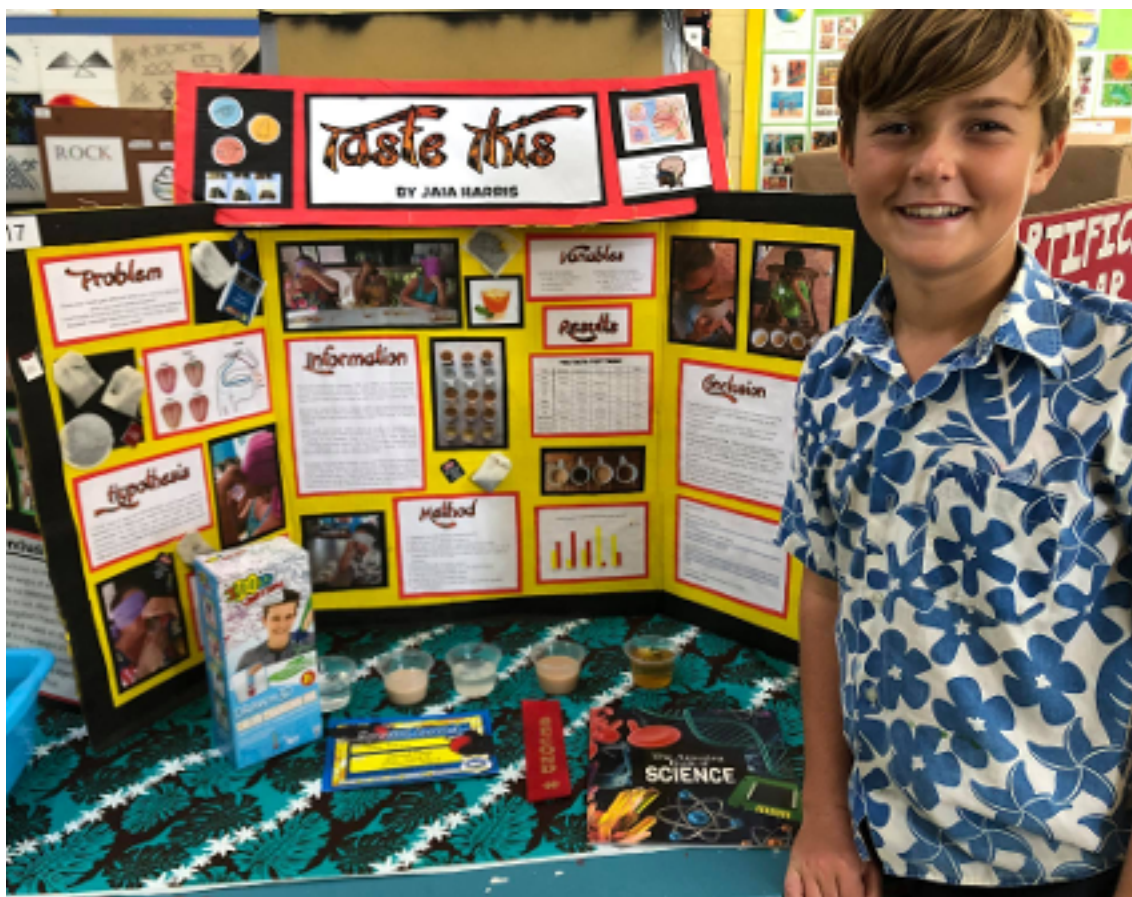
## Goals

- Promote science in a new way to get students and teachers excited
- Organise events that will encourage science teaching and learning in the school
- Provide PD opportunities for staff

## Action Plans

Key points in the action plan for 2020:

- Do a stocktake of all science equipment we currently have in the school
- Purchase key pieces of science equipment that we think are missing
- Gala information book to be created for future use to help new teachers understand how gala works here





and the processes involved

- Science fair to be introduced and run as a school
- STEAM resources and kits to be made for use across both junior and senior school

## **Actions Completed**

### 1. Stocktake

The whole team worked together to look through all of our science equipment to make a list of what we currently have in the school.

### 1. Gala booklet created

Donna worked alongside Tina to create a small booklet for new teachers that explains some of the gala processes.

### 1. Purchasing and creation of STEAM kits for use across the school

Emily purchased resources for a variety of STEAM kits that could be used across the school.

### 1. Science Fair

As a team, we organised and ran a Senior school science fair, with outside judges from the ministry. The junior school also completed class science projects during this time as a way to ensure the whole school was involved in the science process.

### 1. Professional Learning and Development

Emily has worked with the senior school teachers to show them how the STEAM kits can be used and encouraged these to be used, as well as working with some of the junior teachers on this.





# 2020 LEARNING SUPPORT





## **Additional Learning Needs Coordination Overview 2020**

### **Remedial Writing and Spelling Workshops:**

Remedial writing commenced in Term 3 once the learning support position was reinstated. This included four groups across the Year 2 through to Year 8, twice a week for 45 minute sessions. The focus of these groups were to develop specific writing skills to build fluency and independence. Each group had a range of different needs and these were addressed on a small group basis.

### **IEP's**

Individual learning plans are in place for all students who are registered with the inclusive education arm of the Ministry of Education. These IEP's take place on a termly basis and all IEP's are shared with the MOE's IE department. IEPs take place with all members of the support party for each child including, Teachers, Parents and Teacher's Aides.

### **Remedial Reading:**

This year we introduced Reading Mileage for all of our students who were at risk or below their chronological age in reading. Teacher's Aides and a buddy system, with our senior students, were used to implement this four days a week. We believe this has been a great success lifting reading levels school wide.

### **StepsWeb:**

StepsWeb is a literacy programme that supports student spelling knowledge and builds reading ability.

We have been using this programme at ATUO since 2018 and were given around 40 licences for our IE students. This year many schools in NZ and ATUO were provided with enough licences for each student because of home learning as a result of Covid19. The Learning Staircase have continued our 192 licences for the year. Most classrooms use StepsWeb in their class literacy programme and students who have access to the internet, use the programme at home.



### **Social Skill development:**

Students with individual behaviour needs across the school in respect to social skill development and appropriate school behaviours have had regular sessions across the year. These sessions aim to build a relationship with a key individual in the school as a mentor to help guide them through school as they develop specific skills. These students are monitored and updates are given to families and teachers on their learning and progress in these areas.

### **Extension Maths:**

Mark Harris took Maths Extension classes each week with two groups. One group was year 4 - 6 and the other Year's 7 - 8. Mark took workshops with these students that included problem solving and rich maths tasks, preparing the students for

the Australian Maths Competition in Term 3. Students took part in this extension class during Term 2 and 3. This year the Cook Island Mathematics Quiz did not take place, as the funding was not available, due to Covid-19.

### **Art Extension and Art Auction:**

This year I have worked with 42 students in Art Extension ranging from Year 3 to Year 8.

These students were chosen by the curriculum Arts team and the students' classroom teachers using the following criteria:

Teachers along with myself select students in each class with a love or passion for art and the perseverance to develop their skills and complete a painting to a high standard. Taking into consideration that students will



have:

- artistic ability
- a love of art and drawing
- patience and resilience
- be open to giving up their own time to complete their artwork if necessary

The purpose of Art Extension classes is to allow students with artistic talent and a passion for art to further their knowledge and skills and learn painting techniques.

Each student will produce a quality painting to sell at the 2020 ATUO Art Auction and the paintings will be made into cards and prints for further fundraising. Students will receive 10% of their paintings earnings, a pack of cards and an A4 print for their Learning Journal.

This year's Art Auction was advertised online on Facebook and email. The event was held at the Islander Hotel. Rohan Ellis provided the staff to help set up the Art Auction. We offered table bookings for the Art Extension students' families, which were fully booked prior to the event. There were a few booths which some of our other families sat at.



Jenna Tere, George Tere, Liana Nicholas, Erin Mitchell and myself set it up on the day of the event. Tony was our MC again this year. Each class contributed an item/s to the Art Auction which were sold with a set price prior to the evening and on the evening or as a silent auction. Silent Auctions closed at 8.00 pm.

### **Fundraising from the Art Auction:**

Local artist Miriama Arnold came to ATUO help support Art Extension mainly the senior Year 7 & 8 classes most weeks. During our sessions in the school holidays the curriculum Arts Team and some of our parents came in to support Art Extension students.

### **Art Auction Fundraising**



The 42 Art Extension  
paintings: \$31,100.00

Class items: \$3,735.00

Prints, images and canvas  
orders \$5,040.00

Total: **\$39,875.00** before  
expenses

### **Teacher's Aides:**

We now have a fantastic team of eight Teacher's Aides that all have brought an amazing amount of energy and various skills to our school. I work closely with all of them to provide ideas, resources and strategies for them to use with their allocated students or groups of students they work with.

This year the Learning support role has included the appraisal of all Teacher's Aides and this has been a beneficial exercise. I have been able to sit down and discuss individuals goals and gain a better understanding of the challenges they all face in their work.

### **Students with additional learning needs:**



I work closely alongside all of our students with additional learning needs and their Teacher's Aides....

[ATUO Learning Support 3 Tier Register](#) 2020

**Sensory Development and PMP Programme:** This year we have continued our Sensory Development Programme. Each afternoon our Teacher's Aide and students complete a series of activities to develop sensory, fine and gross motor skills, coordination, muscle tone, strength, rhythm, timing, reflexes, balance and posture.

**Visiting specialist:** Due to Covid-19, our team of specialists (Occupational Therapists, Speech Therapists and a Physio) from NZ were not able to come to work with our IE students.. I have been communicating with Arul (OT) online for useful resources and ideas for our Teacher's Aides and Teachers to help our students learn. Their support has been an asset to our IE students and they plan to return to Rarotonga next year.

### **Horses of Rarotonga:**

Each week we take our IE students up Turangi Valley up



to see Brynn and her horses. She has a team of volunteers that help to look after the horses and who come to support our visits. Brynn has three horses, one of which some of our IE students ride.

Every Friday we take a group of students aged between 4 and 13 years old up to visit the horses. The horses provide our students with equine-assisted learning and we have seen many benefits from the experiences Brynn and her team provide. Some of these benefits include:

- students have formed a special bond with the horses
- provided students with language experiences
- encourages oral language
- students have learnt how to take care of horses and developed empathy
- sparked curiosity - some of our students had seen a horse for the first time
- students are motivated to learn more about horses and other animals

Over 70 ATUO students have visited the horses so far this year, many with additional learning needs. We have seen some amazing transformations in the children we support and we hope this continues in the future. I feel very fortunate to be able to offer this unique learning opportunity to our students, as it has such wide-reaching educational outcomes for our children.

# LEARNING SUPPORT EOY REPORT 2020



## Identified Students for Learning Support

Additional Learning  
Needs

ESOL

At a different  
school

Student achievement against Cook Islands national expectation:

Well Above

Above

At

Below

Well below

Well above - two years or more above their chronological age

Well below - more than one year below their chronological age

### Kuriri - Year 1

Students name:	Year 1 - Students to monitor
Student # 1	Speech - Difficult to articulate many sounds and hard to understand
Student # 2	Speech - Difficult to articulate many sounds and hard to understand Communication and learning delays
Student # 3	Speech - Difficult to articulate many sounds and hard to understand

### Kakerori - Year 2

	Mid Year		End of Year		Mid Year		End of Year		Mid Year		End of Year	
Students name:	Writing Level	Ab@Be	Writing Level	Ab@Be	Reading Level	Ab@Be	Reading Level	Ab@Be	Maths	Ab@Be	Maths	Ab@Be
Student # 4	E	Well below	E	Well below	E	Well below	E	Well below	Stage 1	Well below	OTJ	Well below
Student # 5	1B	@	OTJ	Below	Level 3	Below	Level 5	Below	Stage 3	Below	OTJ	Below
Student # 6	1B	@	OTJ	Below	Level 3	Below	Level 6	Below	Stage 2	Below	Stage 3	Below
Student # 7	1B	@	OTJ	Below	Level 3	Below	Level 5	Below	Stage 1/2	Below	Stage 3	Below

### Kotuku - Year 3/4

	Mid Year		End of Year		Mid Year		End of Year		Mid Year		End of Year	
Students name:	Writing Level	Ab@Be	Writing Level	Ab@Be	Reading Level	Ab@Be	Reading Level	Ab@Be	Maths	Ab@Be	Maths	Ab@Be
Student # 8	1B	Well below	OTJ	Well below	Level 3	Well below	OTJ	Well below	Stage 2/3	Below	OTJ	Below
Student # 9	1B	Well below	OTJ	@	Level 12	Well below	OTJ	@	Stage 2/3	Below	OTJ	@
Student # 10	1A	Well below	OTJ	Below	Level 13	Below	OTJ	Below	Stage 2/3	Below	OTJ	@
Student # 11	1P	Below	OTJ	@	Level 10	Below	OTJ	@	Stage 2/3	Below	OTJ	Below
Student # 12	1B	Well below	OTJ	Below	Level 7	Below	OTJ	Below	Stage 2/3	Below	OTJ	@
Student # 13	1A	@	OTJ	Below	Level	Below	OTJ	Below	Stage	@	OTJ	@



### Kukupu - Year 3/4

	Mid Year		End of Year		Mid Year		End of Year		Mid Year		End of Year	
Students name:	Writing Level	Ab@ Be	Writing Level	Ab@ Be	Reading Level	Ab@Be	Reading Level	Ab@Be	Maths	Ab@Be	Maths	Ab@Be
Student # 14	1B	Well below			L2	Well below			Stage 2/3	Below		
Student # 15	1B	Well below	OTJ	Well below	L4	Well below	OTJ	Well below	Stage 2	Well below	OTJ	Well below
Student # 16	1B	Below	OTJ	Below	L12	Well below	OTJ	Below	Stage 2/3	Below	OTJ	Below
Student # 17	1B	Below	OTJ	Below	L8	Well below	OTJ	Below	Stage 2/3	Below	OTJ	@
Student # 18	1B	Well below	OTJ	@	L7	Well below	OTJ	@	Stage 2/3	Below	OTJ	@
Student # 19	1B	Below	OTJ	Below	L14	Below	OTJ	Below	Stage 2	Well below	OTJ	Below

### Kopeka - Year 5/6

	Mid Year		End of Year		Mid Year		End of Year		Mid Year		End of Year	
Students name:	Writing Level	Ab@ Be	Writing Level	Ab@ Be	Reading Level	Ab@Be	Reading Level	Ab @ Be	Maths	Ab @ Be	Maths	Ab @ Be
Student # 20	1B	Well below	1P	Well below	L13	Well below	L16	Well below	Stage 4	Below	Stage 4	Below
Student # 21	1P	Well below	1A	Below	L20	Below	8.5 - 9 years	@	Stage 4,5,3	Below	Stage E5	@
Student # 22	1B	Well below	1A	Well below	L19	Well below	L21	Well below	Stage 4	Well below	Stage 5	Below
Student # 23	1A	Well below	1A	Well below	L15	Well below	L19	Well below	Stage 4	Below	Stage 4	Below

Students name:	Writing Level	Ab@ Be	Writing Level	Ab@ Be	Reading Level	Ab@Be	Reading Level	Ab @ Be	Maths	Ab @ Be	Maths	Ab @ Be
Student # 24	3A	Above	OTJ	Above	14 - 15 years	Well Above	OTJ	Well Above	Stage 7,8,7	Well Above	OTJ	Well Above

### Kuramo'o - Year 5/6

	Mid Year		End of Year		Mid Year		End of Year		Mid Year		End of Year	
Students name:	Writing Level	Ab@ Be	Writing Level	Ab@ Be	Reading Level	Ab @ Be	Reading Level	Ab @ Be	Maths	Ab @ Be	Maths	Ab @ Be
Student # 25	E	Well below	E	Well below	Level 6/7	Well below	Level 6/7	Well below	Stage 1	Well below	Stage 1	Well below
Student # 26	1B	Well below	1B	Well below	Level 2/3	Well below	Level 2/3	Well below	Level 2/3	Well below	Stage 4	Well below
Student # 27	1P	Well below	2A	Below	8.5 - 9.5 years	Below	10-11 yrs	@	Stage 5	Below	Stage 6	@
Student # 28	1B	Well below	2P	@	9 - 10 years	@	9 - 10 years	@	Stage E5	@	Stage 5	Below
Student # 29	1A	Below	1A	Well below	Level 12	Well below	Level 20	Below	Stage 3	Well below	Stage 4	Below
Student # 30	1P	Well below	1A	Well below	Level 7	Well below	Level 16	Well below	Stage 3	Well below	Stage 4	Well below

Student # 31	4A	Well Above	5B	Well Above	12 - 13 years	Well Above	13 - 14 years	Well Above	Stage 5-6	@	Stage 6	@
Student # 32	3B	Well Above	3P	Well Above	12 - 13 years	Well Above	13 - 14 years	Well Above	Stage 5-6	Above	Stage 6	@
Student # 33	4P	Well	3A	Well	12 - 13	Well	13 - 14	Well	Stage	@	Stage E7	Above
		Above		Above	years	Above	years	Above	6			
<b>Kakaia - Year 7/8</b>												
	Mid Year		End of Year		Mid Year		End of Year		Mid Year		End of Year	
Students name:	Writing Level	Ab@ Be	Writing Level	Ab@ Be	Reading Level	Ab@Be	Reading Level	Ab@Be	Maths	Ab@ Be	Maths	Ab@Be
Student # 34	1A	Well below	2A	Well below	10 years	Below	12-13 years	@	Stage 5	Well below	Stage E7	@
Student # 35	3A	@	3P	Below	12- 13 years	@	13-14 years	Above	Stage 5/6	Below	Stage 7	@
Student # 36	3P	Below	OTJ	@	11.5- 12.5 years	@	12-13 years	@	Stage E6	Below	Stage 7	@
Student # 37	1A	Well below	2B	Well below	Level 20	Below	Level 26	Below	Stage 4	Well below	Stage E5	Well below
Student # 38	1P	Well below	1A	Well below	Level 20	Below	Level 28	@	E5	Well below	Stage 4	Well below
Students name:	Writing Level	Ab@ Be	Writing Level	Ab@ Be	Reading Level	Ab@Be	Reading Level	Ab@Be	Maths	Ab@ Be	Maths	Ab@Be
Student # 39	4P	@	5B	Above	15 + Years	Well Above	OTJ Level 5	Well Above	Stage 8+	Well Above	OTJ	Well Above
Student # 40	4B	@	4A	@	15 + Years	Well Above	OTJ Level 5	Well Above	Stage 8+	Well Above	OTJ	Well Above
Student # 41	3A	@	4B	@	12-13 years	@	14-15 years	Well Above	Stage 8+	Well Above	OTJ	Well Above
Student # 42	3B	Below	OTJ	@	15 + Years	Well Above	OTJ Level 5	Well Above	Stage 8+	Well Above	OTJ	Well Above

# ANNUAL PLAN

APII TE UKI OU - 2020







**APII TE UKI OU**



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## Apīi Te Uki Ou

### Our Mission

Provide an inclusive, nurturing environment that caters for individual needs, challenging students to excel in a changing world.



# Principal's Intro

## 2020 A YEAR TO REMEMBER!

This plan is an overview of the actions and outcomes the school plans to take and achieve in relation to the newly developed Apii Te Uki Ou Strategic Plan. 2020 aims to continue to consolidate what we have introduced in the last few years and continue to embed what we consider to be effective practice. The motto for this year is to 'Future Proof' our school and ensure that we are well established for any significant changes the school may face in the future. The school leadership and Board of Governors aim to build a strong foundation of principles that will support our mission and vision into the future.

Apii Te Uki Ou has gone from strength to strength over the past few years and this is because of the dedication and commitment of our Board of Governors, staff and families and this plan is a reflection of those actions and goals that will help us take the next step.

2020 annual plan is going to have a focus on making the implicit explicit and formalising in documentation the essence of what makes this school special. Actions and effort will be put into ensuring long term strategic visions are recorded and these practices are planned for implementation in the future. The current climate, culture and structure of the school is what works for our community and this is what we want to ensure remains regardless of the unforeseen and unpredictable changes in the future.

**Mark Harris**

*Principal  
Apii Te Uki Ou*





The Education Master Plan presents a strategic direction for education over the next 15 years. The plan acknowledges that education is not the sole responsibility of any one group. Through collaboration we can make the most of opportunities to develop new ideas and initiatives. These opportunities will provide a foundation for success and excellence for all. The plan describes what we are aiming for and how we intend to get there.

Recent reviews of education have identified where the education system needs to build on existing initiatives and deliver further results. These reviews have provided us with four areas on which to focus our strategy.

These are:

- Taku Ipukarea Kia Rangatira
- Learning and Teaching
- Learning and the Community
- Infrastructure and Support

Taku Ipukarea Kia Rangatira is intended to strengthen a learner's identity as a Cook Islander. It is grounded in the language, culture, thinking, visions and aspirations of the people and has a sense of belonging and pride. It is for a future that is vibrant and

fulfilling. This strength in Cook Islands identity is not at the expense of any other area of our lives.

Learning and Teaching and Learning and the Community in particular create opportunities for success across a range of contexts for learners. These opportunities promote the enjoyment of quality learning and encourage learners to continue an active involvement in education throughout their lives.

The goals of Infrastructure and Support relate to managing the systems that support education and promote quality.

The strategic vision for Education is:

- to build the skills, knowledge, attitudes and values of Cook Islanders to put their capabilities to best use in all areas of their lives.

Seven principles have guided the development of this plan.

They are Efficiency, Equity, Excellence, Partnerships, Quality, Relevancy and Sustainability.

The purpose of these principles is to support the overall outcome of improved educational achievement for all Cook Islanders.

# Education Master Plan

# Key Priority One

## Strategic Plan

### KEY PRIORITY 1

#### Accessibility and Inclusivity

Apīi Te Uki Ou's philosophy of inclusion promotes and provides access to quality education that is equitable for all. The school will endeavour to provide access to the learning and teaching the school offers for all families who are interested in attending.

#### WHY?

Access to education, regardless of race, religion, status, sex or ability is every human's right and Apīi Te Uki Ou is founded on this belief. We believe students with additional needs are well supported and **all students** are achieving their potential.

#### HOW?

- Provide additional support of our highest-need students
- Full-time employment of a Learning Support Coordinator to oversee the support network
- Be responsive to roll movement and growth. Manage teaching and classroom space to serve the school community's needs
- Ensure class numbers are maximised for teaching and learning. Class CAPs are in place and reviewed
- Monitor and support students who require extra support to access the curriculum
- Reporting to parents is learner-focused, accurate and timely
- School-based Policies and Procedures are in place for community members to follow

#### EVIDENCE OF SUCCESS?

- Class and roll numbers balanced and manageable
- Academic Success and progress achieved for every child
- Clear open, transparent communication between home and school
- Suitable support in place for students with additional learning needs



# KEY PRIORITY 2

## Infrastructure and Support

Building a school that is fit for purpose which grows and develops with the school community.

### WHY?

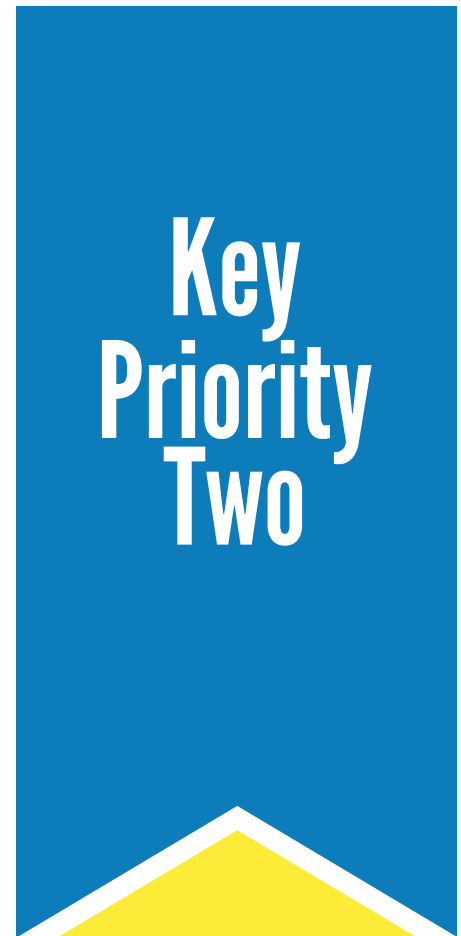
To provide suitable infrastructure which supports learning and teaching. Safe and structurally secure buildings along with adequate infrastructure which is fit for purpose to meet the needs of the learners. Access to physical resources for the purposes of Teaching and Learning.

### HOW?

- Ensure a sustainable budget is provided to upkeep buildings, grounds and infrastructure
- Classroom environments and school buildings are fit for purpose and are cared for
- Maintain classroom furniture and equipment to meet the needs of the teaching and learning
- Support access to ICT and E-Learning tools for all learners
- Ensure recommended actions are taken within the school's 10 Year property maintenance plan
- Capital Expenditure is being used to replace depreciated assets

### EVIDENCE OF SUCCESS?

- Classrooms and building remain cared for and in safe working order
- Technology for learning and teaching is purchased accordingly to ensure relevant access for students and teachers
- Long term plans are in place for replacements of physical resources (10 Year Building, IT, Furniture Plans)





# Key Priority Three

**'The motto for this year  
is to 'future proof' our  
school and ensure that  
we are well established  
for any significant  
changes the school may  
face in the future'**



## KEY PRIORITY 3

### Leading Teaching Practice and Standards

Apiti Te Uki Ou aims to develop high-quality teaching programmes that are embedded school-wide.

#### WHY?

Quality Teaching and curriculum design are fundamental to high levels of engagement and successful learning outcomes for all students. 'Pedagogy' is one of our pillars of success as we understand that it is integral to developing student's positive attitudes to school, positive attitudes to learning and academic progress and development

#### HOW?

- Ensure employment conditions include administration and preparation time for teachers (allocated release days)
- Build support networks for school leaders - mentoring, advice and guidance
- Support Professional Development for school leaders and staff
- Continue to invest in curriculum resources and materials for learning
- The school's Curriculum Implementation Plan is in place and actioned across all levels
- Educational philosophies are student-centred and improve the holistic wellbeing of children
- Curriculum design takes into consideration current, effective educational practices
- The school has an up-to-date Performance Management Programme and robust competency process

#### EVIDENCE OF SUCCESS?

- School's Professional Development Plans reflect the current needs of the school
- Staff are allocated release time over the year on a per term basis
- School leaders have access to funding for professional development and mentorship is planned for and takes place on a regular basis
- School budget allocates funding for curriculum resources
- Employment processes include identifying personnel who have student-centred, collaborative teaching philosophies
- All staff are involved in a PMS programme and are being supported by their appraiser and school leaders

# KEY PRIORITY 4

## Taku Ipukarea Kia Rangatira

Strengthen Maori language, culture, perspectives and aspirations that provides a foundation for engagement with the wider world.

### WHY?

To continue to promote and develop Maori Culture and language across all levels of the school and weave this naturally into the school's philosophy and organisational culture.

### HOW?

- Te Reo Maori Curriculum implementation plan in place
- Policies support and enliven Maori language and culture across the school and school community
- Accessibility to language and culture is developed and maintained for, with and by Cook Island Maori for all.
- Community (Ariki/Mataiapo) are engaged in school

### EVIDENCE OF SUCCESS?

- Improved curriculum levels in reading and writing in Te Reo Maori
- Learning and school based programmes embed cultural concepts and language
- Community members are invited to and take part in large school/community events
- Equitable Te Reo and Cultural learning opportunities are offered to all students



# National Focus Areas

## National Focus Areas 2020

The processes for deciding on an NFA come from a variety of sources but is not excluded to; patterns of commonality identified across schools as a result of school review, an educationally relevant area of interest from an MoE division or school, to follow on from the outcome of a Ministry of Education programme evaluation. In consultation with Cook Island School Principals, a pattern of commonality across Cook Islands schools as well as an interest in how Cook Islands schools are dealing with the effects of the COVID-19 pandemic, the 2020 and 2021

### National Focus Areas are:

#### National Focus Area 1

The implications of transition/progression from primary to secondary level

education for learners and teachers at Year 6 to Year 7 where applicable and Year 8 to Year 9 where applicable. This inquiry is a scoping of student readiness to move; and teacher readiness to receive students at the time of transition. This NFA will continue for a period of two years in response to the altered 2020 calendar year.

#### National Focus Area 2

To collect and gather data on the impact of the COVID – 19 Pandemic on Cook Island school communities.

### Purpose and Scope of this inquiry:

#### National Focus Area 1

The purpose of this scoping exercise is to develop an understanding of the main contributing factors associated with transition from primary level education to secondary level education for both students and teachers.

#### National Focus Area 2

The purpose of this scoping exercise is to develop a log of information on the impacts of the COVID-19 pandemic on school communities. The justification for this NFA is to





provide a summary of considerations in preparation for any future, similar events.

**The measurable outcomes of this inquiry will be:**

**National Focus Area 1**

To identify the pathways of progression for students moving from primary level education to secondary level education.

The contributing factors will be:

- Student progression policy.
- Student achievement levels both at the time of transition and prior.
- In school assessment practices (relevancy and effectiveness to transition pathways).
- In school student progression monitoring systems.
- In school support systems for students and teachers. For

**National Focus Area 2**

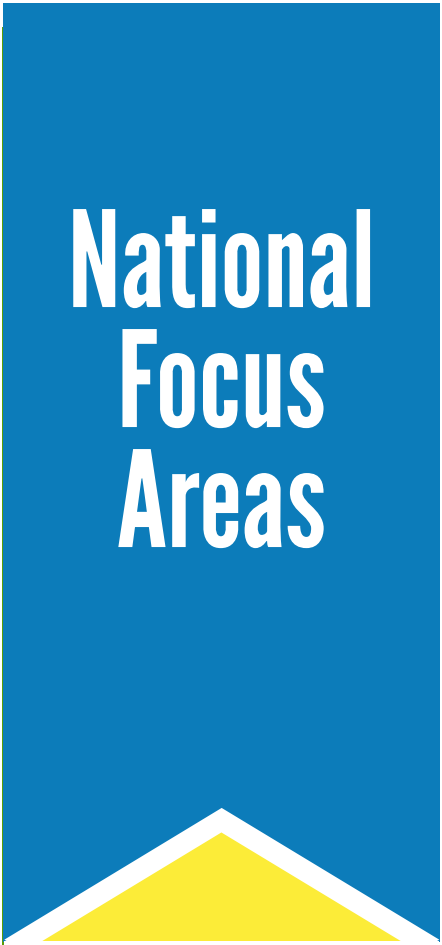
Recommendations to prepare school for any future/epidemic/pandemic situations.

**The inquiry will aim to identify:**

**National Focus Area 1**

1. The levels of readiness for students moving from primary to secondary level education.
2. The levels of readiness for teachers receiving students from primary to secondary level education.
3. The level of student achievement attained by students at the time of transition from primary to secondary.
4. How the Ministry of Education can develop an improved system of support for schools to ensure a smooth transition for students and teachers moving from primary level education to secondary.
5. Recommended support programmes and resources for a smooth and progressive transition.
6. Recommendations for the compilation of a graduate profile.

**National Focus Area 2**



# National Focus Areas

1. Review of how the Ministry of Education and schools responded to COVID-19.
2. Information – what was helpful? Where were the gaps?
3. Resources and support
4. Challenges
5. What went well?
6. Were schools and families prepared for distance learning?

# Key Priority One



# Annual Plan 2020

## Accessibility and Inclusivity

### SCHOOL'S ANNUAL FOCUS AREAS

- Improve student transition into and out of school to ensure all students are adequately prepared and supported through important stages of their schooling.
- Create a school environment empowering, supportive, and fun, with respectful relationships.
- Develop a curriculum and school environment that is both responsive and adaptable for our 21st century learners.
- Enhancing our inclusive practice to meet the needs of special needs students who are well below expected standards.

### HOW?

- Develop a robust communication network and strategy
- Support Professional Development for school leaders and staff
- Teachers keep close monitoring of student underachieving through their Priority Student Tracking Tool
- Teaching and learning programmes are more engaging and successful with students, evidenced by student's engagement
- Website, social media & Facebook development (Communication Goal link) continued.

### EVIDENCE OF SUCCESS

- School's Professional Development Plans reflect the current needs of the school
- Staff are allocated release time over the year on a per term basis
- School leaders have access to funding for professional development and mentorship is planned for and takes place on a regular basis
- Parents are up-to-date with their child's progress, and any news items/notices
- Improved communication with the wider Apii Te Uki Ou community.

# Infrastructure and Support

To provide and maintain school property to meet the needs of the school

## SCHOOL'S ANNUAL FOCUS AREAS

- Provide effective management of school property and ensure it is fit for purpose (self-review action item).
- To improve the aesthetic appearance of the school buildings and playground equipment. (Focus: Gardens, school signage)
- Develop a long term vision with accompanying plans for the school's infrastructure and development

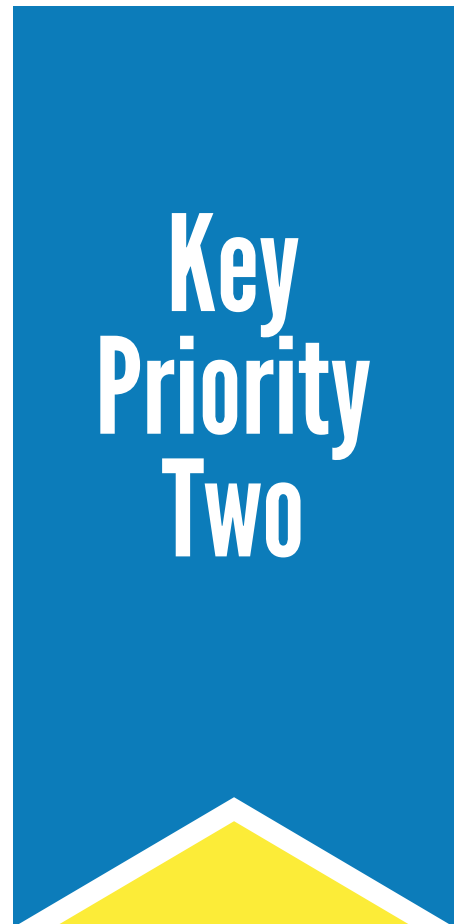


## HOW?

- Property requirements and programme align with school teaching and learning strategic plan for creating modern safe learning environments.
- The school has capacity to meet changing school roll.
- Property maintenance and upgrades are well managed and within budget.
- Equipment is safe to use.
- The financial obligations of the school are prioritized on a needs basis, then wants.
- Expand technology based communication interface with parents and community members

## EVIDENCE OF SUCCESS

- School budget allocates funding for curriculum resources
- Employment processes include identifying personnel who have student-centred, collaborative teaching philosophies
- Teachers plan learning activities to integrate technologies appropriately which support authentic, higher-order, collaborative learning.
- Principal, school leaders and teachers strategically integrate technologies to actively engage families and wider communities to improve all learners' achievement.





# Key Priority Three

## Leading Teaching Practice and Standards

### SCHOOL'S ANNUAL FOCUS AREAS

- Apii Te Uki Ou aims to develop high-quality teaching programmes that are embedded schoolwide.
- Robust achievement data gathering, analysis, and reporting processes in place.
- Develop stronger collaborative planning and assessment practices.

### HOW?

- Build support networks for school leaders - mentoring, advice and guidance
- Support Professional Development for school leaders and staff
- Continue to invest in curriculum resources and materials for learning
- The school's Curriculum Implementation Plan is in place and actioned across all levels
- Educational philosophies are student-centred and improve the holistic wellbeing of children
- Curriculum design takes into consideration current, effective

educational practices

- The school has an up-to-date Performance Management Programme and robust competency process
- Regular whole school and Syndicate meetings will discuss teaching practice, planning, assessment, and pedagogy.
- Beagle established as a permanent feature.

### EVIDENCE OF SUCCESS

- School's Professional Development Plans reflect the current needs of the school
- Staff are allocated release time over the year on a per term basis
- School leaders have access to funding for professional development and mentorship is planned for and takes place on a regular basis
- Improved teacher communication and more cohesion amongst teachers
- Higher standard of teaching and learning programmes.
- Greater support for teachers through additional identification measures - walk throughs.
- Data transfers year to year allowing for easy access for teachers.
- Effective data gathering, analysis and reporting process.





## Taku Ipukarea Kia Rangatira

Strengthening Maori language, culture, perspectives, and aspirations that provides a foundation for engagement with the wider world.

### SCHOOL'S ANNUAL FOCUS AREAS

- Sequential Curriculum is fully in place and student progress is easily tracked.
- Involvement in School and national cultural festivals.
- Support the growth and development of Saireni in her role.
- Build upon the programme development from previous years to widen the scope of the curriculum

### HOW?

- Mama Tuteretere to support planning and assessment processes in Te Reo
- Continue to build a strong culture Curriculum Team with the Culture team to develop progressions through the curriculum.
- Work closely with MOE Te Reo Maori Advisor with curriculum delivery and assessment.
- Create an Te Reo Assessment Plan
- Make copies of the learning charts provided by MOE for each classes.

### EVIDENCE OF SUCCESS?

- All classes have a Te Reo Maori - Tiati Vouvera, Tiati Konitenena, Tiati Arareta, Tiati Poniki, Tiati Kara, Tiati - Te au ra o te epetoma/marama o te mataiti e te tetai tiati imene.
- All classes have a conversational language resources for use.
- To ensure that all classes get the same amount of time for both Language and Culture.
- Student understand the progressions of Te Reo and Te Peu Maori learning.

Key  
Priority  
Four

# Annual Achievement Targets

## Annual Achievement Targets 2020

### Goal 1 - Writing

- WRITING achievement to be 80-90% **AT/ABOVE** the Cook Island standard

### Goal 2 - Spelling

- Continue to build on our school wide spelling programme to improve spelling (literacy) levels

### Actions, Strategies and Outcomes

- Identify gaps in spelling knowledge across the school using diagnostic tools and Beagle to help track progress
- Use Beagle to track student progress
- Target teaching to specific areas of need for the individuals within the class
- Students have a more varied, relevant, and engaging curriculum.
- Focus on Boys Literacy through the Boys Literacy Leadership role

### Goal 3 - Numeracy

- MATHEMATICS achievement to be 80-90% **AT/ABOVE** the Cook Island standard.

### Actions, Strategies and Outcomes

- Engage in DMIC Professional development across the school.
- Purchase numicon Resources for teaching with materials
- Build knowledge of Numicon resources with book purchases and through MOE maths advisors
- Continue to offer Extension Maths Classes for students needing extension

