



APII TE UKI OU

2021 ANNUAL REPORT

Akara ki Mua
Learning for Tomorrow



ANNUAL REPORT
2021



Contents Page

Foreward: SCHOOL VALUES AND TEACHING EXPECTATIONS

Drivers of teaching and learning at Apii Te Uki Ou

Part 1: PRINCIPAL'S EXECUTIVE SUMMARY

Part 2: SCHOOL PERFORMANCE / IMPROVEMENT

Leadership, Direction and Delivery

- Academic Progress and Achievement
- Curriculum Reports
- Learning Support Overview

External Relationship

People Development

Chairperson's Report

Part 3: FINANCIAL AND RESOURCE MANAGEMENT

Reporting Finances (To be provided once accounts are audited)

SCHOOL VISION

Akara ki Mua - Learning for Tomorrow

SCHOOL MISSION

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

APII TE UKI OU VALUES

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

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.

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.

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.

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**.



ART EXTENSION STUDENT 2021

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 (2021+).*

Kia Orana and welcome to our 2021 Apii Te Uki Ou Annual Report.

This report is an overview of the actions and outcomes the school has taken and achieved in relation to the Apii Te Uki Ou Strategic Plan and annual plan. 2021 has a focus on succession planning and preparing for change across leadership of the school. The school has made progress in the last few years and the momentum gained is to be perpetuated through this change. The current leadership team has focused on putting in place adequate mechanisms to allow the school to grow into the future and to plan a pathway for future leaders to embark upon. We have ensured the new leadership team are comprehensively inducted and supported through the process to gain a deep understanding of where the design of important aspects of the school, such as assessment and reporting practices, behavioural

philosophies and pedagogical approaches stem from.

Apii Te Uki Ou has remained strong in governance with a dedicated Board of Governors, and the current quality of staff will hold the school in good stead into 2021 with only a few moving on in 2022.

"2021 is all about succession planning"

You will see that Actions and effort have been placed on beautifying and expanding our grounds and buildings to create a liveable, workable space for teachers, students and families.

Our motto this year has been to **'prep for change'** ensuring that all of the foundation building has not been in vain. 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





25 full time staff and 2 contracted staff. With 10 Classroom Teachers, 11 Teacher's Aides, SENCO, Culture and Te Reo Maori Teacher, a Principal's Secretary, assistant office manager, 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
- Numeracy Leader
- Assessment and Planning support
- Appraisals

- School Communications

Assistant Principal - Junior Syndicate Leader

Carmen Dodd

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

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
- Year 0 - Karavia 5 students total started Term 3 - Teacher: Sharon Spackman
- Class 1 Kuriri: Year 1 21 Teacher: Carolyn Edwards
- Class 2 Kakerori: Year 1/2 23 Students, Teacher: Brittany Reekie
- Class 3 Kotuku: Year 3/4 23 students, Teacher: Jessica Fotheringham

- Class 4 Kukupa: Year 3/4 24 students, Teacher: Carmen Dodd
- Class 5 Kopeka: Year 5/6 26 Students, Teacher: Emily Hatch
- Class 6 Kuramo'o: Year 5/6 26 Students, Teacher Emma McQuade
- Class 7 Kakaia: Year 7/8 27 Students, Teacher Kim Noovao
- Class 8 Kota'a: Year 7/8 27 Students, Teacher: Sophia Panzarella.

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.

Infrastructure Developments

This year we have seen a number of infrastructure developments and improvements to make our school a better place to be. These changes have meant we now have more space for learning and the spaces we have are improved for present and future use.

Funding Application Approvals

This year the following funding approvals have been afforded to the school. These have included the following:

- Social Impact Fund for Resources for our additional needs

programme - \$4,000 NZD

- GEF Funding approved in Principal for sanitisation and coastal protection - \$50,000 USD
- 2020/2021 Japan Grant Funding for new multi purpose building - \$128,000 NZD

Thank you to our Board of Governors Funding team which was a new addition to the school in 2020/2021

Art Auction

The 2021 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 which was more than seen at any auction to date approximately \$42,000 on the evening of the auction alone.

Successes

Literacy Professional Development - 2 x Half Days 12th & 13th July

The Cook Islands Ministry of

Education ran literacy workshops with all primary teachers across Rarotonga. These Professional Development sessions were held on the afternoon of Monday the 12th and Tuesday the 13th of July. School was closed from 12 pm on both of these days. This professional development was run by Sheena Cameron and Louise Dempsey who are renown literacy specialists out of NZ.

Manaikalani Professional Development opportunity and hosting

Learn about Manaikalani

here:

<https://www.manaikalani.org/>

At the end of Term 2 a group of 14 educators who are participating in the Manaikalani Innovative Teachers Programme visited the Cook Islands with the programme directors. They reached out to us as they wanted to connect with educators and schools in Rarotonga. We organised an evening professional development opportunity for all Teaching staff with the Innovative Teaching Programme teachers and it's organisers. We hosted this group for a day while on the island and shared our school and culture with them.

Staff Wellness





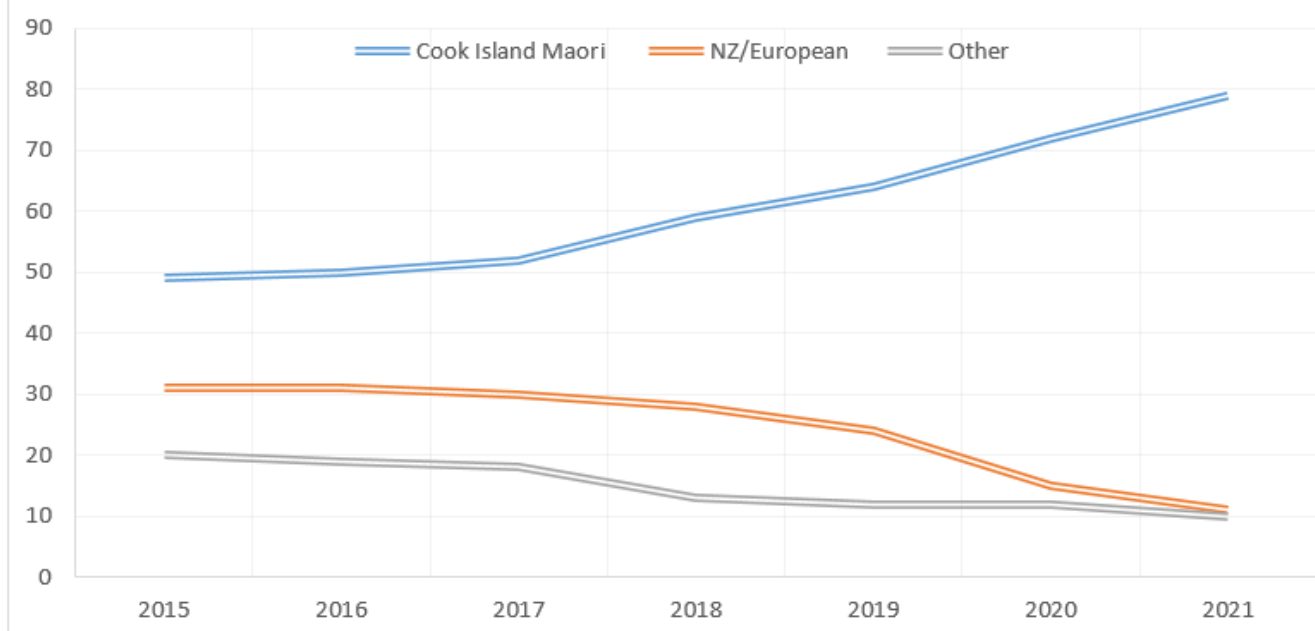
Wallis McKegg Library Donation

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 2021.

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.

The Apii Te Uki Ou School Library is in memory of a young ex-pupil named Wallis McKegg. The McKegg family have supported the school library for many years since Wallis attended Apii Te Uki Ou back in the 90's. Since then, the family have made annual donations to the school to ensure the library has fresh books as Wallis loved to read. This year the McKegg Family have made a significant donation of \$5,000 towards the up-keep of the school library which will contribute to new shelving, seating and books in the library. Since 1998 the library has been dedicated to this wonderful student. Sadly, Wallis passed away while she was still young but her love for books will definitely live on forever in the name and memory of our school library. A heartfelt big meitaki ma'ata to the McKegg family for the very generous donation, I know we will be able to make some great improvements with these extra funds.

PERCENTAGE OF STUDENT NATIONALITIES



Annual Goal Review

1. Accessibility and Inclusivity

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

Annual Goal Review Continued

1. Accessibility and Inclusivity

Goals Achieved / Actions Effective	Yes	Part	No
Action: Teachers keep close monitoring of student underachieving through their Priority Student Tracking Tool	✓		
Action: Teaching and learning programmes are more engaging and successful with students, evidenced by student’s engagement	✓		
Action: Website, social media & Facebook development (Communication Goal link)	✓		
Success Indicator: Parents are up-to-date with their child’s progress, and any news items/notices	✓		
Success Indicator: Improved communication with the wider Apii Te Uki Ou community.	✓		
Action: Teachers keep close monitoring of student underachieving through their Priority Student Tracking Tool	✓		
Success Indicator: Develop a robust communication network and strategy	✓		
Success Indicator: Support Professional Development for school leaders and staff	✓		
Success Indicator: School leaders have access to funding for professional development and mentorship is planned for and takes place on a regular basis	✓		





2. Infrastructure and Support

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



3. Leading Teaching Practice and Standards

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



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

4. Taku Ipukarea Kia Rangatira

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

Annual Goal Review Continued

Goals Achieved / Actions Effective	Yes	Part	No
Goal: Support the growth and development of Saireni in her role.	✓		
Action: Maori advisor to support planning and assessment processes in Te Reo		✓	
Action: Continue to build a strong culture Curriculum Team with the Culture team to develop progressions through the curriculum.		✓	
Action: Work closely with MOE Te Reo Maori Advisor with curriculum delivery and assessment.		✓	
Action: Create an Te Reo Assessment Plan		✓	
Action: Make copies of the learning charts provided by MOE for each classes.	✓		
Success Indicator: 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.	✓		
Success Indicator: All classes have a conversational language resources for use.	✓		
Success Indicator: To ensure that all classes get the same amount of time for both Language and Culture.	✓		
Success Indicator: Student understand the progressions of Te Reo and Te Peu Maori learning.		✓	



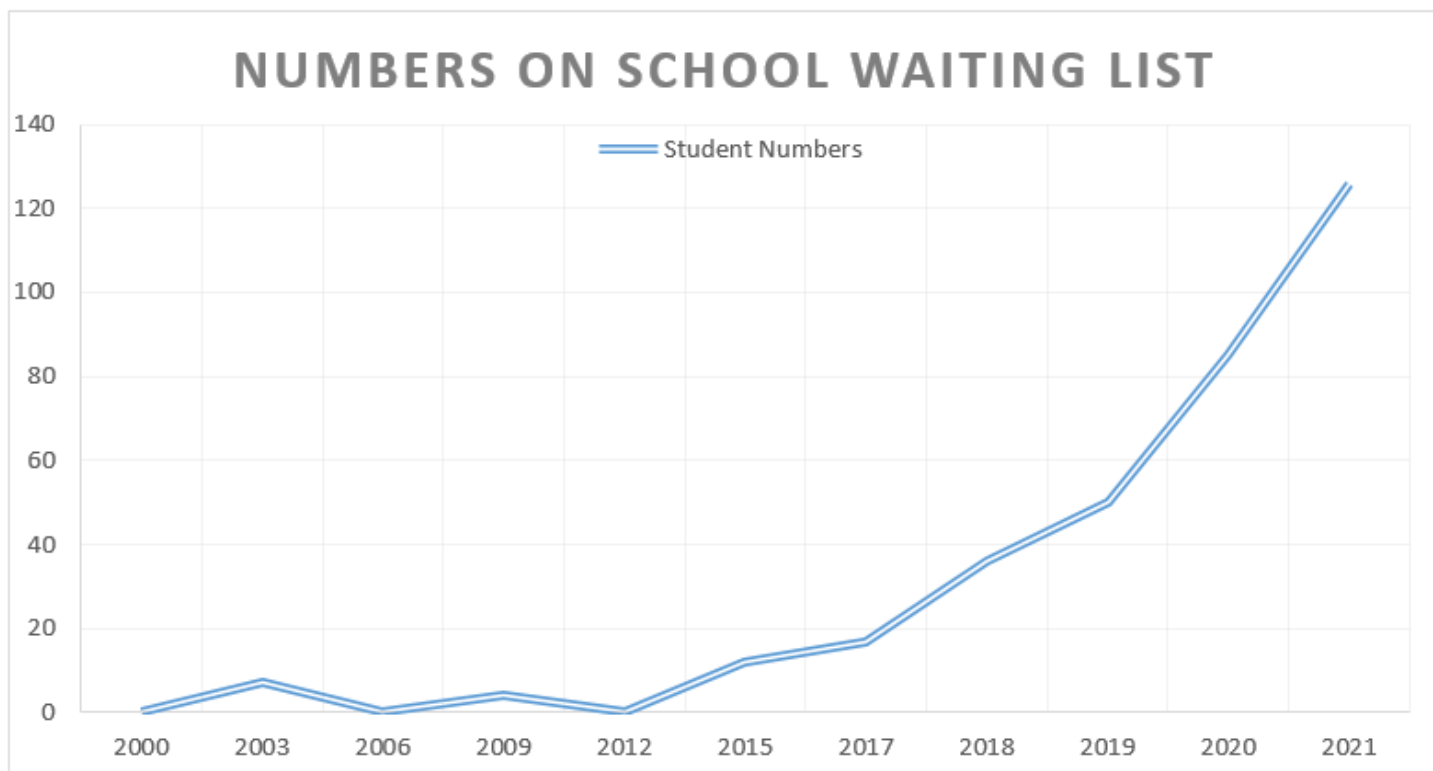
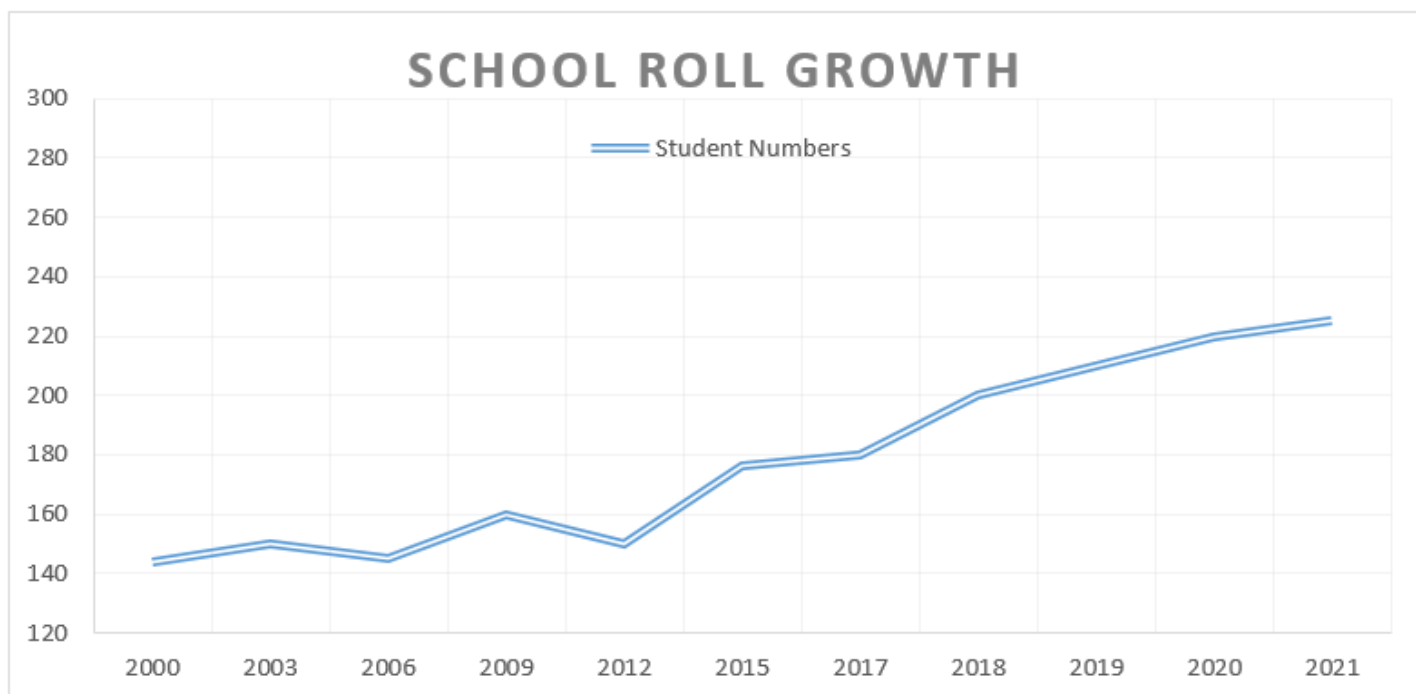


2021

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

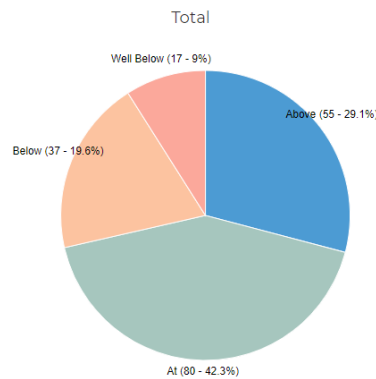
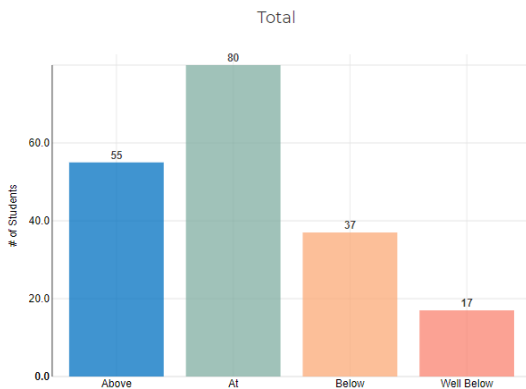


2021 Academic Progress - Reading

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 2021 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	55	29.1%	80	42.3%	37	19.6%	17	9%	135	71.4%	54	28.6%	189	100%



the school.

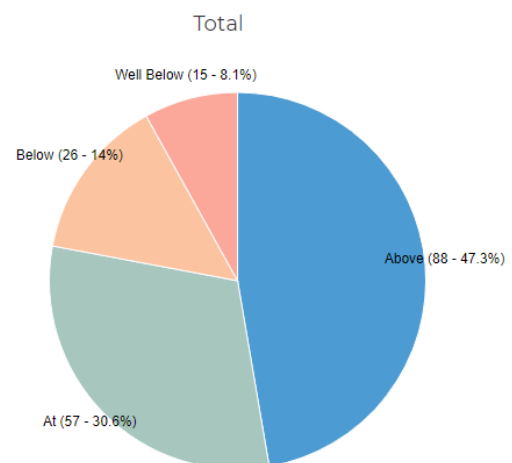
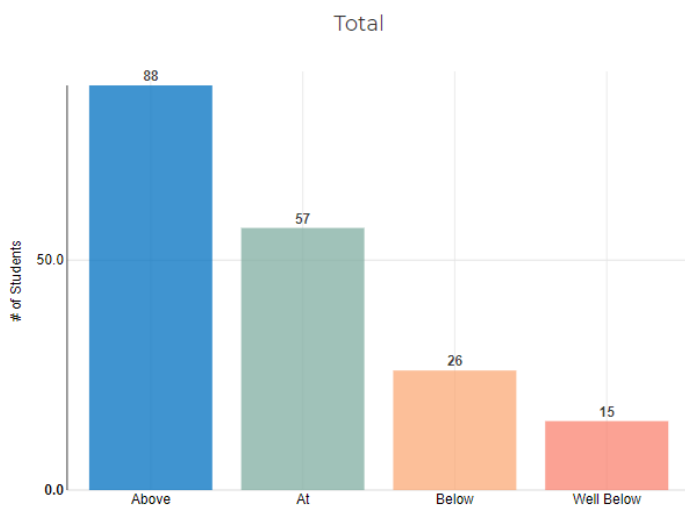
We still have a few 'hard to move' students who are finding learning to read a challenge. These students represent 17.1% of our school and they are identified by teachers and deliberate measures are taken to meet their needs over the year. We look to improve on this data in 2021 and support student progress 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	47.3%	57	30.6%	26	14%	15	8.1%	145	78%	41	22%	186	100%

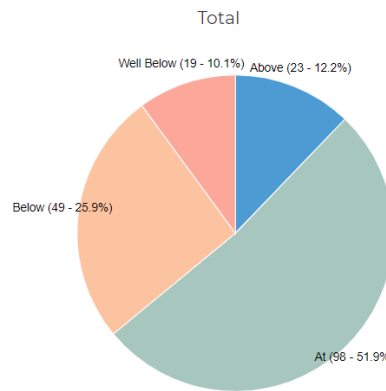
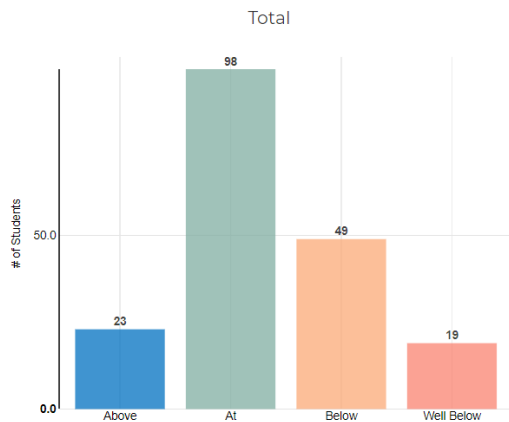


2021 Academic Progress - Writing

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. There is observable accelerated learning across our student population in all

Writing Levels against National Expectation - Interim

	Above		At		Below		Well Below		At/Above		Below/Well Below		Total	
Total	23	12.2%	98	51.9%	49	25.9%	19	10.1%	121	64%	68	36%	189	100%



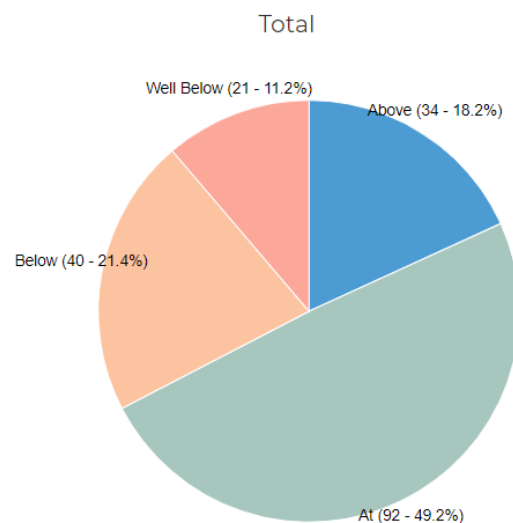
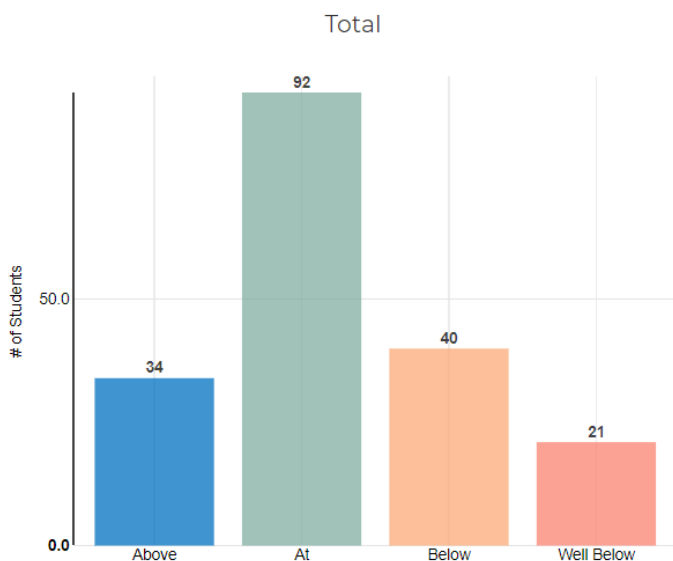
have continued to identify the challenge in this area for our boys in education affecting the data to an end result of only reaching 67.4% at and above by the end of the year. What has been recorded is smaller changes in our mid year to end of year comparisons which is a reflection of our consistent and more stringent assessment moderation practices. We will continue this practice again in 2022.

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.

Our goal of 80% at/above in writing was not reached however, we

Writing Levels against National Expectation - Final

	Above		At		Below		Well Below		At/Above		Below/Well Below		Total	
Total	34	18.2%	92	49.2%	40	21.4%	21	11.2%	126	67.4%	61	32.6%	187	100%

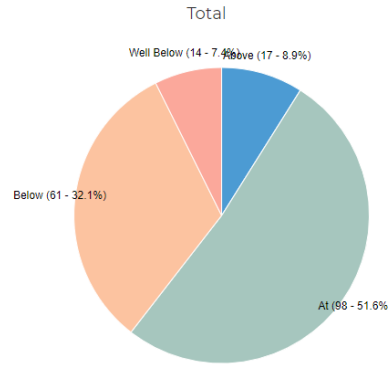
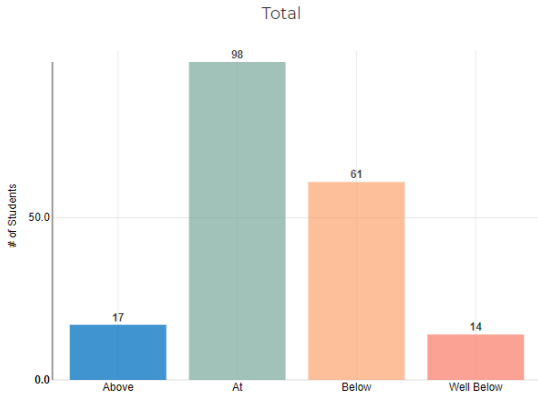


2021 Academic Progress - Maths

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

Maths Levels against National Expectation - Interim

	Above		At		Below		Well Below		At/Above		Below/Well Below		Total	
Total	17	8.9%	98	51.6%	61	32.1%	14	7.4%	115	60.5%	75	39.5%	190	100%



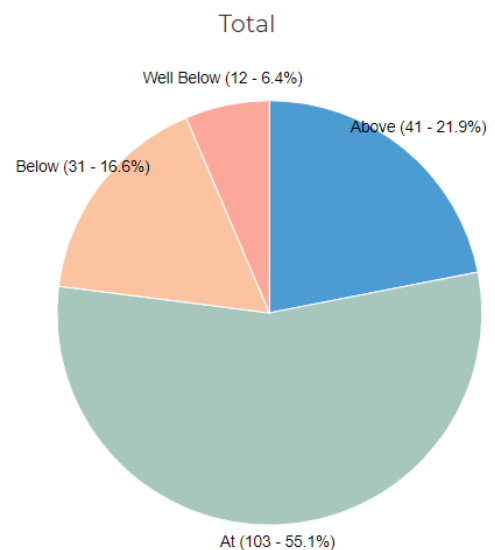
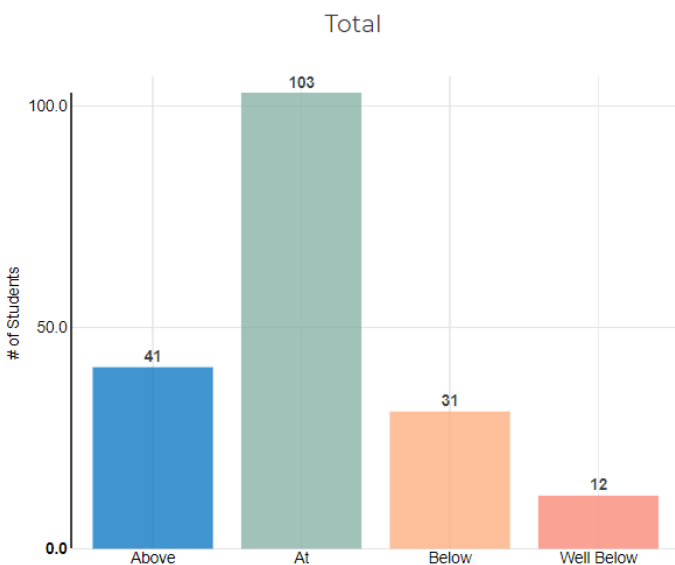
mid years data set at 60.5%.

In 2021 the school engaged in a ministry provided professional development in a programme called Developing Mathematical Inquiry Communities (DMIC) which offered a different way of approaching the learning and teaching of maths through collective problem solving. Although this programme has its limitations there are some great teaching strategies embedded in the practice for teachers.

biggest accelerated progress in mathematics this year with 24 students improving to 'At' expectation and 10 students accelerating to 'Above' the national expectation. 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 77% of students achieving at a standard expected of them. A vast improvement on

Maths Levels against National Expectation - Final

	Above		At		Below		Well Below		At/Above		Below/Well Below		Total	
Total	41	21.9%	103	55.1%	31	16.6%	12	6.4%	144	77%	43	23%	187	100%



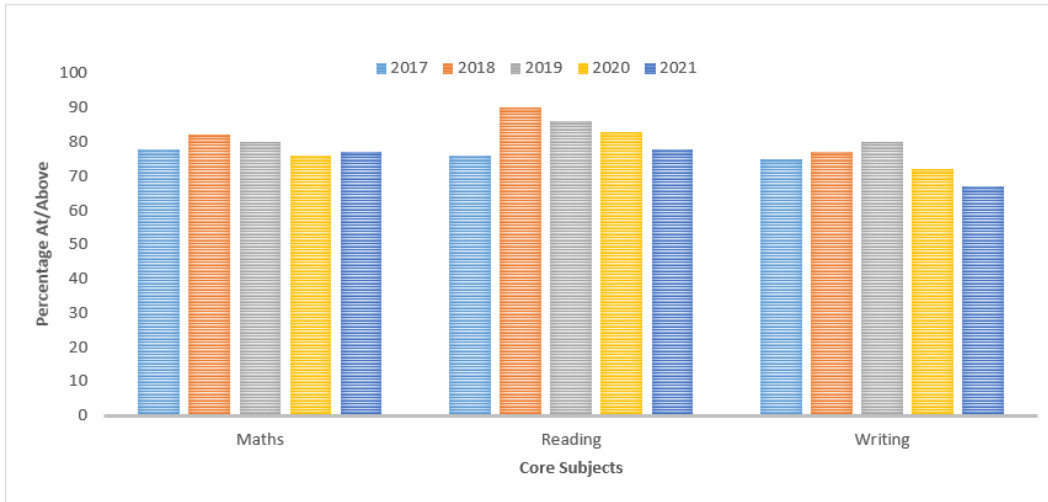
Whole School Data Breakdown

As you can see in the graph above the data has shown a decline across all curriculum areas apart from Maths Where many of the other years we have seen improving numbers this year there has been a shift in trajectory.

Annual Comparisons of 'At/Above' OTJ Data

ANNUAL ACHIEVEMENT COMPARISON

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



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

What we have continued to see, as projected, it that we see shifting numbers in our ethnic makeup as we have always had a transient school population and as families move local families are

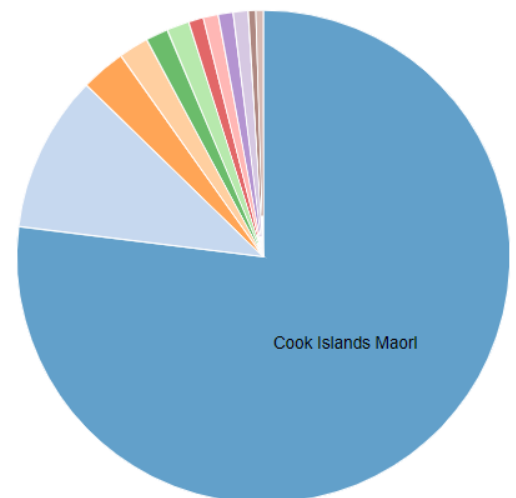
taking spaces in our school. Many of whom have come from other local schools on Rarotonga and others who are expatriates moving to the Cook Islands. With a growing waiting list, students that have Cook Islands heritage are given priority and therefore, many Cook Island Maori students have joined our school. What is interesting to consider is the achievement data of these new students. can see there continues to be a discrepancy

Increasing numbers of Cook Islanders on the school roll

Ethnicity

Ethnicity	Count	Percentage
Cook Islands Maori	157	76.96 %
NZ European/Pakeha	21	10.29 %
Australian	6	2.94 %
African	4	1.96 %
Filipino	3	1.47 %
Niuean	3	1.47 %
Maori	2	0.98 %
Polish	2	0.98 %
Other Pacific Peoples	2	0.98 %
Indian	2	0.98 %
Not Defined	1	0.49 %
Other ethnicity	1	0.49 %
Total	204	100 %

- Cook Islands Maori
- NZ European/Pakeha
- Australian
- African
- Filipino
- Niuean
- Maori
- Polish
- Other Pacific People...
- Indian
- Not Defined
- Other ethnicity



2021 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	0	0%	18	94.7%	1	5.3%	0	0%	18	94.7%	1	5.3%	19	100%
2	2	9.1%	13	59.1%	7	31.8%	0	0%	15	68.2%	7	31.8%	22	100%
3	1	3.7%	15	55.6%	10	37%	1	3.7%	16	59.3%	11	40.7%	27	100%
4	7	35%	5	25%	5	25%	3	15%	12	60%	8	40%	20	100%
5	9	34.6%	10	38.5%	4	15.4%	3	11.5%	19	73.1%	7	26.9%	26	100%
6	10	40%	5	20%	7	28%	3	12%	15	60%	10	40%	25	100%
7	2	7.4%	16	59.3%	4	14.8%	5	18.5%	18	66.7%	9	33.3%	27	100%
8	3	14.3%	10	47.6%	2	9.5%	6	28.6%	13	61.9%	8	38.1%	21	100%
Total	34	18.2%	92	49.2%	40	21.4%	21	11.2%	126	67.4%	61	32.6%	187	100%

Reading - Cohort by Year

	Above		At		Below		Well Below		At/Above		Below/Well Below		Total	
1	6	30%	12	60%	2	10%	0	0%	18	90%	2	10%	20	100%
2	13	59.1%	5	22.7%	4	18.2%	0	0%	18	81.8%	4	18.2%	22	100%
3	16	59.3%	2	7.4%	6	22.2%	3	11.1%	18	66.7%	9	33.3%	27	100%
4	12	60%	2	10%	2	10%	4	20%	14	70%	6	30%	20	100%
5	13	50%	9	34.6%	3	11.5%	1	3.8%	22	84.6%	4	15.4%	26	100%
6	11	44%	8	32%	5	20%	1	4%	19	76%	6	24%	25	100%
7	9	33.3%	13	48.1%	2	7.4%	3	11.1%	22	81.5%	5	18.5%	27	100%
8	8	42.1%	6	31.6%	2	10.5%	3	15.8%	14	73.7%	5	26.3%	19	100%
Total	88	47.3%	57	30.6%	26	14%	15	8.1%	145	78%	41	22%	186	100%

Maths - Cohort by Year

	Above		At		Below		Well Below		At/Above		Below/Well Below		Total	
1	7	36.8%	11	57.9%	1	5.3%	0	0%	18	94.7%	1	5.3%	19	100%
2	3	13.6%	13	59.1%	6	27.3%	0	0%	16	72.7%	6	27.3%	22	100%
3	4	14.8%	16	59.3%	7	25.9%	0	0%	20	74.1%	7	25.9%	27	100%
4	5	25%	8	40%	4	20%	3	15%	13	65%	7	35%	20	100%
5	13	50%	10	38.5%	2	7.7%	1	3.8%	23	88.5%	3	11.5%	26	100%
6	5	20%	15	60%	4	16%	1	4%	20	80%	5	20%	25	100%
7	2	7.7%	18	69.2%	3	11.5%	3	11.5%	20	76.9%	6	23.1%	26	100%
8	2	9.1%	12	54.5%	4	18.2%	4	18.2%	14	63.6%	8	36.4%	22	100%
Total	41	21.9%	103	55.1%	31	16.6%	12	6.4%	144	77%	43	23%	187	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?*

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.

External Relationship

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?*

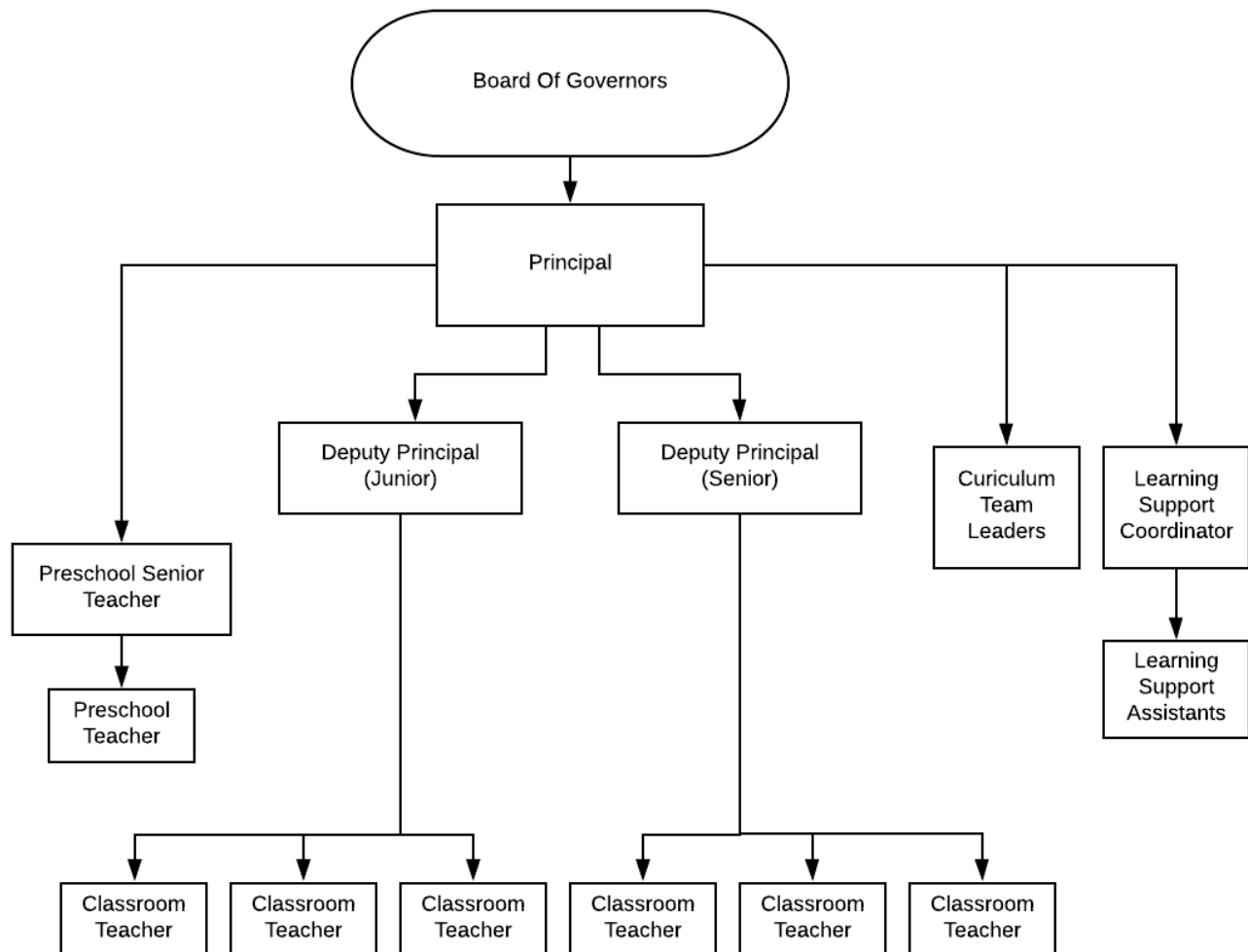
Staff Induction

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



Apii Te Uki Ou

Leadership Structure



Leadership Structure in 2021 and 2022

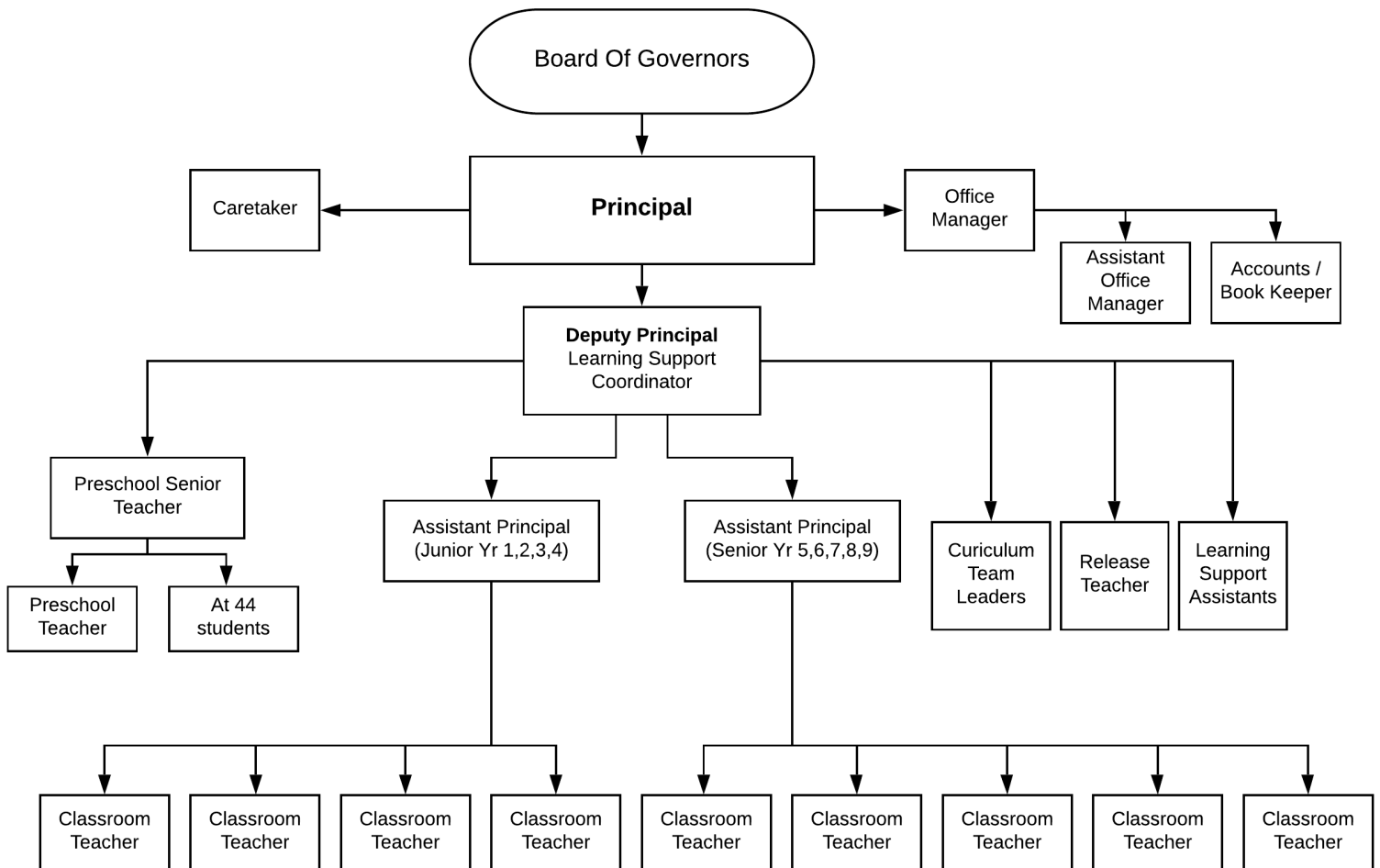
Success: The structure of leadership this year involved the remaining Curriculum and Assessment Deputy Principal in addition an Assistant Principal was employed to oversee the syndicate leadership responsibilities .

The leadership team worked well to support the school and with the addition of Carmen Dodd for a well rounded, balanced team.

In 2022 you will see a change to staffing with 2 extra teachers, 1 additional office staff member, 1 release/support teacher and 2 additional teacher's aides. We will also have a new leadership position in the school as the DP will take on the SENCO role and have no contact time teaching with the support of the release teacher.

Apii Te Uki Ou

Leadership Structure 2022



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 2021 AGM

This years 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.

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

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.

Student Teachers - 4 Student Teachers

In 2021 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 into 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 2021



We've come to the end of another exciting year at Apii Te Uki Ou with so much happening and so much promise as we look forward to 2022. Following this year's AGM the elected Board comprised of the following returning members: Tony Fe'ao (Chair), Karla Eggelton (Vice Chair) Miranda Doran (Treasurer), Marina Short, Romani Katoa, Rebecca Tautala and Sandrina Thondoo. Three new members were added to the 2021 Board: Lavinia Tama, Rahul Patil and Diane Tschan.

We have been able to draw on the experience of existing board members to retain momentum with important projects as well as utilise fresh perspective from our new members as we refine the way we do things. One of the areas of refinement has been getting smarter about sourcing funds to ensure we are able to continue to offer quality education and support our inclusive education/extension programmes. We limited our community fundraising to two events - The annual School Gala and Art Auction. Both these events were a great success due to the overwhelming support from our staff and school community - Meitaki Maata.

The Board prioritised sourcing grant funding in 2022 which allowed us to access a bigger pool of funds to achieve our strategic goals - including catering to an expanding roll and reducing our waiting list (which has grown to over 100 students). This year, building started on our Japan-funded multi-purpose classrooms. We were also able to secure funding to assist with wastewater management and improve resourcing for teacher aides and our inclusive education programme.

The steep growth in our waiting list over the past 2 years prompted the Board to engage with the Ministry of Education and CIIC to explore options for growing Apii Te Uki Ou. These included site expansion and offering year 9&10 options in the near future. Lots of time and effort has been put into engaging with these agencies. We are committed to being able to accommodate families that wish to send their children to Apii Te Uki Ou. 2021 also marks the end of an era, as Mark and Shannon Harris leave the school after 5 years of service to return to New Zealand.

Mark has passionately led the school for the last 4 years, tirelessly working to create a school culture that nurtures and encourages excellence and a sense of belonging in our children and staff. Mark has also built a positive relationship with the Board of Governors. His expertise, insight and positive approach to his role has been helpful to ensure the Board are well informed when making key decisions for our school.

Shannon has also contributed tremendously to school in the areas of Inclusive Education and Extension programmes. The resounding success of the Art Auction is a testament to the contribution she has made to our school. We are blessed to have had both Mark and Shannon give so generously of their energy and skills over the last 5 years and the impact they have had will forever be a part of our school legacy.

We were pleased to have recruited Mark's replacement locally with Mrs Carly Ave taking over as school principal for 2022. Carly will be a great fit for our school and with a two-term handover this year, we expect minimal impact to the momentum we have gained in the past few years.

Finally, I'd like to thank our team of hard-working Board of Governors. 2021 has been a year of wins and learnings as a team. Through Covid lockdowns, personal challenges, Board meetings that go over-time and the busy life of a being Te Uki Ou parent - your valuable contributions are much appreciated. Thank you for the wisdom, experience and expertise you generously give to our school.

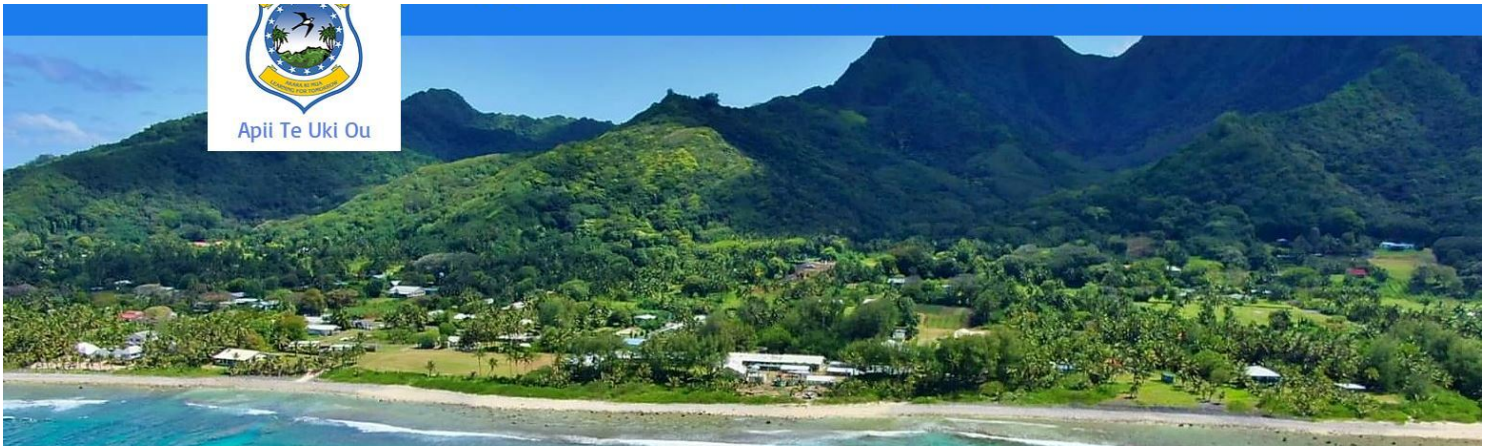
May the Lord continue to bless our school and our community. Te Atua Te A'roa

Tony Fe'ao

Chairman



CURRICULUM REPORTS



Mathematics Team Report

December 2021

McQuade,

Goals:

- Building teacher capacity
- Encouraging questions
- Setting up opportunities to support and help teachers feel successful in teaching DMIC
- Technology - building confidence in using technology in the classroom
- Resourcing classrooms

Rationale:

This report is written to highlight the actions undertaken and the progress made in relation to the key learning area of numeracy. Numeracy is commonly broken into the specific teaching areas of number knowledge and strategy. This year we were introduced to DMIC teaching of Maths as a problem solving approach.

Team Members:

Kim Noovao (Team Leader), Sophia Panzarella, Brittany Reekie, Emma

Action Plans:

Key points in the action plan for 2021:

- [DMIC](#)

Developing Mathematical Inquiry Communities was introduced in many schools in the Cook Islands through the



APII TE UKI OU

YEAR 9 PROSPECTUS

2022

Ministry of Education. It is a method of teaching which encourages group problem solving in culturally centred contexts and improves engagement and outcomes in mathematics learning. **Developing**

Mathematical Inquiry Communities

(DMIC) takes maths out of textbooks and into the hearts of classrooms and communities. As a school we decided this was worth diving into, to support our students to understand big ideas around Mathematics and problem solving.

Knowing we were moving into this professional development from 2020 to

begin in 2021, we looked for teachers from New Zealand who were experienced in teaching DMIC to support our journey with learning this approach.

Actions Completed:

- **DMIC Teaching**
- Whole teaching staff DMIC training with Ministry of Education
- In house observations of skilled teachers of DMIC
- Resource bank on google drive created to support
- Planning meeting with whole school to



support DMIC teaching

- Math Expo entries and placings
- **Basic facts** - as part of homework from Year 3 up
- All classes have sent home basic facts as part of the homework programme.
- **Resources**
- The team generated a list of resources for classrooms to increase resources throughout the school. We have created classroomboxes of key resources and have ordered more to boost resources throughout the school and new classrooms.
- Key Learning Area Boxes have been created to utilise across the school

when teaching units of work. E.g. Time, measurement, money.

Barriers to Progress:

- Teachers adjusting to a new programme (DMIC) and the expectations of the way you use DMIC, placing value on the newness and giving it time to prove it is best practice
- More Ipads needed in senior school for use of technology during math time
- Internet issues for using websites like Khan Academy
- Resourcing - lack of certain resources in classrooms - Some resources teachers not knowing how to use

effectively e.g. numicon

- Process / Timing of ordering of resources

Successes:

- **DMIC**

A successful year of learning how to use the DMIC approach to teaching.

Being fortunate to have two skilled teachers, Sophia Panzarella and Emma McQuade, we have been able to have observation lessons of how they teach and then rich discussions at team level on the take-aways from these observations.

This experience has also supported the development of planning using DMIC.

What we have seen is a huge improvement to the students attitude towards Maths, many feeling more successful, more likely to have a go, co-operative skills during group time, many students feeling relieved not to have to work alone. Arguing skills - raising the power of their voice and opinion for justifying their thinking.

- **Resource Sort and Distribution**

Collected all Math resources in the school to sort and share across the classrooms, make key topic boxes and order new resources to top up each class to have a box each for teaching.

Recommendations:

- Continue to build teacher capability in teaching DMIC to build [student agency in Maths](#)
- Buddy current teachers with new teachers to spread experience
- Give time during staff and team meetings to continue to grow in Math teaching, build ideas and share resources
- Workshops for how to use certain resources
- Continue to boost resources across the school, hands on equipment to support teaching and learning
- Purchase more Ipads
- Implement long term plan for the whole school e.g. Odd/Even year for coverage of Math curriculum



Literacy Team Report 2021

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:

Carmen Dodd (Team Leader), Emily Hatch, Carolyn Edwards, Sareni Poila, Jess Fotheringham (Term 1) Shannon Harris (Term 2 onwards) Jess and Shannon swapped so we had coverage across the year levels in all curriculum areas.

Goals:

- 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 a 2 day Shenna and Lousie conference

Kim continued to go with Carmen, as the LEAD teacher, for the school cluster with Sheena and Louise

- Book Room

Book Room - continue to organise

Green, and Orange up - readers to be purchased (non-fiction)

Video good practise

Use the expertise on our staff and identify what is working well in the classrooms that we can video and use as training, PLD. (Guided reading groups, writing lesson, giving feedback, Reciprocal Reading, Oral Language, Phonics) across the year groups.

- Other

e-asTTle Reading - for senior school assessment

Continue writing moderation

- Narrative T2/4

Action Plans:



Key points in the action plan for 2021:

- Plan and prepare Writing assessment
- 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
- Plan Literacy Week
- Support new teachers with Speech competition - rubrics to be adjusted
- Keep PM testing kits full of copies
- Writing moderation- whole school
- Spelling for homework - all classes need to send home spelling books for homework
- Buddy reading - in buddy classes or Read Together

Actions Completed:

- The book room was kept fairly tidy throughout the year. This was in part to the TA time being used effectively to put books away.
- We set the Y6-8 students up with e-asTTle Reading for their Term 3 assessment
- Senior and Junior school speech competition
- PM testing kits kept up to date
- Whole school writing moderation after the Term 1 assessment and within syndicate moderation after Term 3 assessment.
- Staff Meeting on spelling across the school. Starting with the New Entrant and the phonics programme through to the senior school, using Spelling under Scrutiny.
- Literacy Week - we had a week of different areas of focus, all of which were supported by the staff and the students. This included library competitions and the MOE Literacy Advisor coming in to observe a

phonics lesson.

Barriers to Progress:

- Some teachers did not successfully implement a spelling programme in their classes, organisational issues and busy timetables
- There were no extension or remedial writing programmes run this year, outside of the classroom.

Successes:

- Whole school moderation of writing
- Speech competitions across the school
- 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.
- 'Reading Together' - started in Term 3. The students were matched up in year levels (Y7/8 able + lower Y5/6, Y5/6 able + lower Y3/4, Y3/4 able + lower 1/2) This ran from 12.45 - 1pm, Monday to Thursday. On Tuesday the focus was on Te Reo books. Students were encouraged to use Pause, Prompt, Praise when working with less confident readers.

Recommendations:

- New boxes for the reading books in the resource room. Along with a stocktake of what we have, what is no

longer useful and what we need.

- Spelling folders with progression of resources and examples for each classroom teacher and covered at Teacher Only Day at the beginning of the year, along with staff meetings.
- Continue with the Sheena and Louise resources to teach spelling and writing.
- Create a school wide expectation of how we teach reading. Graphing reading progress in a wedge from Year 1 - every six weeks expecting movement up the reading levels
- Purchase 'Casey Caterpillar' books to teach letter formation for the Junior school
- Spend some of the budget on improving the 'green' and 'orange' books in our colour wheel books.
- Look at what resources we need moving into Year 9 such as Dictionaries, Atlas's and text books.
- Continue with the 'Read Together' as a way of getting more reading mileage for our students.

Written by Carmen Dodd



ATUO Sports Report 2021

Lead Teacher: Jessica Fotheringham

Rationale:

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

Team Members:

Jess Fotheringham, Carmen Dodd, Kim Noovao, Lyzette Howard.

Goals

- Purchase key pieces of PE Equipment.
- Plan and run a successful Triathlon and Athletics day.

- Train early for key sports events.

Action Plans

Key events and tasks in the action plan for 2021:

- Complete an inventory of what sports equipment is available and order key pieces of equipment that are needed.
- Plan and run a successful Triathlon and Athletics day.
- Organise teams and training for the following sporting events; Swimming competition, Tennis competition, Badminton competition and Prince of Wales.
- Professional development on Athletics Training provided by Athletics Cook Islands.

Actions Completed

1. Purchasing of resources

After not being able to purchase any sports equipment in 2020, this year we have purchased some much needed equipment with the PE Budget. This gear consisted of tennis balls, soccer balls, bean bags, marker cones, frisbees, parachutes,

shuttlecocks, dodgeballs and skipping ropes. Unfortunately due to border closures, we were unable to receive the gear in August as planned, but we anticipate the arrival of this gear in early December and look forward to being able to use it in 2022.

1. Plan and run a successful Triathlon and Athletics day

Both events were organised in advance and were both big successes. The school Triathlon which took place earlier in the year was a highlight for many students. The school Athletics day was a day filled



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

with great sporting competition. Both events were efficient and finished on schedule, with no major injuries or problems. Suggestions have been made for minor changes to these events in 2022.

1. Organise teams and training for key sporting events

The sporting calendar for 2021 was a full one and Apii Te Uki Ou came away with some great wins. Here is a summary of the lessons offered to the school, and the tournaments our students participated in.

- Swimming lessons for all students, Term 1 and 4.
- Rarotonga Primary Schools Swimming Competition, Term 1.
- Gymnastics lessons for Junior Syndicate, Term 2.
- Rising Stars Championship for Senior students, Term 2.
- Badminton lessons and tournament for Year 4-8 students, Term 2 and 4.
- Tennis lessons and tournament for Year 1-6 students, Term 3.

- Prince of Wales training and competition for selected students, Term 3.

1. Professional Learning and Development

Ruth from Athletics Cook Islands provided a professional development session about Athletics training to Jess. Athletics Cook Islands provided the school with plenty of electronic resources to support the training of Athletics. We also discussed the option of having a full staff professional development session at the beginning of Term 2, 2022, to prepare all the teachers with the knowledge and skills necessary to train students for Athletics Day and Prince of Wales.

Barriers to Progress

- Purchasing of resources took place halfway through the year from New Zealand, but these were unable to be flown over on the original date in August because of border closures.
- The PLD session offered by Athletics Cook Islands took place late Term 3 and this could have been more effective if done earlier in the year.
- Training sessions for Prince of Wales were inconsistent due to the uncertainty of the event being run, and also with the timetable demands

for senior students.

Successes

- Purchasing some much needed Sports equipment.
- A well organised Athletics day and Triathlon.
- Some great lessons were offered to the school by various sporting organisations.

Recommendations

- Focus on training for Athletics Day and Prince of Wales from the beginning of Term 2.
- Order key pieces of PE Equipment earlier in the year to avoid shipping delays.

Report completed: 25th November 2021



E-LEARNING AND ICT

CURRICULUM REPORT 2021

Rationale:

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

Team Members:

Sophia Panzarella, Carmen Dodd, Emma McQuade, Jess Fotheringham.



Team goals:

- To support teachers' professional development in the area of digital technology.
- To ensure adequate resourcing so that students have access to a variety of digital technology learning opportunities.
- To help keep the school's vision '*Akara ki Mua- learning for tomorrow*', at the forefront of teaching and learning at ATUO.

Action Plans

Key points in the action plan for 2021:

- Carry out a teacher review using the eLPF tool to identify needs and opportunities within the school.
- Run staff session around the use of digital technologies in the classroom.
- Purchasing of resources that allow for a greater range of DT learning opportunities within the school.
- Explore the curriculum

developments that have taken place in New Zealand in relation to digital technology.

Actions Completed

1. Teacher ELPF Survey: The survey identified several areas of relative strength amongst teachers. Numerous teachers felt confident that they knew how to use digital technology to promote student choice and that they knew how to use technology to meet specific learners' needs. The teacher survey also highlighted a number of next steps for teachers' professional development. At the time of the survey (*Term 1*), the majority of teachers were yet to embed digital technologies into their classroom practice.

2. Digital technology resourcing: A range of DT

resources were purchased to expand the learning opportunities on offer to our learners. The DT team purchased a range of resources to explore the concepts of robotics, coding, computer science and design.

3. Digital technology

teacher workshop: A Digital Technology workshop was run for teachers as a staff meeting. The workshop was aimed at introducing the digital technology developments that have taken place in the New Zealand Curriculum. It also

introduced teachers to the school's new DT resources and focused on encouraging teachers to use them with their learners.

Barriers to Progress

- Internet connectivity is still very much a challenge and has limited what digital technology learning opportunities have been possible in the classroom. Numerous teachers have tried to integrate digital technologies into the classroom but have had to adapt due to the limitations posed by the school's



connection.

- The school had a significant number of new staff this year. With this, comes a period where new teachers are learning to adapt to a new school culture and way of doing things. As a result, digital technology professional development and integration were not necessarily priorities for teachers at the start of the year.

Successes

- DT Resource Kit: we now are able to provide a wider range of digital learning opportunities. The equipment purchased was selected for its multipurpose nature and ability to be used in different learning contexts.
- Teachers experimenting with digital technologies in the classroom. Teachers are willing and open to trying new things with digital technology in the classroom. There is some fantastic collective knowledge and experience held within the school in terms of the use of digital technology.
- Continue discussions and momentum with Vodafone around improving internet connectivity within the school. Vodafone is in discussions with the MOE around improving line rate and capacity for all schools. This is due to take place by the start of the new school year. Equipment is also due to be installed at the school to help improve connectivity. They are expecting the equipment to arrive in mid-December.
- Continue to expand the school's digital technology resource library. The purchasing of DT equipment does not necessarily need to entail class sets if they are being used in a workshop model or in a way that is responsive to students' inquiries.
- Continue to develop teacher capability and confidence using DT in the classroom. This could be integrated with staff PD around student inquiry.
- If internet connectivity improves next year, the school will be in a good place to start looking at the developments that have taken place in New Zealand around the revised DT curriculum.

Recommendations



CULTURE AND TE REO EOY REPORT 2021

Rationale:

This report is to highlight the actions undertaken and the progress made in relation to Te Reo and Culture events. A Huge success for the team in completing the busy schedules of Cultural Performance and Teaching in class.

Team Members:

Kim Noovao, Shannon Harris, Carolyn Edwards, Mark Harris, Sareni

Pekepo-Poila (leader)

Team goals

(Co-constructed at first meeting):

To continue the Culture Team for 2021, is the KEY of working effectively alongside each other. Ensuring Te Reo and Culture Curriculum is constantly meeting the needs of our students. Change the way of teaching to motivate students into different

aspects of learning. Do my very best to win and be a role model for students, staff and community. A school wide strategic goal based on assessment of focusing on improving in reading, writing and speaking in Te Reo.

Action Plans

Key points in the action plan for 2021:

- Establishing a collective and



consistent understanding of teaching

- Professional learning and development as a whole staff
- Insuring the protocols are being met.
- Actions completed
- Speaking Te Reo in their 'ākaāravei'anga
- Establishing the Lord's Prayer in Te Reo for teachers and students during assembly

Actions Completed

Barriers to Progress

Successes

- Ambassadors assembly
- Protocol for Visitors visiting our school
- Pre School Opening
- Island Night for Mitiaro
- Mitiaro camp
- Opening of the New Building, Umu and unveiling of the plaque

Recommendations

- Assessment

Would recommend a solution when assessing students.

- Purchase more hands on Te Reo resources.
- More support for extension literacy
- Classroom teachers using Te Reo more within their classrooms.

Report completed: 9 December 2021

Science Team Report 2021

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 and Brittany Reekie

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

Action Plans

Key points in the action plan for 2021:

- Purchase key pieces of science equipment that we think are missing
- Science day
- STEAM resources and kits to be updated for use across the school
- Science team to encourage the use of STEAM kits across classes

Actions Completed

1. Purchasing of extra STEAM resources for use across the school

Emily purchased resources to update the STEAM kits created last year.

1. Science Day

As a team, we organised and ran a Whole School Science Day where teachers taught a different part of the physical world science curriculum.

1. Professional Learning and Development

Emily has worked with the senior school teachers to show them how the STEAM kits can be used and what the benefits are and encouraged these to be used. Brittany introduced the STEAM kits to the junior school teachers who were all new this year and explained how these can be used and the benefits of using these.

1. Equipment Purchased

The 2020 Science team created a document with a list of equipment we felt would be useful and this year we purchased some of these items including; Thermometers, kitchen scales, body scales and spring measures.

Barriers to Progress

- Not enough time to try and do things like STEAM in the classroom.
- Mindset of some teachers, thinking it is a difficult subject to teach.
- Not always having the correct consumable products available e.g. baking soda

Successes

- Science Day

Students loved this introduction to our Physical World unit. It gave them an overview of all different types of movement and made them curious to learn more.

[About Science Day](#)

- STEAM Kits

Used well in the Year 5 and 6, Year 3 and 4 and Year 1 and 2 classes. Students loved these projects and they worked well as a long term unit for cross-curricular planning and teaching.

Recommendations

- Science Fair to be encouraged across other schools, as a way to start an island wide competition for next year. Team leader next year to invite other schools to participate, find judges, prizes a location and potential sponsors.
- Science Fair to be an biannual event which means it will happen again next year (2022). We are thinking Term 2 would be a good time for this to give time for planning and organisation.
- Science Fair to have a theme for it (we are thinking something around the living world and sustainability) that is sponsored by someone e.g. Ministry of Agriculture to sponsor the Science Fair if we theme it around sustainability.
- STEAM kits to be continually developed and use of these to be encouraged schoolwide.
- Staff wide Science PD for teaching science (could be PD around the theme for the science fair or how to teach the scientific process to students.)
- Earth and Sky as the theme for our whole school Science Inquiry.

Report completed: 4th November 2021



2021 LEARNING SUPPORT

Additional Learning Needs Coordination Overview 2021

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. In addition to IEP's, each student has a chat group via messenger involving the Learning Support Coordinator, the teacher, teacher's aides and family. These chat groups have improved communications with our families and are a great way to share daily/weekly updates, share photos and successes of our IE learners.

Remedial Reading:

This year we continued our Reading Mileage for all of our students who were at risk or below their chronological age in reading. This year our whole school got involved with everyone reading to a buddy after lunch Monday - Thursday. We believe this has been a great success lifting reading levels school wide and would like to continue this next year.

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 initially were given around 40 licences for our IE students. For the last two years The Learning Staircase has given all of our students a license free of charge for the full year. Most classrooms use Steps Web in their class literacy programme and students who have access to the internet, use the programme at home. The Learning Staircase has activities specifically created for students with dyslexia. The programme adapts to each learner

and practises all the core skills needed for reading and spelling. We have had great success with many students who regularly use this programme and this is shown in their data throughout the year tracked through the Steps programme.

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.

Sometimes we run school errands to practice life skills, like deciding what to purchase and paying for items and communicating with the unfamiliar person behind the counter.

One of our IE students finds it very tricky to get his haircut. With the support of his TA and his friends he is able to go to the hairdresser and get his haircut.

Art Extension and Art Auction:

This year I have worked with 47 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 2021 ATUO Art Auction and the paintings will be made into cards and prints for further

fundraising. Students also receive 10% of their paintings earnings.

This year's Art Auction was advertised online on Facebook and email. The event was held at the Islander Hotel for a second year.

Rohan Ellis provided the staff to help set up the Art Auction and a marquee to add extra exhibition space for our large paintings.

Jenna Tere, George Tere, Liana Nicholas, Tamsyn Dearlove and myself set it up on the day of the event. Tony was our fantastic 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.

During our sessions during weekends and the school holidays the curriculum Arts Team and some of our parents came in to support Art Extension students, particularly some of our students that were stuck in NZ due to Covid during Term 3.

Art Auction Fundraising

Individual Class items/Silent Auctions:

Kura \$285.00
 Karavia \$210.00
 Kuriri \$90.00
 Kakerori \$270.00
 Kotuku \$360.00
 Kukupa \$475.00
 Kopeka \$300.00
 Kuramo'o \$375.00
 Kakaia \$120.00
 Kota'a \$610.00
Total: \$3095.00
 Cost: \$319.99
 Profit: **\$2716.00**

Prints, images and canvas orders:
TBC

Art Auction Booklets and Calendars:

This year we created booklets and calendars for the Art Auction. The booklets were printed at Rarotongan Printing and contained all of the students' blurbs and were sold for \$5.00 (no profit). We also created 60 calendars at CIPs and were sold for \$25.00 (\$11.00 profit).

\$11.00 x 60 = **\$660.00**

Art Extension Painting Total:
\$41,620.00 (before expenses)

Class items: **\$2716.00**

Calendars: **\$660.00**



Pasifika Art Auction Total: \$44,996.00

Teacher's Aides:

We now have a fantastic team of eleven 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. One of our teacher's aide's shares her role with another TA, and spends her remaining hours in the office support Tina with admin duties.

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. Please refer to the ATUO 3 Tier Register.

[ATUO Learning Support 3 Tier Register 2021](#)

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 again this year. 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 as soon as our borders allow.

Horses of Rarotonga:

Earlier this year we continued our visits to the Horses of Rarotonga. Each week we took our students up Turangi Valley 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.

Every Friday we take a group of students, mainly consisting of IE students aged between 5 and 13 years. 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 100 ATUO students have visited the horses so far this year, many with additional learning needs. 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. I hope this continues in the future.

Summary

Inclusive Education is very close to my heart and an area of teaching that I am very passionate about. It has been an honour to be part of developing the programme here at Apii Te Uki Ou over the last five years. Providing our IE students with meaningful learning experiences is key to their development, along with a differentiated programme to set them up with life skills and success in their future.

It is exciting to see that the programme is continuing to grow

and I hope that our IE students will continue to be offered opportunities and experiences like all the other students at our school and the wider community have. I know that the ATUO Inclusive Education programme is in safe hands as I hand over my role to Kim Noovao and I am excited to see how this develops in years to come.

Meitaki e kia manuia.

Shannon Harris

LEARNING SUPPORT

Additional Needs 3 Tier Register 2021

All Boards of Trustees are responsible for ensuring their school has a special education needs register.
The School's Special Needs Register falls into 3 categories: Tier 1, Tier 2 and Tier 3

Tier 1 students: These are learners who need teaching adaptations and/or need individualised support to access the curriculum and achieve at or above the curriculum level. Learners may use Braille or New Zealand Sign Language to access the curriculum or they may use assistive equipment and need the classroom adapted to support their learning. These learners are likely to have access to a range of special education services and resources.

Tier 2 students: These are learners who are likely to have Individualised Education Plans (IEPs) or similar plans and work within level one of the curriculum throughout their time at school. These learners are likely to have access to On-going Specialist Services or extended Resource Teachers, Learning and Behaviour (RTLb).

Tier 3 students: These are learners who need effective teaching and accelerated teaching programmes to access the curriculum and achieve at the curriculum level for their age. These learners are likely to need short term access to some special education service and resources.

Tier 1 Learners:

Currently, Apii Te Uki Ou has no tier 1 learners.

Tier 2 Learners:

Learner:	Context for support	Action/Goals
Student 1 DOB: - Year: 8 Class: Kakaia Teacher: Kim Noovao	ADHD Autism Spectrum Disorder Processing difficulties Well below chronological age in writing and maths Below chronological age in reading Stepsweb: 9y2m 1/9/20 10y4m 24/3/21 Medication: Retolin	Full time TA Support - Jared Pauga followed by Riley Piakura IEP meetings each term StepsWeb Literacy Programme Goals: Self managing behaviour
Student 2 DOB: - Year: 7 Class: Kota'a Teacher: Sophia Panzarella	ADHD Processing difficulties Other diagnosis/medical history: Total hearing loss in his right ear - Meningitis Previous chemotherapy treatment Langerhans Cell Histiocytosis (LCH) Multifocal bone disease Sites: Left and right ischium, right iliac bone, possible right distal humerus, possible right temporal bone Off treatment April 2014 - Neisseria meningitidis meningitis - Thalassaemia (single gene deletion alpha-thalassaemia likely – low MCV and MCH) Current Medication: Retolin begin Term 2, Increased dosage June Well below chronological age in all learning areas Stepsweb placement: 6 y 7 m 5/11/20 7y2m 14/6/21	Group TA Support - Chris Bishop IEP meetings each term StepsWeb Literacy Programme Touch typing - typing.com Goals: Self managing behaviour Staying on task
Student 3	Down Syndrome Autism Spectrum Disorder	Full time TA Support - Mere Rovanu IEP meetings each term

<p>DOB: -</p> <p>Year: 7</p> <p>Class: Kota'a</p> <p>Teacher: Sophia Panzarella</p>	<p>Eye problem - Nystagmus</p> <p>Wears glasses (sometimes reluctantly) in class</p> <p>Toileting</p> <p>Communication difficulties - Oral Language</p> <p>Well below chronological age in all curriculum areas</p> <p>Letter sound knowledge assessment: Letters: 24/26 Sounds: 0/34 3/2/21</p>	<p>Sensory development program each day.</p> <p>Students to participate in PE and the PMP programme to help him to increase his fitness and to build muscle tone.</p> <p>Differentiated programme</p> <p>Goals: To maintain a healthy body weight and further develop core strength and arm and leg muscles.</p> <p>Reed needs to increase his movement and exercise to help his physical development.</p>
<p>Student 4</p> <p>DOB:</p> <p>Year: 5</p> <p>Class: Kuramo'o October 2021</p>	<p>Autism Spectrum Disorder</p> <p>Processing difficulties</p> <p>Communication difficulties</p> <p>Social challenges</p> <p>Well below chronological age in all curriculum areas</p>	<p>Full-time TA Support - Izzy Miles</p> <p>IEP meetings each term</p> <p>Differentiated programme</p> <p>Goals:</p> <ul style="list-style-type: none"> - Independently engage in an extended greeting by following up his statement with a question or comment - Positive transition into Kuramo'o Term 2 - Feel a sense of belonging in his classroom <p>Rewards chart</p>
<p>Student 5</p> <p>DOB: -</p> <p>Year: 6</p> <p>Class: Kopeka</p> <p>Teacher: Emily Hatch</p>	<p>Autism Spectrum Disorder</p> <p>Communication difficulties</p> <p>Anxiety</p> <p>Well below chronological age in all curriculum areas.</p> <p>Letter sound knowledge assessment: Letters: 15/26 Sounds: 1/34 3/2/21</p>	<p>Full-time TA Support - Maeva Carr</p> <p>IEP meetings each term</p> <p>Goals:</p> <ul style="list-style-type: none"> - Follow simple, clear instructions or task with 2 steps - Make eye contact independently with others in a social setting - Independently engage in an extended greeting by following up his statement with a question or comment - To be included in group lessons in the class <p>Rewards chart for Reading</p>
<p>Student 6</p> <p>DOB: -</p> <p>Year: 3</p> <p>Class: Kotuku</p> <p>Teacher: Jess Fotheringham</p>	<p>Autism Spectrum Disorder</p> <p>Processing difficulties</p> <p>Communication difficulties</p> <p>Well below chronological age in all curriculum areas</p>	<p>Full-time TA Support - Marisha Hicke</p> <p>IEP meetings each term</p> <p>Differentiated programme</p> <p>Rewards chart for classwork</p> <p>Goals:</p> <ul style="list-style-type: none"> - Encourage oral language
<p>Student 7</p>	<p>Autism Spectrum Disorder</p> <p>Processing difficulties.</p>	<p>Full time TA Support - Tata Porturu</p>

<p>DOB:-</p> <p>Year: 2</p> <p>Class: Kota'a</p> <p>Teacher: Brittany Reekie</p>	<p>Communication difficulties</p> <p>Below chronological age in all curriculum areas</p>	<p>IEP meetings each term</p> <p>Differentiated programme</p> <p>Goals:</p> <ul style="list-style-type: none"> - Independently engage in an extended greeting by following up his statement with a question or comment
<p>Student 8</p> <p>D.O.B: -</p> <p>Year: Preschool, 1</p> <p>Class: Kura/Kuriri</p> <p>Teachers: Charlee, Lil and Carolyn Edwards</p>	<p>Autism Spectrum Disorder</p> <p>Global Learning Delay</p> <p>Communication difficulties - Oral language</p> <p>Toileting</p> <p>Feeding</p>	<p>Full-time TA Support - Chrissy Piakura</p> <p>IEP meetings each term</p> <p>Goals:</p> <ul style="list-style-type: none"> - Encourage speech - To calm this student in the classroom. - Reinforcing stop and go - Encouraging to be a part of his class <p>Repetition - associated with movement, lunch, play...</p> <p>Transition to big school</p>
<p>Student 9</p> <p>D.O.B: -</p> <p>Year: Preschool,</p> <p>Class: Kura</p> <p>Teachers: Charlee and Lil</p>	<p>Autism Spectrum Disorder</p> <p>Global Learning Delay</p> <p>Communication difficulties - Oral language</p> <p>Toileting - in nappies</p> <p>Feeding - broken four front teeth</p> <p>Needs food broken up for him</p>	<p>Full-time TA Support - Sam</p> <p>IEP meetings each term</p> <p>Goals:</p> <ul style="list-style-type: none"> - Encourage speech - Encourage to go to the toileting when changing nappies

<p>Student 10</p> <p>DOB: - Year: 7 Class: Kota'a</p>	<p>Dyslexia Diagnosed 19/02/21 in NZ Processing difficulties Abnormal growth hormone treatment in New Zealand throughout the year (2021) Hormone injections Diagnosed in NZ Social - not sure about camp</p> <p>Well below chronological age in all curriculum areas. Very easily distracted Finds it difficult to stay focussed on the task at hand.</p> <p>Stepsweb: 6y0m 18/8/20 7y0m 12/3/21</p>	<p>Another request for TA support for 2017 and 2018 - Declined Eve Raea</p> <p>Group TA Support - Chris Bishop IEP meetings each term Learning support for Writing Reading mileage with TA and buddy reading StepsWeb Literacy programme - Touch typing/voice to text</p> <p>- Dyslexia Screening in NZ for SPELD assessment - Follow up sessions with specialists in NZ</p> <p>Local tutoring - 2-4 times a week.</p>
<p>Student 11</p> <p>DOB:- Year: 3 Class: Kukupa Teacher: Carmen Dodd</p>	<p>Dyslexia and dysgraphia Diagnosed 19/02/21 in NZ</p> <p>Reading: Well Below chronological age Writing: Below chronological age (slightly) Maths: Below chronological age</p> <p>StepsWeb: 5y 3m April 2020 5 y 11m Feb 2021</p>	<p>Group TA Support - Heimata (Group) IEP meetings each term StepsWeb Literacy programme Learning Support for Literacy and group work Reading mileage with TA and Buddies Student requires daily explicit and systematic training in: • Identifying alphabet and letter-to-sound knowledge, • Linking speech sounds to letters and letter groups, and • Systematic multi-sensory training in matching letters to sounds and sounds to letters</p> <p>Dyslexia Screening - Phonics assessment Andre 12/02/21 Diagnosis in NZ d/b confusion - Focus on <u>bed</u> sh th ch - blends unknown 2, 3, 7, 9 number reversal Focus letter formation</p>
<p>Student 12</p> <p>DOB:- Year: 4 Class: Kukupa Teacher: Carmen Dodd</p>	<p>Dyslexia Diagnosed March in NZ</p> <p>Reading: Well Below chronological age Writing: Below chronological age Maths: Below chronological age</p> <p>StepsWeb: 5y 3m April 2020 5 y 11m Feb 2021</p>	<p>Group TA Support - Heimata (Group) IEP meetings each term</p> <p>StepsWeb Literacy programme Learning Support for Literacy and group work Reading mileage with TA and Buddies</p>
<p>Student 13</p> <p>DOB: Year: 7 Class: Kakaia Teacher: Kim Noovao</p>	<p>Dyslexia screening: Screening resorts indicated Liam may have Severe Dyslexia</p> <p>Writing: 2019 - 2021 Well below chronological age</p> <p>Reading: 2021 Below/at chronological age (independently, however, is reading texts at his age instructionally with support from the teacher) 2020 Well below 2019 Well below</p> <p>Maths: 2021 At chronological age</p>	<p>Group TA Support - Heimata (group) IEP meetings each term</p> <p>StepsWeb Literacy programme TA support for Literacy and group work Phonics Reading mileage with TA and Buddies</p> <p>Screening results: Below average in word sounds, spelling, visual search and reading</p>
<p>Student 14</p> <p>DOB: - Year: 4 Class: Kukupa Teacher: Carmen Dodd</p>	<p>Processing difficulties Speech</p> <p>Well Below chronological age in all curriculum areas.</p> <p>Stepsweb: Emergent 8/8/20 5y April 2021</p> <p>Letter sound knowledge assessment: Letters: 13/26 Sounds: 7/34 3/2/21</p>	<p>Request for TA Support 2020/2021 - granted Term 1 2021</p> <p>Group TA Support - Heimata IEP meetings each term</p> <p>StepsWeb Literacy programme Learning Support for Literacy and group work Phonics Reading mileage with TA and Buddies</p> <p>Dyslexia Screening - few signs of dyslexia Further assessment requested</p>
<p>Student 15</p> <p>DOB: Year: 1 Class: Kuriri Teacher: Carolyn Edwards</p>	<p>Processing difficulties Global Learning Delay Premature, lack of oxygen Communication difficulties - Oral language</p> <p>Social challenges</p>	<p>Request for TA Support 2020/2021 - granted Term 1 2021</p> <p>Group TA Support - Heimata IEP meetings each term</p> <p>Phonics Reading mileage with TA</p> <p>Group TA support - Full time 2022 in Kakerori</p>
<p>Student 16</p> <p>DOB: Year: Kura/1 Class: Kura/Kuriri October 2021</p>	<p>Autism Spectrum Disorder Processing difficulties Communication difficulties</p>	<p>Monitoring for TA Support with Andre MoE for transition into Big School.</p> <p>Referral made. Support granted when necessary</p> <p>Group TA support - Full time 2022 in Kakerori</p>

Tier 3 Learners:

Year 7/8

Learner:	Context for support	Action
Student 17 DOB: - Year: 8 Class: Kota/a Teacher: Sophia Panzarella	Possible ASD Processing difficulties Going to NZ term 2, 2021 to have scans for pain in legs and hips at Starship Will ask about SPELD assessment referral Well below chronological age in writing Below chronological age in maths Stepsweb: 6y1m 7/4/20 6y10m 2/2/21	Request for TA support from 2018 - follow up on a request made in May 2016 - Granted ▼ Regular IEP each year Group TA Support - Chris Bishop for Literacy and numeracy Learning Support for Literacy and group work Reading mileage with TA and buddy reading StepsWeb Literacy programme Touch typing - typing.com Dyslexia Screening in NZ
Student 18 DOB: - Year: 8 Class: Kota'a	Processing difficulties Below chronological age in maths and writing Below chronological age in reading. Stepsweb: 8y8m 19/8/20 9y8m 12/3/21 (Current Age 12y2m)	Group TA Support for literacy and numeracy Learning support for Writing Reading mileage with TA and buddy reading StepsWeb literacy programme No longer requires Learning Support Term 2, 2021
Student 19 DOB: - Year: 8 Class: Kakaia Teacher: Kim Noovao	Processing difficulties Easily distracted Well Below chronological age in all curriculum areas. Stepsweb: 8y0m 3/5/20 9y3m 15/3/21	Group TA Support for literacy and numeracy Learning support for Writing Reading mileage with TA and buddy reading StepsWeb literacy programme Touch Typing - typing.com Dyslexia Screening required
Student 20 DOB: - Year: 8 Class: Kakaia Teacher: Kim Noovao	Processing difficulties Below chronological age in maths and reading Below chronological age in writing Stepsweb: 9y2m 8/4/20 10y4m 12/3/21	Group TA Support for literacy and numeracy Reading mileage with TA and buddy reading StepsWeb literacy programme No longer requires Learning Support Term 2, 2021
Student 21 DOB: - Year: 8 Class: Kota'a Teacher: Sophia Panzarella	Processing difficulties HUB Support with Mark Henderson for possible depression and self-harm Well below chronological age in writing Below chronological age in maths and reading Easily distracted Finds it difficult to stay focussed on the task at hand.	Request for TA support for 2018 - Declined Eve Raea Group TA Support for literacy and numeracy - Chris Bishop Learning support for Writing Reading mileage with TA and buddy reading StepsWeb Literacy programme
Student 22 DOB: - Year: 7 Class: Kakaia	This student came to Te Uki Ou with an assigned Teacher's Aide to help support positive behaviour in the classroom. Below chronological age in writing	StepsWeb Literacy programme This student enjoys contact games and benefits from targeted play Social skills programme No longer requires full-time Teacher's Aide from 2017, Term 2 onwards.
Year 5/6		
Learner:	Context for support	Action
Student 23 DOB:- Year: 6 Class: Kuramo'o	Below chronological age in all curriculum areas. Stepsweb: 6y7m 24/3/21 (Current Age 10y4) 5y7m 18/8/20	StepsWeb Literacy programme Reading mileage with TA and Buddies Dyslexia Screening 2021, Results: No signs of dyslexia
Student 24 DOB: - Year: 6 Class: Kuramo'o	Well below chronological in writing and reading Below chronological age in maths. Stepsweb Spelling: 6y4m 24/3/21 5y5m 18/8/20	StepsWeb Literacy programme Learning support for Writing Reading mileage with TA and Buddies
Student 25 DOB- Year: 6 Class: Kopeka	Well below chronological in writing and reading Below chronological age in maths. Stepsweb: 6y9m 3/2/21 5y0m 18/8/20	Group TA Support (afternoons) - Chrissy Piakura StepsWeb Literacy programme Learning support for Writing Reading mileage with TA and Buddies

Student 26 DOB: - Year: 5 Class: Kuramo'o	Below chronological age in all curriculum areas. Stepsweb Spelling: 6 years 3/3/21 (Current age 9y2m) 5y8m 19/4/20	StepsWeb Literacy programme Reading mileage with TA and Buddies Andre 12/2/21 Touch typing/voice to text Would benefit from technology in his learning Dyslexia Screening - No signs of dyslexia at the time of screening Further assessment required
Student 27 DOB: - Year: 5 Class: Kuramo'o	Diagnosed in NZ with Additional Learning Needs Below chronological age in all curriculum areas. Stepsweb Placement test: 8y4m 7/4/21	StepsWeb Literacy programme Reading mileage with TA and Buddies In New Zealand for schooling this year (2021 - returning 2022)
Student 28 DOB: - Year: 5 Class: Kopeka Teacher: Emily Hatch	Below Chronological age in reading and writing Stepsweb Placement test: 6y8m 2/2/21 5y7m 7/4/20	StepsWeb Literacy programme Reading mileage with TA and Buddies Dyslexia Screening: - Processing Andre screening 12/02/21 A few seconds to process each questions Phonics Assessment Stage 2 Simple clear, instructions, repeated Ask Ryan to repeat the instructions to see if he has understood the task.

Year 3/4

Learner:	Context for support	Action
Student 29 DOB: - Year: 4 Class: Kukupa	Processing difficulties Below chronological age in all curriculum areas. Stepsweb placement test: 6y4m 4/2/21 6y9m 1/4/20	Group TA Support required for Literacy StepsWeb Literacy programme Learning Support for Literacy and group work Reading mileage with TA and Buddies
Student 30 DOB: - Year: 4 Class: Kotuku	Processing difficulties Well Below chronological age in all curriculum areas. Stepsweb placement test: 7y6m 24/3/21 5y5m 20/8/20	Group TA Support StepsWeb Literacy programme Learning Support for Literacy and group work Reading mileage with TA and Buddies

Student 31 DOB: - Year: 3 Class: Kukupa	Well Below chronological age in all curriculum areas Stepsweb placement test: Emergent 3/2/21 Letter sound knowledge assessment: Letters: 8/26 Sounds: 6/34 3/2/21	Learning Support for Literacy and group work Phonics Reading mileage with TA and Buddies Stepsweb
Student 32 DOB: - Year: 3 Class: Kotuku	Possible ASD Processing difficulties Stepsweb placement test: 5y 8 m 4/2/21	Learning Support for Literacy and group work Phonics Handwriting and letter formation - Marisha Reading mileage with TA and Buddies
Student 33 DOB: - Year: 3 Class: Kukupa	Speech difficulties Stepsweb placement test: 5y7m 4/4/20 6y1m 4/2/21 Speech articulation Screening	Contacted MOE Referral for SLT support T1 - Andre creating resources Specialist will visit when they come to the island Speech language Therapy sessions

Year 1/2

Learner:	Context for support	Action
Student 33 DOB: - Year: 1 Class: Kuriri	Speech difficulties Speech articulation Screening Many trips to NZ, off school a lot.	Contacted MOE Referral for SLT support T1 - Andre creating resources Specialist will visit when they come to the island Speech language Therapy sessions
Student 34 DOB: - Year: 1 Class: Kuriri	Speech difficulties Speech articulation Screening	Contacted MOE Referral for SLT support T1 - Andre creating resources Specialist will visit when they come to the island Speech language Therapy sessions

ANNUAL PLAN

APII TE UKI OU - 2021





APII TE UKI OU



Table of Contents

Introduction.....	4
Education Master Plan.....	5
Strategic Plan.....	6
Annual Plan Overview.....	10
Accessibility and Inclusivity.....	12
Infrastructure and Support.....	13
Teaching Practices & Standards.....	14
Taku Ipukurea Kia Rangatira.....	15
Annual Achivement Targets.....	16
Review Scedule.....	17



Apii Te Uki Ou

Our Mission

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



Principals Intro

2021 THE FUTURE OF APII TE UKI OU

This plan is an overview of the actions and outcomes the school plans to take and achieve in relation to the Apii Te Uki Ou Strategic Plan. 2021 has a focus on succession planning and preparing for change across leadership of the school. The school has made progress in the last few years and the momentum gained is to be perpetuated through this change. The current leadership team will focus on putting in place adequate mechanisms to allow the school to grow into the future and to plan a pathway for future leaders to embark upon. We will ensure the new leadership team are comprehensively inducted

and supported through the process to gain a deep understanding of where the design of important aspects of the school, such as assessment and reporting practices, behavioural philosophies and pedagogical approaches stem from.

Apii Te Uki Ou remains strong in governance with a from strong, dedicated Board of Governors, and the current quality of staff will hold the school in good stead into the future. This 2021 annual plan builds upon the 2020 annual plan idea of formalising our organisational culture in documentation with a push to ensure our infrastructure is meeting the demands of the school. Actions and effort will be placed on beautifying and expanding our grounds to create a liveable, workable space for teachers, students and families.

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.

A graphic on the right side of the page. It features a large blue rectangle with the text 'Education Master Plan' in white, bold, sans-serif font. At the bottom of the blue rectangle is a yellow triangle pointing upwards, with a white border. The overall shape is a banner-like graphic.

Education Master Plan

Key Priority One

Strategic Plan

KEY PRIORITY 1

Accessibility and Inclusivity

Apii 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 Apii 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

KEY PRIORITY 3

Leading Teaching Practice and Standards

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

WHY?

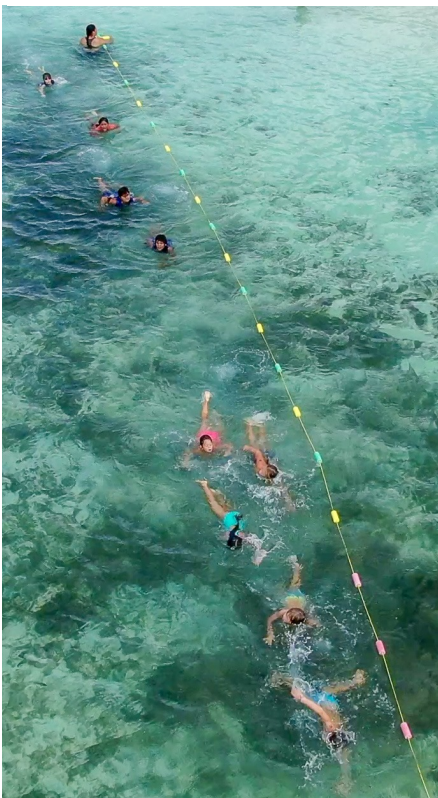
Quality Teaching and curriculum design are fundamental to high levels of engagement and successful learning outcomes for all students. 'Pedagogy' is one of our pillars of success as we understand that it is integral to developing student's positive attitudes to school, positive attitudes to learning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



Key Priority One



Annual Plan 2021

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
- Identify and review possible growth options for 2022 and beyond

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.
- Preschool Expansion and development project



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?

- Te Reo Advisor 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 planning
- 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 2021

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

