

LETTER OF TRANSMITTAL

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The Honourable Young Viviani
Minister of Education

I submit with pleasure this report
on behalf of the Department of Education
for the 1999 School Year.

Mr Kupa Magatogia
DIRECTOR

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3. INTRODUCTION

INTRODUCTION

The following report details the activities of each section in the Department of Education for 1998. The direction of the department was to focus on the quality of education for the young people of Niue.

Major changes in the education department took place towards the end of 1997. I believe that the changes were not all new, but some of these changes were meant to have taken place earlier on over the years.

The following were announced and discussed by a panel from the department and parents in different villages.

- a) the school year divided into four nearly equal terms for the Early Childhood Education, Primary and Secondary Schools.
- b) the renaming of classes; instead of Form 1 to Form 6 students will be classified as Year 12.
- c) the leaving age was raised to 16 to ensure that every child receives 12 years of schooling.
- d) the advancing of students year by year means the students will move with their own age group even though they may be working at different curriculum levels.
- e) the selection criteria for the Form 7 Government scholarship scheme to be awarded at grade 16 from the normal 18.
- f) the Curriculum Review (the seven learning Areas and Essential skills, the New Curriculum, the NQF and Unit Standards).

The Official opening and dedication of the 1999 school year took place on 22 January. The Director, the Minister of Education and the pastor from the Council of Churches highlighted the importance of the Teachers Role in moulding young minds and attitudes towards a positive future for their lives.

4. MISSION STATEMENT

MISSION STATEMENT

**“TO PROVIDE AND MAINTAIN A QUALITY EDUCATION SERVICE
IN ORDER TO CONTRIBUTE TO THE HUMAN RESOURCES
DEVELOPMENT AND SKILLS NEEDED FOR NIUE’S POPULATION
IN SUPPORT OF THE NATIONAL DEVELOPMENT GOALS”**

5. GOALS AND OBJECTIVES

GOALS

1. The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of Niue's society.
2. Equality of educational opportunity for all Niueans, by identifying and removing barriers to achievement.
3. Development of the knowledge, understanding and skills needed by Niueans to compete successfully in the modern, ever-changing world.
4. A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
5. A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, science and technology.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual needs.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education.
9. Increased participation and success by Niueans through the advancement of education initiatives including education in the Niuean language and culture.
10. Respect for the diverse ethnic and cultural heritage of the Niuean people, with acknowledgement of the unique place of Niueans and Niue's role in the Pacific and as a member of the international community of nations.
11. Production of the Monolingual Dictionary.
12. Improve Niue's international profile by participating in activities or forums of UNESCO and other UN agencies.
13. Provide and maintain a quality education service for Niue.
14. Support the provision and maintenance of a quality education service for Niue.
15. Work towards the localisation of Form 7 Education on Niue.
16. Introduce vocational education to integrate with the secondary school's curriculum.

6. OBJECTIVES

OBJECTIVES

1. Achieve the success implementation of a quality education service which reaches the following criteria.
 - 1:1 Teaching programmes to conform with the New Zealand education standards and regulations.
 - 1:2 Meets the specified and general aspirations of parents and students.
 - 1:3 Meets Government policies, regulations and guidelines within the Government budget allocation.
 - 1:4 Within the Government budget allocation.
2. Implement a staff/pupil ratio at the primary level which conforms to an agreement between the Government and the Department.
3. Continue with the production of the Niue monolingual dictionary and, glossaries for 2000/2001.
4. Consolidate the establishment of the Niue Language and Culture Department at Niue High School.
5. Continue to oversee and provide secretariat services for the Niue National Commission for UNESCO and the Niue Language Commission.
6. Put in place and continue to implement annual advisory and inspection visits from the New Zealand Education Authorities.
7. Raise the status of the Niue Language and as well as maintain and/or developing literacy skills.
8. To enhance the opportunity in providing quality programmes for Early Childhood Education with regard to physical, mental and social development.
9. Provide and maintain administrative support services for all Sections within the department.
10. The establishment of Form 7 education on Niue with the options provided by the Correspondence school and the Foundation level of study at the USP Centre.
11. The establishment of vocational education at the Niue High School by year 2001/2002.

7. SCHOOL TERMS AND VACATIONS

SCHOOL TERMS AND VACATIONS

TERM ONE	27 January to	1 April	10 weeks
<i>Vacation</i>	<i>2 April to</i>	<i>18 April</i>	<i>2 weeks</i>
TERM TWO	19 April to	25 June	10 weeks
<i>Vacation</i>	<i>26 June to</i>	<i>11 July</i>	<i>2 weeks</i>
TERM THREE			
(2nd Half)	12 July to	17 September	10 weeks
<i>Vacation</i>	<i>18 September to</i>	<i>3 October</i>	<i>2 weeks</i>
TERM FOUR	4 October to	17 December	11 weeks
<i>Vacation</i>	<i>18 December to</i>	<i>20 January</i>	<i>6 weeks</i>

The 1999 School Year continued with the approved arrangement by Cabinet CM 93/252, since 1997.

The legislated number of school days per year as stated in the Niue Education Act 1989, remained unchanged at 42 weeks, that is, no less than 200 days nor more that 210 days.

8. EARLY CHILDHOOD EDUCATION

EARLY CHILDHOOD EDUCATION

Introduction

Early Childhood Education maintains its routine programs and services for the beginning of the year 1999. During this year, Mrs J Jackson continued her duties as the Education Officer for ECE. The section was supervised and maintained by the Education Officer, teachers and Mother helpers. Mother Helpers for this year remain with Saligi and Rosebud.

Aim

Our aim is to give the opportunity for ECE to promote physical, mental and social developments.

Objectives

- To develop - co-ordinations contributory to their own physical developments
- To develop - social skills towards self and others
- To develop - provisions through developmental activities
- Develop - confidence to speak, present, themselves, openly
- Develop - book experiences in reading, listening acting etc.

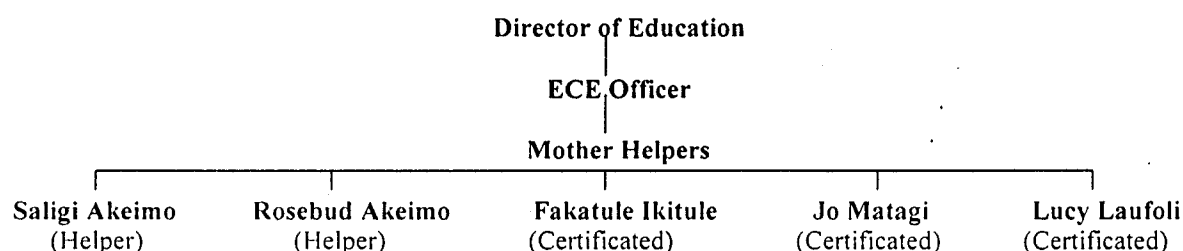
ECE Curriculum

This year we follow the 'Te Whariki Early Childhood Education Curriculum Document.'

ECE Policies

- Enrolments - This year it is policy that children turn 4 years old before they are enrolled at ECE.
- Children turn 5 years at ECE before they attend Niue Primary School
- Parents must be aware that their children only come on their school day.
- Daily Programme begins at 9.00am to 12.00noon with a 30 minutes lunch break.
- Children are picked and returned by the Officer in the ECE school van contractor.

ECE Section Structure:



Zone 1
(Lialagi Primary School)

Zone 2
(Tuatea Primary School)

Term 4 Report

Introduction

Term 4 begins on the 4th October and ended on the 17th December. ECE remains to cater for the Education of children who are 4 year old, Physically, socially, emotionally and Historically. Policy remains that children turning 4 years of age within the times given will enroll at the beginning of each of the appropriate school term to start Early Childhood Education.

Enrolments

Children are enrolled every Term. Zones remain operating for 4 days a week - Monday, Tuesday, Wednesday and Thursday.

Term 4 Roll Number

Term 4 roll number was 63. Seven children were enrolled at Niue Primary School for Term Four. There were 4 boys and 3 girls.

Staff

Early Childhood Education had 5 staff members catering for the number of children above. Three staff members are Certificated and one finishing off her Pacific Island Pre-School Course. Staff developments was conducted during lunch time or after school.

Programmes & Activities

Programmes are as follows:

1. Children come in the Niue High School Bus at 8.30.
2. Early Childhood Education Officer return them in the ECE school van at 12.

Monday	ZONE 1	Liku, Lakepa, Mutalau, Toi and return via Vaipapahi to Alofi.
Tuesday	ZONE 2	Tamakautoga, Avatele, Vaiea, Hakupu return via Hakupu to Alofi.
Wednesday	ZONE 3	Makefu, Tuapa, Namukulu, Hikutavake to Alofi.
Thursday	- - Paliati, Alofi South (Kaimiti, Fualahi, Huihui)	

Activities

Early Childhood Education took part during the Constitution Celebrations. These are planned according to the Topic.
Curriculum

New Zealand Early Childhood Curriculum 'Te Whariki' was used as a guideline. It is hoped that a workshop be conducted in the future by a consultant to be in a Niue context.

Workshops

- Writers Workshop conducted by Don Long.
1 participant from Early Childhood Section and was represented by the ECE Officer.
- Fiona Walls also visited us in regards to Maths. As session was held for the Teacher's From 9 - 10am while the children had 'Free Play'.

Break Up

Was on the 17 December.

Venue : 'Niue Hotel'

Time : 9 - 12pm

Resources

A lot of Resources for Outdoor and Indoor Play was donated by NZODA.

It also included:
Bookshelves
Toys
Library Books etc....

Recommendations

For recommendation, Early Childhood Education requests if the following can be done to upgrade the system within our area.

- Standardised policies that we can follow
- Early Childhood working Curriculum
- Safe and secure play area, where play equipments can be left outdoor.

Conclusion

In conclusion I would like to express through this report our sincere 'Fakaaue Lahi', to the Director, staff and all who have helped this Section in so many ways.

9. PRIMARY EDUCATION

NIUE PRIMARY SCHOOL

Introduction

Niue Primary School is the only state, co-educational and contributing primary school that caters for New Zealand through Year 1 to Year 6 (standard four). The roll is approximately up to 290 and comprises several ethnic groups, the bulk of these being Niueans, with smaller groups of Tongan, Samoan, Tuvaluan and European.

Most pupils are bilingual and are recognized as learning English as a Second Language. The development of bilingualism remains one of the priorities for this school. English is introduced informally for the first three years of school, with vernacular the medium of instruction. English is formally introduced at Year four level aiming to achieve bilingualism by the end of year six.

Provisions are made for children of expatriates contracted to the government in year one to three levels. Primary education total 6 years after which all pupils are transferred to Niue High School for Year 7 onwards. They enroll at the age of five year, 4 times a year, at the beginning of each term.

The staff is varied from age through to professional qualifications and teaching experiences. There is good binding and support in all areas. The staff is catering for the needs of the children. Systems are put in place using student performance data and to develop confidence, self-esteem and responsibility in students through a leadership program.

The age and condition of the school buildings vary. The three main blocks and ex-hall consisting of administration area, resource areas, six permanent classrooms and staffroom was built in the 1960's and is due for much needed upgrading and overhaul. This included the Senior Children and staff toilet facilities. The Juniors are housed in 6 pre-fabs since 1989 following centralization of all primary schools, often very hot and an uncomfortable environment for teaching and learning. Ventilation is not very good, require fans. Structure wise the conditions are good. Junior toilet facilities are easily accessible but far during wet conditions and maintained considering age. Septic tank presents a problem. During the last year the following maintenance has been done: interior and exterior painting, re-roofing of four buildings and shelters, electrical rewiring.

There is a Dental Clinic staffed by Health Department. The staffroom is housed in the old hall, leaking with no lights and very basic. The facilities for the Grounds Manager are adequate.

The support for the school is very good. The co-operative relationship between parents and teachers has gradually developed into a good partnership, taking active interest in their childrens learning. Evident in the 100% turnout of both parents attending the Parent/teacher Conferences, and average of \$900 - \$1000 of books are ordered each month, community

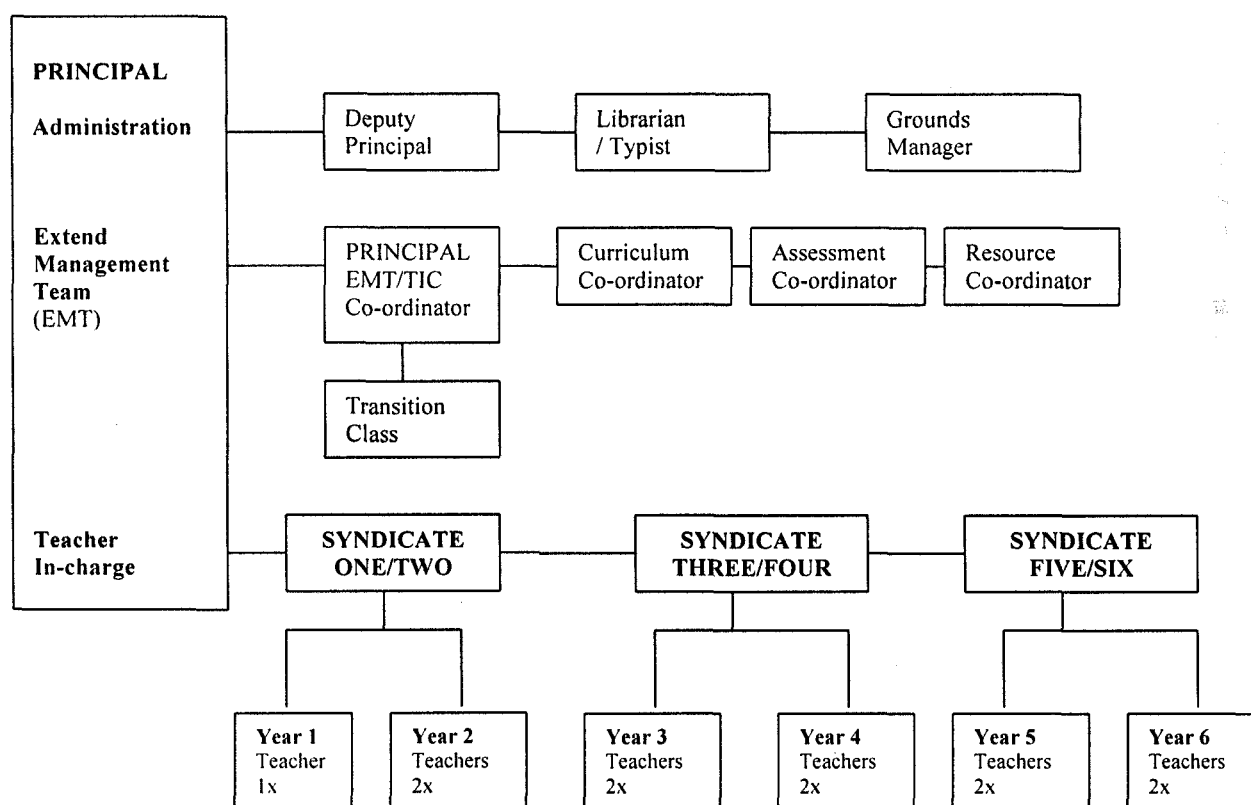
support in sports..... a few to mention. The school has a warm caring and positive atmosphere, everyone working towards promoting it as a 'Friendly School'.

Bible Instructions are once a week and daily morning devotions by students and teachers provides for the on-going spiritual development school.

Objectives:

- To continue to offer primary education for all children
- To ensure that the primary curriculum forms a sound foundation for future learning contributory towards achieving bilingualism and the highest standard of education.
- To maintain basic Literacy Levels at 80% -90%

Organizational Structure (1999 - 2000)



Staffing:

PERMANENT STAFF		1999
Principal		1
Deputy Principal (Year 5 - teacher)		1
Permanent Teachers		8
Contract Teachers		3
Pre-service Attachment		1
Typist/Librarian		1
• Reg. 68		
Grounds Manager		1
Females - 15	Males - 1	
TOTAL		16

Curriculum:

The Primary School Curriculum consisted of the following subjects:

Language	English	speaking/listening, reading/writing
	Niuean	visual presentation

Mathematics	Social Studies
Science	Music
Health/Physical Well-being	Niue Culture
Sports	Art and Craft
Technology	

Weekly Timetable:

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7.50-8.00	BRAIN-GYM	SPIRITUAL	BRAIN-GYM		SCHOOL
8.00-8.30	DEVOTION	DEVELOPMENT	GENERAL HOUSEKEEPING		ASSEMBLY
8.30-8.40	← POETRY DEVELOPMENT →				NIUEN
8.40-9.30	← MATHEMATICS →				CULTURE
9.30-9.45	— INTERVAL —	RECESS	PLAYTIME		
9.45-11.00	LIBRARY ← LANGUAGE DEVELOPMENT → (Juniors – Niue Senior – English)				EXTRA
11.00-11.15	RE-VITALIZE	RE-ENERGIZE	RE-CHARGE		CURRICULAR
11.15-11.45	← LANGUAGE DEVELOPMENT →				ACTIVITIES
11.45-12.15	LUNCH	LUNCH	LUNCH		
12.15-1.00	← LANGUAGE DEVELOPMENT → (Junior – English Senior – Niue)				
1.00-1.40	← CENTRES of INTEREST →				SPORTS
1.40-1.45	MONITORS				
	HOME TIME				

Recurrent Budget:

VOTE	DESCRIPTION	BUDGET
01	PERSONNEL	
01	Salaries	246,384
02	Wages	8,502
02	TRAVEL, TRANSPORT & COMMUNICATIONS	
04	Communications	1,350
03	MAINTENANCE OF PROPERTY & EQUIPMENT	
01	Building Maintenance	720
02	Furniture/Fittings	270
03	Grounds	1,035
04	Equipment/Tools	1,341
06	Rental of Property	180
04	MATERIALS, SUPPLIES & SERVICES	
03	Electricity	3,600
07	Office Consumables	630
11	Teaching Materials	7,470
34	Library	2,700
05	OTHER OPERATING EXPENDITURE	
01	Advertising	180
02	Subscriptions	225
	TOTAL EXPENDITURE	274,593

Special Events:

- Knowing and for shadowing student levels, performance, attitude and skills
Parent/Teacher meeting Week 3, Term One.
- Niue Primary School Annual Sports
- Weekly Friday School Assembly
- Parents Day for Mid-year reporting
- Culture of Peace Launching in collaboration with UNESCO and Niue Government
- Literacy Survey - Dr Singh / Dr Prakash. (BELS - Assessment component)
- 'Books in Homes Program' (Launching of Duffy Books. A 3 year sponsorship by Reef Shipping
- Combined Education and Niue Government 25th Constitutional Celebrations launch at high school.
- Annual Pacific Island's Literacy Tests (PIL) administered to Year 4 and 6 students.

- Published first Niue Primary School Magazine
- Primary school training squad selected for Year 2000 Pacific games in Sydney
- Mid/End of Year Assessments
- Certification and Graduation Day
- 'Fun Friday' every Friday - Assembly, Tama Mana Sports, Culture/Craft and Clubbing

Special Projects:

NZODA Project	-	Phase III
UNESCO	-	Associated School Project (ASP)
BELS/SPBEA	-	PIL School-wide Assessments

Training:

Mr Emeritus Talagi was attached to the school, 3 days a week for 4 terms and 2 days undergoing studies at the USP.

Depending on qualification will be accepted into college of Education - New Zealand for further primary training in Year 2000.

Educational Trips:

Although recognized as an integral education process, lack of funding prevented frequent trips. However trips within walking distance took place.

School Roll 1999:

CLASSES	FEMALE	MALE	TOTAL
Class 1C - Ofo Chapman	11	10	21
Class 1N - Nogi Utalo	15	9	24
Class 2S - Sabina Fakanaiki	8	12	20
Class 2V - Viva Talagi	5	16	21
Class 3B - Bonnie Pihigia	9	12	21
Class 3O - Ofania Tafatu	9	11	20
Class 4L - Maria Chris-Lagiono	12	11	23
Class 4M - Fine Mautama	11	14	25
Class 5I - Itzy Tukuitoga	11	13	24
Class 5E - Ella Tutaki	13	15	28
Class 6J - Jenny Motufoou	9	11	20
Class 6C - Carol Edwards	11	10	21
TOTAL	119	144	263

• BELS

NIUE PILL 1 (Year 4) - 1999

Test Date: NOVEMBER

	N=	Lev5	Lev4	Lev3	Lev2	:	Lev1	BLANK	%RISK	Mean Level
English (Boys)	24	2	8	5	6	:	3	0	13%	3.00
		8%	33%	21%	25%	:	13%	0%		
English (Girls)	22	6	11	2	3	:	0	0	0%	3.91
		0%	50%	9%	14%	:	0%	0%		
Total English	46	8	19	7	9	:	3	0	7%	3.43
Vernacular (Boys)	24	5	7	3	3	:	6	0	25%	3.08
		21%	29%	13%	13%	:	25%	0%		
Vernacular (Girls)	22	9	10	2	1	:	0	0	0%	4.23
		41%	45%	9%	5%	:	0%	0%		
Total Vernacular	46	14	17	5	4	:	6	0	13%	3.63
Numeracy (Boys)	24	0	0	7	6	:	11	0	46%	1.83
		0%	0%	29%	25%	:	46%	0%		
Numeracy (Girls)	22	0	4	7	11	:	0	0	0%	2.68
		0%	18%	32%	50%	:	0%	0%		
Total Numeracy	46	0	4	14	17	:	11	0	24%	2.24

NIUE PILL 2 (Year 6) - 1999

Test Date : NOVEMBER

	N=	Lev4	Lev3	Lev2	:	Lev1	BLANK	%RISK	Mean Level
English Writing (Boys)	16	4	1	8	:	3	0		
		25%	6%	50%	:	18%	0	18%	
English Writing (Girls)	20	10	7	3	:	0	0		
		50%	35%	15%	:	0%	0	0%	
Total English Writing	36	14	8	11	:	3	0		
English Reading (Boys)	16	4	2	4	:	6	0		
		25%	12%	25%	:	37%	0	37%	
English Reading (Girls)	20	11	3	5	:	1	0		
		55%	15%	25%	:	5%	0	5%	
Total English Reading	36	15	5	9	:	7	0		
Niuean Writing (Boys)	16	1	1	4	:	10	0		
		6%	6%	25%	:	62%	0	62%	
Niuean Writing (Girls)	19	1	5	8	:	5	0		
		5%	26%	42%	:	26%	0	26%	
Total Niuean Writing	35	2	6	12	:	15	0		
Niuean Reading (Boys)	16	1	3	4	:	8	0		
		6%	18%	25%	:	50%	0	50%	
Niuean Reading (Girls)	19	1	9	7	:	2	0		
		5%	47%	36%	:	10%	0	10%	
Total Niuean Reading	35	2	12	11	:	10	0		
Numeracy (Boys)	16	0	2	4	:	10	0		
		0%	12%	25%	:	62%	0	62%	
Numeracy (Girls)	20	2	7	5	:	6	0		
		10%	35%	25%	:	30%	0	30%	
Total Numeracy	36	2	9	9	:	16	0		

LITERACY LEVELS in READING (English & Vernacular)

Junior Vernacular Levels

Reading level	Instructional level	Approx. R.A	Chrono. Age	Girls	Boys	Year Level
Emergent	Set A Captions	5-5½ yrs	5-5½ yrs	13	11	N.I
Emergent	Set A Pre 17	5-5½	5+	12	6	Year 1
Emergent	Pre 10 P & S					
Emergent	Set A Captions Pre 17	5-5½	6	4	6	(V.A)
Early Reading 1	Moui Tagata Niue	5½-6	6	-	3	Group 4
Emergent	Set B Captions Pule & Sifa	5-5½	7	2	6	Year 2
Early Reading 1	Moui Tagata Niue	5½-6	7	2	-	
Early Reading 1	Moui Tagata Niue	5½-6	7	1	3	}
Early Reading 2	Matua moe Tama	6-6½	7	2	1	} Group 3
Early Reading 3	Peka mo Kuma	6½-7	7	2	3	} Year 2
Fluent 1	Tau Tala Tuai	7-7½	8	1	4	Year 3
Fluent 1	Senolo Ikiiki 1 & 2	7½-8	7	1	2	
	Senolo Ikiiki 2	7½-8	8	-	3	Group 2
Fluent 2	Senolo Ikiiki 3 & 4	8-8½	7	3	2	Year 3
	Senolo lalahi 1	8-9	8	3	5	
Fluent 2	Senolo Ikiiki 3 & 4	8-8½	8	3	7	Group 1
						Year 3

- Performance Indicators of each levels
- Relationship of Reading Age and Chronological Age

Summary of the Junior Vernacular Levels

1999 Levels	YEAR 1 5-6yrs (age-range)		YEAR 2 6-7yrs (age-range)		YEAR 3 7-8yrs (age-range)	
	Girls	Boys	Girls	Boys	Girls	Boys
EMERGENT						
Pre – 3-10 5-5½	13	11	4	6		
Pule mo Sifa 5-5½	12	6	2	6		
	2	3				
	27	20	6	12		
EARLY READING						
M.T.N 5½-6			3	6		
Matua & Tama 6-6½			2	1		
Peka & Kuma 6½-7			2	3		
			7	10		
FLUENT						
Tau Tala Tuai 7½-8					1	4
Senolo Ikiiki 7½-8					1	5
1 & 2						
Senolo Ikiiki 8-8½					6	9
3 & 4						
Senolo Lalahi 1 8½-9					3	5
					11	23
	27	20	13	22	11	23
% Reading at / above Chronological Age.	$\frac{0}{47} =$		$\frac{17}{35} = 49\%$		$\frac{34}{34} = 100\%$	

Senior Vernacular Levels

R.L	Instructional Level	Approx. R.A	Actual Chrono. Ages of students	Girls	Boys	Year level	V.A Group	Vernacular Levels
Emergent	Totou Tohi Niue	5-5½	9	1	2	4	6	
Emergent	Totou Tohi Niue	5-5½	10	-	1	5		
Emergent	Pule mo Sifa	5-5½	9-10	-	1	4		
		5-5½	9-10	-	1	5		
Early Reading	Moui Tagata Niue	5½-6	9	5	5	4		
Early Reading	Moui Tagata Niue	5½-6	9-10	1	-	5		
					1	6		
Emergent	Tohi totou Niue	5-5½	9	-	1	4	5	
Early Reading	Peka mo Kuma	6½-7	9	-	1	4		
Fluent	Senolo Ikiiki 1 & 2	7½-8	9-10	-	2	5		
	Senolo Ikiiki 3 & 4	8-8½	9-10	3	2	4		
	Senolo Lalahi 1	8-9	9	4	2	4		
Fluent	Senolo Ikiiki 1 & 2	7½-8	8	1	-	4	4	
	Senolo Ikiiki 3 & 4	8-8½	8	4	6	4		
		8-8½	9	-	3	5		
		8-8½	10	-	3	6		
	Senolo Lalahi 1	8-9	10	1	-	6		
	Senolo Lalahi 2	9-10	9	2	-	5		
Fluent	Senolo Ikiki 1	7½-8	10	1	-	5	3	
	Senolo Lalahi 1	8-9	9	-	2	4		
		8-9	11	-	1	5		
		8-9	11	1	2	6		
	Senolo Lalahi 2	9-10	9	3	1	4		
		9-10	10	1	2	5		
		9-10	10	1	-	6		
		9-10	11	1	3	6		
	Senolo Lalahi 3	10-11	9	-	1	4		
		10-11	10	-	1	5		
		10-11	11	1	1	6		
	Senolo Lalahi 4	11-12	11	-	1	6		
Fluent	Senolo Lalahi 1	8-9	10	1	-	5	2	
	Senolo Lalahi 2	9-10	10	2	3	5		
		9-10	10	1	-	6		
	Senolo Lalahi 3	10-11	10	5	5	5		
		10-11	11	-	2	6		
	Senolo Lalahi 4	11-12	10	2	-	5		
		11-12	11	3	1	6		
Fluent	Advanced Readers	12+	9	1	-	5	1	
		12+	10	-	6	5		
		12+	10	1	-	6		
		12+	10	-	1	6		
		12+	10	4	1	6		

Summary for Senior Vernacular Levels .

Year Level	YEAR 4 8-9 yrs(Reading Age)		YEAR 5 9-10 yrs(Reading Age)		YEAR 6 10-11 yrs(Reading Age)	
	Girls	Boys	Girls	Boys	Girls	Boys
EMERGENT	1	2		1		
5 - 5½	5	5		1		
	6	8	-	2	-	-
EARLY READING						
5½-7	5	5	1	-		1
		1				
	5	6	1	-	-	1
FLUENT						
Senolo Ikiiki 1&2 7½-8	1	-	1	-		
	1	-	1	-	-	-
Senolo Ikiiki 3 & 4 8-8½	4	6	-	3	-	3
Senolo Lalahi (1) 8-9	-	-	-	-	1	-
		2	1	1	1	2
	4	8	1	4	2	5
Senolo Lalahi (2) 9-10	3	1	2	-	1	-
			1	2	1	3
			2	3	1	-
	3	1	5	5	3	3
Senolo Lalahi (3) 10-11	-	1	5	1	1	1
				5	-	2
	-	1	5	6	1	3
Senolo Lalahi (4) 11-12			2	-	-	1
					3	1
	-	-	2	-	3	2
Advanced 12+ Readers			1	6	1	-
					-	1
					4	1
	-	-	1	6	5	2
%Reading at / above Chronological Age	19	24	16	23	14	16
	<u>18</u> 43 = 42%		<u>35</u> 39 = 89%		<u>22</u> 30 = 73%	
					<ul style="list-style-type: none"> • 112 tested • 9 imigrated or absent on testing 	
					Total : 121	

Senior English Level

R.L	INSTRUC. LEVEL	APPROX. R.A	ACTUAL CHRONO. AGES OF STUDENTS	GIRLS	BOYS	CLASS LEVEL	V.A LEVEL	ENGLISH LEVELS
Emergent	Red	5-5½	10	-	1	Year 6	Group 6	
Early Reading	Orange – Light Blue	6-6½	8-9	3	8	Year 4		
Fluent	Junior Journal	7½-8	9	2	1	Year 5		
Emergent	Yellow – Dark Blue	5½	9	-	2	Year 4	Group 5	
Emergent	Yellow – Dark Blue	5½	9	1	1	Year 5		
Early Reading	Orange – Light Blue	6-6½	9	1	-	Year 5		
	Purple	6½-7	9	2	2	Year 4		
Fluent	Gold	7-7½	9	1	4	Year 4		
Fluent	Junior Journal – Pt.1 (school journal)	7½-8	9	1	2	Year 4		
Early Reading	Green	6	9	-	1	Year 5	Group 4	
Early Reading	Orange	6-6½	8	1	-	Year 4		
Early Reading	Light Blue	6½-7	9	1	1	Year 5		
Early Reading	Light Blue	6½-7	10	-	1	Year 6		
Early Reading	Purple	7-7½	9	-	1	Year 4		
Early Reading	Purple	7-7½	9	1	2	Year 5		
Early Reading	Purple	7-7½	10	1	-	Year 6		
Fluent	Gold	7½-8	9	2	5	Year 5		
Fluent	Gold	7½-8	10	1	-	Year 6		
Fluent	Junior Journal	7½-8	8	1	1	Year 4		
Fluent	Junior Journal	7½-8	9	2	1	Year 5		
Fluent	Junior Journal	7½-8	10	-	1	Year 6		
Fluent	School Journal Pt.1	8-9	8	-	1	Year 5		
Fluent	Junior Journal	7½-8	9	1	-	Year 4	Group 3	
Fluent	Junior Journal	7½-8	10	2	-	Year 5		
Fluent	Junior Journal	7½-8	11	-	1	Year 6		
Fluent	School Journal Pt. 1	8-9	10	3	4	Year 5		
Fluent	School Journal Pt. 1	8-9	11	2	2	Year 6		
Fluent	School Journal Pt. 2	9-10	9	4	-	Year 4		
Fluent	School Journal Pt. 2	9-10	10	2	1	Year 5		
Fluent	School Journal Pt. 2	9-10	11	-	1	Year 6		
Fluent	Reading Prose	7½-8	8-9	2	1	Year 4	Group 2	
	School Journal Pt. 3	10-11	8-9	1	-	Year 4		
	School Journal Pt.1	8-9	10	1	-	Year 5		
	School Journal Pt.2	9-10	10	-	2	Year 5		
	School Journal Pt.3	10-11	10	4	5	Year 5		
	School Journal Pt.1	7½-8	11	1	1	Year 6		
	School Journal Pt.2	9-10	11	1	3	Year 6		
	School Journal Pt.3	10-11	11	4	3	Year 6		
Fluent	School Journal Pt.4	11-12	9.6	-	1	Year 4	Group 1	
	School Journal Pt.3	10-11	9-10	1	2	Year 5		
	School Journal Pt.4	11-12	9-10	3	2	Year 5		
	School Journal Pt.3	10-11	10-11	2	-	Year 6		
	School Journal Pt.4	11-12	10-11	10	4	Year 6		

Summary for Senior English Level

Reading Levels	YEAR 4		YEAR 5		YEAR 6	
	8-9 yrs (Reading Age)		9-10 yrs (Reading Age)		10-11 yrs (Reading Age)	
	Girls	Boys	Girls	Boys	Girls	Boys
EMERGENT						
5-5½	-	2	1	1	-	1
	-	2	1	1	-	1
EARLY READING						
Green – Purple 6 – 7	2	2	1	-	1	1
	1	1	1	1		
			1	1		
				2		
	3	3	3	4	1	1
FLUENT						
Gold 7-7½	1	4	2	5	1	-
	1	4	2	5	1	-
Junior Journal 7½-8	2	1	2	1		1
	1	2	2	1		1
	1	1	2	-		
	1					
	5	4	6	2	-	2
School Journal 1						
8-9 yrs	-	-	1	1	2	2
			3	4	1	1
	-	-	4	5	3	3
School Journal 2						
9-10 yrs	4	-	2	1	-	1
			-	2	1	3
	4	-	2	3	1	4
School Journal 3						
10-11 yrs	1	-	4	5	4	3
			1	2	2	-
	1	-	5	7	6	3
School Journal 4						
11-12 yrs	-	1	3	2	10	4
	-	1	3	2	10	4
	15	14	26	29	22	18
%Reading at / above Chronological Age	<u>14</u> 28 = 50%		<u>31</u> 55 = 56%		<u>28</u> 40 = 70%	
					* 123 tested	

10. SECONDARY EDUCATION

SECONDARY EDUCATION

Introduction:

Niue High School was established in 1954 at Halamahaga as the only secondary school in Niue. In 1966 it was relocated to its present site at Paliati. Niue High School is a co-educational school catering for approximately 285 students from Year 7 to 13. Niue High School offers a NZ based education system with senior students being able to achieve NZ qualifications.

Niue High School operates and exchange scheme with Rotorua Boys' High School.

Mission Statement:

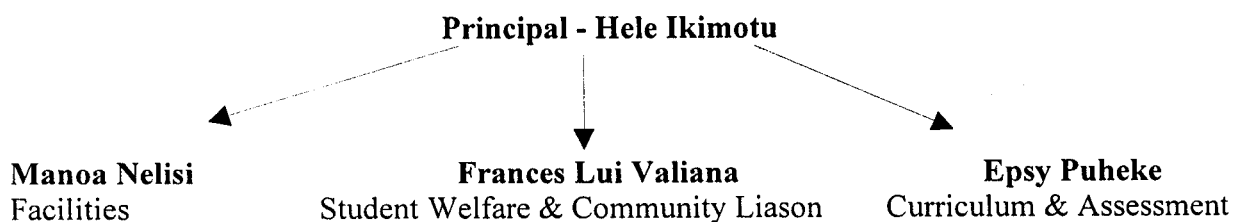
To provide and maintain a quality education service, thereby contributing to the Human Resource training and skill needs of Niue's population in support of the National Development Goal.

Goals and Objectives:

1. To offer education from Year 7 to Year 13.
2. To offer a curriculum which caters for individual students' ability supplemented with programmes which enhance student learning and development.
3. To continue with the development of the Niue Language and Culture.
4. To ensure that the curriculum continues to further develop bilingualism; Niueans and English.
5. To provide student guidance and counseling.
6. To ensure that the delivery of education assists in the fulfillment of the National Goals

Extended Management Team (EMT):

This is the second year that the EMT system is in operation. The system replaces the traditional hierarchical structure that consists of a clear top-down management style. The EMT consists of four members, including the Principal and each were allocated areas of responsibility (or Portfolios) in which they are required to manage without any interference from the Principal. However, the Principal still makes the final decision at the end of the day.



In reality, the other three members of the EMT are in fact Assistant Principals. From a personal point of view, this is a good system compared to the traditional one as it allows others the opportunity of gaining experience in management and it frees up the Principal to devote more time to more important issues.

Financial Particulars:

Finance has always been contentious issue, lack of it or over-expenditure. Niue High School is going through and implementing a lot of changes. It is imperative that if we are to be successful in the implementation process, more revenue is required. Hence the reason for over-expenditure in some of our accounts.

On numerous occasions, we were advised to stay within the allocated amounts budgeted for each area. This is extremely difficult to achieve since the allowed amount is often insufficient to cover the expenses.

The major area of expenditure for the school is Training Materials & Teaching Aids. This vote item was used for purchasing materials and resources for all the departments. As in the past, each department is given a budget for the year. HOD's were advised to plan and spend accordingly. However, because of the many changes to curriculum and assessment, the budgets allocated are insufficient. But the school can not afford to increase the department budget because there are other purchases to consider and plan for.

The state of buildings has been debated, talked about and even criticised by the members of the public. Regardless of the fact that we use the buildings, there is hardly enough money allocated to renovate or repaint these buildings. The amount allocated for building maintenance is just enough for small or minor repairs. However, it is very encouraging to know that NZODA is providing financial assistance towards the re-roofing of the school. This project will be carried out during the christmas break.

Due to an unfortunate incident, the boys' toilet block was burned by one of our students. The block requires a complete renewal as most of the inside and the roofing were damaged.

The school's electricity consumption has increased dramatically as compared to previous years. This increase is attributed to the fact that we have air-conditioning for the computers and an increase in the number of computers in school.

The purchasing of photocopying paper has proven to be an expensive exercise. Teachers often make copies of notes for students, as there are insufficient copies of textbooks available. The changes to curriculum and assessment mean the teachers are giving out more exercises, assignments, projects, etc. which require the use of more copying paper.

Directly relating to the amount of copying paper used, our two photocopiers are considered overworked. Hence, a need for a constant supply of toners, and toners are very expensive. In addition, the two copiers often break down because of heavy use and expensive parts have to be ordered.

The department push mower and the brush cutter were always out of order and we have no alternative but to hire from a local supplier. And because the areas that require mowing are large, these items are usually on hire for a few days.

Communication is very important aspect of school. Increasingly, we are relying on fax, telephone and the internet to communicate with the outside world. As we move towards implementing unit standards next year, more emphasis will be placed on communication. The attainment of accreditation status will directly lead to an increase in the usage of the above modes of communication.

Staffing:

In 1999, we have a total of 25 staff; 13 males and 12 females. In addition, we have three ancillary staff and two part-time culture tutors. At the end of the year, Pip Waterworth, HOD Science resigned for personal reasons, John Rex taking leave without pay to pursue further education and experience in New Zealand, Amy Shultz, PC Volunteer completed her term and James Poihega attending a one-year course on teacher training in New Zealand.

School Roll:

In 1999, there is a total of 264 students; 120 boys and 144 girls. This shows a decline in the number as compared to the previous year (285). It has been predicted that the roll will continue to decline because of outward migration.

School Terms:

In 1999, we continued to adopt a four-term-year. The terms were divided into 10 weeks per term. The trend of dividing the school year into a four-term year was trialed in NZ and they found that both teachers and students preferred this setup. Next year, we will continue to adopt the four-term school year.

Timetable:

In 1999, the school adopted a similar timetable to that used last year, whereby students, especially the senior classes, are given a wider choice of options to select from. In the past, the choices were somewhat limited and students often had no choice but to take a subject

that they are not competent in just to make up the five required. On the other hand, most of the teachers' workloads increased in comparison to previous years, especially in departments where there is limited staff.

One noticeable aspect of the new format is the abolition of options in Years 7 to 9. All subjects in this age group are compulsory whereas in the past years, options start as early as in form 2. We believe that students should have the opportunity of taking all subjects at lower levels in order for them to concentrate on the subjects of their choice when they advance to higher levels.

NZ School Certificate:

This is one of the two formal qualifications that are available to our students. All students have the opportunity of entering for this qualification. The subjects available at this level are:

English, Maths, Science, Geography, History, Biology, Design Technology, Graphics, Art. These subjects are taught here at school.

In addition, circumstances beyond our control resulted in some students taking some subjects by correspondence. Usually these are the subjects where we have no teachers available to teach the subject or in some cases, lack of students to mount a class. These subjects are:

Accounting, Economics, Physics, Chemistry, French.

As in the past, the government pays for the registration fees of school certificate students. This fee is \$15 per student. This system continues up to present time. However, we at Niue High School have questioned this policy in relation to non-Niuean permanent residents. We feel that non-Niuean permanent residents should pay for registration in addition to subject fees, excluding children of expatriates on contract to the Niue Government.

The policy of students paying for subjects that do not meet the criteria set by the school still stands. However, parents and students should note that for \$12/subject, they should discuss it first before agreeing to pay for it. Clearly, a lot of students who were required to pay did not have any realistic chance of scoring over 50%, the pass mark.

The school certificate results in the last five years have been hovering around the 40% pass rate. This is considered satisfactory in comparison to the pass rate for pacific island students in NZ and the Cook Islands. However, the pass rate fluctuates yearly, depending on the caliber of that particular age group.

Sixth Form Certificate:

This is the second formal qualification available to students. This is a fully internally assessed qualification. All sixth form teachers abide by strict regulations governing the administering of this qualification. All assessment statements must be approved by the NZ Qualifications Authority (NZQA) before any teacher is to use that statement. Furthermore, no changes are to be made to any assessment statement without approval from NZQA.

The grading system is based on school certificate results from the previous year. This grading system is considered disadvantageous to our students as all grades go into a pool and students compete for them. Students who brought in good grades do not necessarily mean they will get those grades. The grades range from 1 to 8, 1 being the best grade.

The subjects offered to students are wide-ranging. These are: English, Maths, Physics, chemistry, Biology, Design Technology, Graphics, Agricultural Science, Art, History, Geography, Economics, Accounting, Computer Studies, Typing and Niue & Pacific Studies.

Some of the subjects are offered by correspondence since we do not have the teachers to teach those subjects.

In 1999, some of our students took the new programme through the Correspondence School which leads to the award of credits instead of a grade. It was discovered that these students performed well above expectations, even in comparison to students in New Zealand. This is a very positive sign for the school as we are heading towards that direction in future.

Correspondence School:

Due to unavailability of teachers in some subject areas, some of our students were enrolled through the NZ Correspondence School. The school meets the costs for enrollment and posting of their materials. However, enrollment through this school is very selective and only very promising students are permitted to do so. We will continue to use this mode of learning, but only as a last resort.

Curriculum:

The school follows the NZ system of education. To meet the demands of the students, we had to reassess the structure in which we set up our subject selections.

In previous years, options started at Year 9 (Form 3). In 1999, we continued to adopt the system we used last year. That is, options will be introduced in Year 10.

Niue High School Options 1999

(Select one from each option)

Level	OPTION A	OPTION B	OPTION C	OPTION D	OPTION E
YR 12/13	Comp Pac/Studies	English Art	Design Geography	Comp	English Typing
Form 6	Maths	Economics Horticulture	Chemistry	Biology	Graphics History Physics
Year 11	Maths Art	Maths Design	Maths Economics	Geography Science	Clothing Graphics
Form 5	Niuean English	Geography Typing English	Horticulture Science	Science English	History Biology English
Year 10	W/Tech Clothing	W/Tech Economics	Horticulture Art		
Form 4	Typing Graphics	Computer Art	Economic		

Options A and C will run in term 1,2 and 3

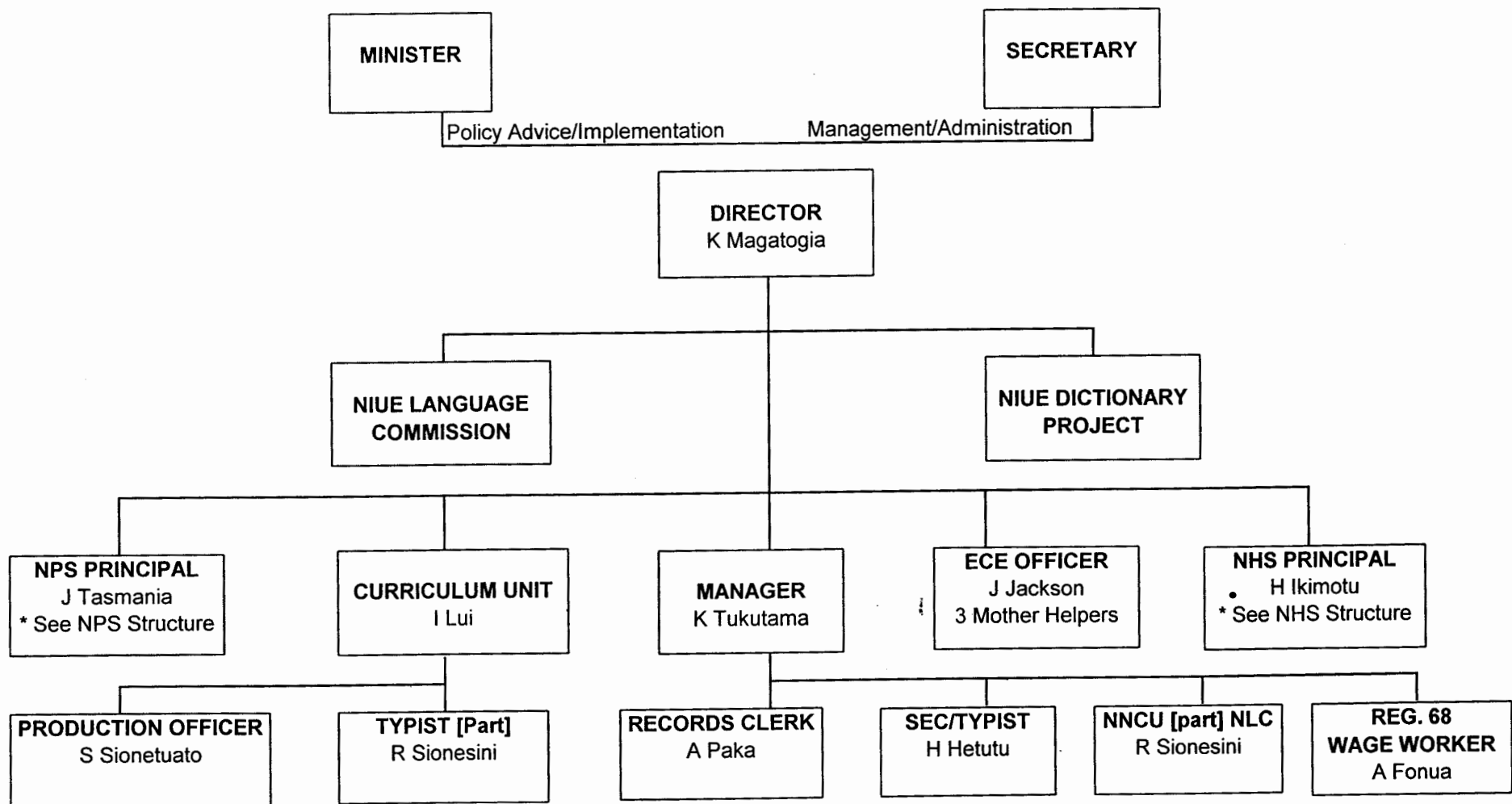
Option B will run in term 2,3 and 4

Main Events:

1. Annual Athletics Day
2. Culture Day
3. Principal and two students attending the World Parliament of Children held in Paris, France
4. NZODA-funded consultants visiting the school for one week
5. UNESCO consultants conducting courses over two weeks for teachers
6. The commemoration of 25 years of self-government in the school hall, for the whole Education Department.

11. EDUCATION ADMINISTRATION

DEPARTMENT OF EDUCATION ORGANISATION STRUCTURE 1999
EDUCATION HEAD OFFICE



EDUCATION ADMINISTRATION

The main function of this section was to ensure that the education provided was maintained at the highest standard. The section continued to monitor, co-ordinate, provide advice and support educational programmes and activities

8.1 Objectives:

1. To ensure that Education Administration functions towards achieving Education aims and National goals.
2. To facilitate opportunities where teacher training needs are adequately met.
3. To monitor and supervise activities of all sections of Education on Niue.
4. To control and organise staffing, resources and other educational activities.
5. To advise Government on policy matters related to or towards achieving and Maintaining the highest standard of Education.
6. To implement Government policy.
7. To liaise with overseas educational institutions for consultation in changes that affect Education on Niue.
8. To ensure that the Public Service instructions are implemented as an aid to achieving educational aims and objectives.

EDUCATION DEPARTMENT
OUTPUTS FOR THE 1999/2000 FINANCIAL YEAR

CENTRE - 2001:

• **Output 1**

The Director of Education advises the Minister of Education, and Cabinet on the promotion, development and improvement in all phases of education in the country from early childhood, to Primary and secondary school. This advise is in line with New Zealand Curriculum standards.

• **Output 2**

Complete the first draft of the Niuean Mono Lingual Dictionary: Letter P(9%), Letter T (18%), Letter V (3%) and edit all the work on the 11 letters.

• **Output 3**

Provide Early Childhood Education for up to 60 pupils each year.

• **Output 4**

Provide an island wide free bus service for early childhood education, primary and secondary education.

• **Output 5**

Coordinate and produce materials to assist the anticipated 50 hours Primary and 75 hours Secondary School staff development training workshops.

• **Output 6**

Provide administrative support to correctly order, process and facilitate payment for an estimated \$1,332,413 of expenditure. Review and control expenditure on a monthly basis for the Education Vote.

• **Output 7**

Continue with the reimbursement incentive for 6 staff undertaking relevant Extension Courses through the USP Centre here on Niue.

• **Output 8**

Oversee the F7 Government Scholarship Awards placement of 10 students in NZ selected schools, in conjunction with the NTDC officer here on Niue and the Niue Consulate office in NZ; and associated matter.

12. CAPITAL ESTIMATES

12. CAPITAL ESTIMATES

Education Department:

Summary : Divisional Expenditure/Revenue for 1999/2000

EXPENDITURE	1999/2000 ESTIMATE	1998/1999 VOTED	1998/1999 ACTUAL
01 Administration	440,425	450,945	399,385
16 Primary	274,593	299,074	267,461
17 Secondary	529,619	560,280	523,540
	1,244,637	1,310,299	1,190,386

REVENUE			
01 Administration	500	500	0
17 Secondary	1,000	500	0
	1,500	1,000	0
SURPLUS/(DEFICIT)	(1,243,137)	(1,309,299)	(1,190,386)

Department : (20) EDUCATION
Branch : (01) ADMINISTRATION

EXPENDITURE	1999/200 ESTIMATE	1998/1999 VOTED	1998/1999 ACTUAL
01 PERSONNEL			
01 Salaries	127,194	124,542	123,700
02 Wages	22,323	23,321	15,095
	149,517	147,863	138,794
02 TRAVEL,TRANSPORT & COMMUNICATION			
02 Transport (Allowance, Vehicle Hire)	945	1,050	1,186
04 Communication	3,600	4,000	4,727
06 School Transport Contracts	212,064	212,064	187,185
03 MAINTENACE OF PROPERTY & EQUIPMENT			
01 Buildings Maintenance	1,463	1,000	812
02 Furniture/Fittings	90	200	201
03 Grounds	360	600	810
04 Equipment/Tools	1,161	500	772
05 Motor Vehicles	1,350	400	764

06 Rental of Property	311	3,689	1,985
04 MATERIALS, SUPPLIES & SERVICES			
01 Fuel/Oil	2,930	2,000	2,608
02 Printing/Stationery	2,250	2,500	2,453
07 Office Consumables	1,800	2,000	1,596
09 Professional Services (Dictionary Panel)	25,200	28,000	21,364
11 NZ Sch. Cert & Form 6 Fees	8,730	9,900	8,799
14 Cleaners Detergents	2,700	3,000	2,765
37 Computer Supplies & Maintenance Fees	4,590	5,100	3,957
05 OTHER OPERATING EXPENDITURE			
01 Advertising	270	800	345
02 Subscriptions	180	200	305
55 Curriculum Development	11,700	13,000	11,648
57 Early Childhood Education	4,500	5,000	3,325
58 Scholarship Award (Rotorua)	4,714	8,079	2,984
TOTAL EXPENDITURE	440,425	450,945	399,385

20 REVENUE			
80 Miscellaneous	500	500	0
TOTAL REVENUE	500	500	0

Department : (20) EDUCATION
Branch : (16) PRIMARY

EXPENDITURE	1999/2000 ESTIMATE	1998/1999 VOTED	1998/1999 ACTUAL
01 PERSONNEL			
01 Salaries	246,384	269,275	230,703
02 Wages	8,508	7,849	7,408
	254,892	277,124	238,111
02 TRAVEL, TRANSPORT & COMMUNICATIONS			
04 Communication	1,350	500	1,484
03 MAINTENANCE OF PROPERTY & EQUIPMENT			
01 Buildings Maintenance	720	800	1,935
02 Furniture/Fittings	270	500	433
03 Grounds	1,035	1,400	2,141
04 Equipment/Tools	1,341	500	496
06 Rental of Property	180	200	250
04 MATERIALS,SUPPLIES & SERVICES			
03 Electricity	3,600	4,000	3,431
07 Office Consumables	630	700	865
11 Teaching Materials	7,470	10,000	15,017
34 Library	2,700	3,000	3,178

05 OTHER OPERATING EXPENDITURE			
01 Advertising	180	100	120
02 Subscriptions	225	250	0
TOTAL EXPENDITURE	274,593	299,074	267,461

Department : (20) EDUCATION

Branch : (17) SECONDARY

EXPENDITURE	1999/2000 ESTIMATE	1998/1999 VOTED	1998/1999 ACTUAL
01 PERSONNEL			
01 Salaries	451,224	492,603	435,166
02 Wages	8,508	7,551	7,070
	459,732	500,154	442,236
02 TRAVEL,TRANSPORT & COMMUNICATIONS			
04 Communication	2,700	2,000	4,568
03 MAINTENANCE OF PROPERTY & EQUIPMENT			
01 Building Maintenance	5,400	4,000	4,964
02 Furniture/Fittings	450	500	337
03 Grounds	1,800	2,000	3,134
04 Equipment/Tools	1,800	1,000	4,495
06 Rental of Property & Equipment	9,947	5,526	3,474
04 MATERIALS,SUPPLIES & SERVICES			
02 Printing/Stationery	3,600	4,000	3,645
03 Electricity	7,200	6,000	9,945
07 Office Consumables	2,700	2,000	5,881
11 Teaching Materials	31,500	30,000	38,211
34 Library	2,700	3,000	2,164
05 OTHER OPERATING EXPENDITURE			
01 Advertising	90	100	485
TOTAL EXPENDITURE	529,619	560,280	523,540

20 REVENUE			
86 Facilities Hire Grounds	1,000	500	0
TOTAL REVENUE	1,000	500	0

13. NIUE DICTIONARY

13. NIUE DICTIONARY

Introduction:

The three members of Dictionary Panel continued to work on the Monolingual Dictionary throughout 1999 for only three days a week. Limited allocated funds did not allow the Panel to work full time and by working for only 3 days a week, helped maintain the continuity of the Project. The monolingual Dictionary being the second Dictionary under this project after the completion of the Bilingual Dictionary is government's attempts to upgrade and maintain our language - the Niuean Language.

Progress to Date:

Up to the end of 1999 only letter 'Hh' is yet to work on which is about 9% of the total work. About 1% of the letter 'Gg' went missing which need to be worked on again.

In all, about 10% of Phase 1 are yet to be completed.

Word Progression:

- | | | |
|----------------|---|--|
| Phase 1 | : | Establishing monolingual entries using the Bilingual entries
Target date - March 2000 |
| Phase 2 | : | First proof-reading - April to August 2000 |
| Phase 3 | : | Sent to Typesetters - September to December. The Panel work on the
Legal and Commercial Glossary. |
| Phase 4 | : | Second proof-reading - January to March 2001 |
| Phase 5 | : | Send off to Typesetters - April to May 2001. Panel to continue
Working on the Legal and Commercial Glossary. |
| Phase 6 | : | Final proof-reading - June 2001 |
| Phase 7 | : | Send off Monolingual for Publishing - 6 months. Continue legal and
Commercial Glossary and other Dictionary Project work. |

Problems Encountered:

When Dr Wolfgang Sperlich, the resident lexicographer left in 1997, the Panel was left to work on their own. The Panel had acquired sufficient knowledge to continue the Project but had very limited computer skills to adequately save data and had to rely very much on another typist to help out. This other typist has also other responsibilities to attend to. This resulted in the disappearance of some of the work already done. The only remaining computer has been with the Project since its establishment, it's uncertain how long it'll remain to function.

Not having an air condition in the room, it's certainly not the best of environment to be working in, especially in times of intense heat.

Selling of Bilingual Dictionaries:

We still have about 27 x 4 boxes remaining to be sold. The selling is very slow.

Recommendations:

1. That appropriate funding be allocated for the completion of the Monolingual Dictionary.
2. That appropriate funding be sorted to see to the publishing of the Monolingual Dictionary.
3. That funding be acquired for a consultant to review and evaluate the work of the Monolingual Dictionary.

Conclusion:

The Panel wishes to convey to Government the appreciation for the monetary assistance for 1999 and anticipate further funding for the completion of the Monolingual Dictionary. The Panel has enjoyed working on the Project and the knowledge gained from it. We appreciate the positive relationships with the Education staff.

We look forward to another good working year.

14. CURRICULUM & PRODUCTION UNIT

11. CURRICULUM & PRODUCTION UNIT

Introduction

Throughout 1999 the writer in the curriculum unit continued to write reading resources in the vernacular language for Niue High School.

The writer was also involved in other activities/duties, (Refer latter part of the report) but continued to work closely with the Production Officer.

Translating of English stories – (24 titles) into Niuean and rewriting Niuean legends – (24 titles) is an on-going process. All these stories are in draft copies ready for 'mock form' (book form) before they are typed. Editing and proof reading of texts is also an on-going process.

CURRICULUM DEVELOPMENT

Translated Stories – Tau Tala Fakaliliu

From January to March I translated English stories into Niuean for Forms 3 & 4 – 12 titles.

Some of these stories were written by the teachers of Niue Primary and Niue High at writing workshops, other stories were selected from school journals. Seven of these twelve stories are still in draft copies; they need to be written in 'mock form'.

For Form 1 & 2, also seven stories still in draft copies to be in mock form. There are twenty-four titles in the translated stories for Forms 1-Form 4. They all need to be typed and edited before they are handed over to the Illustrator.

Niuean Legends – Tau Tala Tuai

By April and May, eight Niuean legends were ready to be illustrated;

- 1 title for Form 1
- 4 titles for Form 2
- 3 titles for Form 3

There are 24 titles for the Niuean legends of Form 1-4. Ten titles have been rewritten; fourteen titles are yet to be rewritten.

Three titles of the Class 6 of Niue Primary legends were somehow misplaced and missed out on the printing process of the other three titles. The process of rewriting began in October for the three titles:

- Ko e Toa ko Lavakula
- Ko e Tala ki a Fakaleipua
- Tofatofaaga he Muke

By December the legends were ready to be typed, edited and illustrated. (Refer title lists of both schools, attached).

Niuean Readers to be printed

The Ministry of Education – NZODA wishes to assist us by printing four of our vernacular readers per year.

According to Ms Clare Church of NZODA, this is a four-year project and by the end of four years, sixteen Niuean readers would have been printed in colour.

As a follow up to Ms Church's visit on the 14-21 November, the story 'TUTULI MOA' written by Tiva Toeono and illustrated by Sue Sionetuato was sent to Ms Church to be printed. Unfortunately, communication with Ms Church had been quite slow. We are still awaiting a reply to our fax of last month regarding the book.

Ms Church will visit Niue this month and we hope to further discuss the printing of 'TUTULI MOA' and the process of the project.

The sixteen titles to be printed have been selected from the different class series, for example –

- | | | | |
|---|----------------------------|--------------------|-----|
| * | four titles from Class 1-3 | Junior Level | NPS |
| * | four titles from Class 4-6 | Senior Level | NPS |
| * | four titles from Form 1-2 | Intermediate Level | NHS |
| * | four titles from Form 3-4 | Senior Level | NHS |

The selection made was to ensure that both levels in the two schools are included in the project.

ACTIVITIES

Filing

A major change took place in the filing system of Vernacular readers and other Curriculum resources. Neat file boxes replaced the discoloured old manila folders.

From 31 May to 2 July, the activity kept me well occupied.

Action Plan

In October, I reorganised my Action Plan for year 1997-2000. (Refer attached copy)

Linguistic Conference

I attended the Fourth International Conference on Oceanic Linguistics held at the Matavai Resort, 5-9 July 1999 as an observer.

Although the conference was of a high professional level and very intensive, some papers were very interesting. It was a privilege to be at the Conference to listen and to learn from the professional linguists.

Writing Workshop

The Production Officer and I participated in the Writing Workshop held at the Education Training Room, 8-11 November.

The workshop was co-ordinated by the Director, Kupa Magatogia, and Don Long, as Consultant from Learning Media, New Zealand.

OUTPUT

There was no output of work for year 1999. Due to the breakdown of the Unit's photocopier, there was no production of any reading resources.

Equipment breakdown is an on-going problem in the Unit, a very frustrating situation.

EQUIPMENT

Over the years, the major problem in the Unit had been inadequate equipment, which had hindered the production of the much-needed readers for the schools.

The Xerox photocopier installed in 1996 could not withstand the mass production of the resources. In two years, the breakdown of the machine became too frequent.

Eventually the technician, Mr Mathew Green advised that the last breakdown was beyond repair. Mr Green recommended the purchase of another photocopier, preferably one that the local technician can repair when it breaks down.

Although sixteen of the readers are ear-marked to be printed by NZODA, the bulk of the readers need to be printed here at the Unit, even though they would be in black and white.

Thirty-nine of the Niue Primary readers – (out of a total of 143) need to be printed urgently; they have seen too many years pass them by on dusty shelves. The seventy-two readers for Niue High School also need printing.

The Curriculum/Production Unit urgently requires to purchase a heavy-duty machine for production based on the following reasons:

- 1) To reduce the outstanding backlog of resources, awaiting production.
- 2) To cater for the reprinting of Educational resources when required by the schools.
- 3) To be able to cope with the workload.
- 4) To produce resources in order to meet the demands of the schools.
- 5) To provide the schools with the best possible standard of reading resources.

COMMENTS

Some of the stories in the Reading Programmes of the schools were written by the teachers at writing workshops some years ago.

I would like these stories printed and distributed to the schools for the students to read before any of the authors pass on. These materials can be placed in the Niue Library and the Archives for public and future use.

The schools and the public are in need of reading materials in the vernacular.

CONCLUSIONS

For some years, former and current officers in this Unit have repeatedly been writing reports on the urgent requirement of adequate equipment for the production of vernacular readers.

The lack of support has made the issue quite pathetic and discouraging. Personally, I am disappointed. Our children need to read in Niuean.

PLEASE HELP!

VAHEGA 1	VAHEGA 2	VAHEGA 3
Tau Tohi Kamata Fakaako totou	Tau Tohi Kamata Fakaako totou	Moui He Tagata Niue
Tau Matatohi He Vagahau Niue	Ko e matua fifine haaku nakai a koe?	Koukou I Tahī
Tau Kupu	Tama fifine tote ko Loa.	O he Takai
Tohi Lima 1	Ko e tama taane malolo.	Fenoga Fakaako
Tohi Lima 2	Ko e kapitiga ha Mani.	Heke Pasikala.
Kamata Tohi Tala	Tau fakamumuli.	Tu Tau Ha Sifa Mo Pule.
Tau Numela Faka-Niue	Ko e pake ha Lona.	Huki Teliga Ha Sifa.
Ha e e	Ta kilikiki.	Tau Tala Tuai
Ko e a e	Makaka he Gahua Kilikiki.	
Kitia e au e	To Niu.	Pepe Mo Kufani.
Hanai e	Toli Niu.	Pepe Mo Lefio.
Ha ha hinei	Volu Niu.	Tau Lāgo Meli.
Ko e higoa he	Tatau Niu.	Tau Namu.
Ko e higoa he ko	Taute Takihi.	Kuma Lalofonua.
Tau tohi 3-9 (tau fakatino)	I Loto he Takihi.	Moa mo e Kuli.
Tau tohi 3-9 (nakai fai fakatino)	Pusi Vao.	Tau Feua Fakamotu
Magafaoa ha Moka mo Tule.	Pusi Fifine.	
Moka mo e punua pusi	Pusi Lotokai.	Pele Mapu.
Tule mo e punua kuli.	Pa Puaka Haaku.	Laga Pasikala.
Hega mo e punua moa	Ko e Moa Fifine Tote.	Ta Kilikiki.
Motoka foou	Ko e Moa Lahi Hui Hoe.	Toho Toume.
Pasikala afi foou		Ta Tika.
		Poi Tekeka.

TAU TOHI LAGOMATAI TOTOU - Vahega 1 mo e 2		
Putuputuaga 1	Putuputuaga 2	F'alu a Tohi Lagomatai
I Loto He Fale	Tau Mena Kai	Fanogonogo.
Tau Tagata he Magafaoa.	Tau Mena Tuku Kai	Fagai Puaka.
I Loto He Kaina.	Tau Fua Akau Kai	Tau Mena Kai Mitaki.
Tau Akau He Kaina.	Tau Mena Tui	Nofo He Nofoa.
I Loto He Maaga.	Tau Puhala Futi Ika	Ko e Fofoga Haaku
Tau Tagata I Loto He Maaga.	Tau Peleo Afi	Magafaoa Ha Launiu.
I Loto He Aoga.	Tau fakafiafia Tino.	Ko e Vala Moli.
Tau Tagata I Loto He Aoga.	Tau Puhala Uta Fekau.	
Tau Gahua Fakamotu		
To Talo.		
Fagota I Tahī.		
Ama Kalahimu.		
Ama Uga.		
Hi Ika.		
Fakaafu Umu.		

VAHEGA 4	VAHEGA 5	VAHEGA 6
Moui He Tagata Niue	Moui He Tagata Niue	Moui He Tagata Niue
Faiumu	To Talo.	Hi Ika.
Nu Pia.	Ko e Keli ti.	Fagota He Tahi Pakupaku.
Ko e Vaka Foou.	Momohe He Vao.	Tutuli Moa.
Puaka Gako Lotokai.	Ko e Keli Pia.	Ko e Momoi he Aho Tapu.
Taute Kaina.	Fana Lupe Mo e Fana Peka.	Vai Tuku.
Ama Kalahimu.	To Hana Ha Tuki	Keli Timala ke Fafao.
Ko e Vaka Foou Ha Niu.		
Tau Tala Tuai	Tau Tala Tuai	Tau Tala Tuai
	Peke Mo Vete.	Matua Mo e Tama.
Peka Mo Kuma.	Ko Kule Mo Veka.	Tulitulikoka mo Tuatuali.
Kuma Mo Ugauga Mo Feke.	Ko e Matagi.	Namuefi mo Gutupuhi.
Kiu mo Ugauga.	Maui Matua Mo Maui Tama.	Ko e Toa Ko Lavakula.
Tau Manu Totolo Mo e Tau Manu Lele.	Lo Kula Mo Lo Uli.	Ko e Tala Ki a Fakaleipua.
Lupe Mo Peka.	Ko e Tupua Ko Anaana.	Tofatofaaga He Muke.
Tau Tala Fakaliliu	Tau Tala Fakaliliu	Tau Tala Fakaliliu
Kua Pala e Fata Kufani.	Ko e Vaha Ne Lahi Ai E Mahina.	Sinitalela.
Ko e kai Galua Mauhoana Ha Toma.	Ko e magiki Iloilo Mo e Mago Goagoa.	Ko e Tia Mo Aleketa.
Ko e Tama Fifine Fulufuluola Ha Lakua.	Tau Manako ne Tolu.	Ko e Lاپisi Mo e Haina.
Ko e Fanau Toko Fa.	Ko e Panikeke Veliveli Lahi.	Ko e hea Mo e Taika Fuakau.
Tau Fua Mago Ha Maka.	Sione Palau.	Uafulu e Tupe Aulo.
Ko Tulevai Mo e Tahi	Tau Kuma mo e Tau Elefane.	Ko e Fonu Mo e Mago.

TAU TOHI LAGOMATAI TOTOU - Vahega 4, 5 mo e 6		
VAHEGA 4	VAHEGA 5	VAHEGA 6
<p><u>Moui He Tagata Niue</u></p> <p>All 7 titles have been printed and distributed to Niue Primary School</p>	<p><u>Moui he Tagata Niue</u></p> <p>To Talo printed and distributed to Niue Primary School</p> <p>* 5 titles yet to be illustrated</p>	<p><u>Moui he Tagata Niue</u></p> <p>Tutuli Moa: sent to NZODA C/- Clare Church (Dunedin)</p> <p>* 5 titles yet to be illustrated</p>
<p><u>Tau Tala Tuai</u></p> <p>Peka mo Kuma: printed by IOE English version - 380 copies Niuean version - 465 copies -both have been distriputed to NPS</p> <p>All 6 titles have been printed and distributed to Niue Primary School</p>	<p><u>Tau Tala Tuai</u></p> <p>All 6 titles have been printed and distributed to Niue Primary School</p>	<p><u>Tau Tala Tuai</u></p> <p>Matua mo e Tama - Tulitulikoka mo Tuatuali - Namuefi mo Gutupuhi -</p> <p>} printed and distributed to Niue Primary School</p> <p>3 titles yet to be illustrated</p>
<p><u>Tau Tala Fakaliliu</u></p> <p>6 titles yet to be illustrated</p>	<p><u>Tau Tala Fakaliliu</u></p> <p>6 titles yet to be illustrated</p>	<p><u>Tau Tala Fakaliliu</u></p> <p>6 titles yet to be illustrated</p>

BOOKS PRODUCED AND DISTRIBUTED TO NIUE PRIMARY SCHOOL

Title of Book	No. of copies	Production Date	Author
Pake Fooou ha Lona	60	February 1997	Iris B Lui
Tama Taane malolo	60	February 1997	Evo Tukuitoga
Tau Fakamumuli	60	February 1997	Jenniffer Motufoou
Tau Lago Meli	70	April 1998	Re-written by Iris B Lui
Lo Kula mo Lo Uli	70	April 1998	Re-written by Iris B Lui
Ko Kule mo Veka	70	April 1998	Re-written by Iris B Lui
Ko e Matua mo e Tama	70	April 1998	Re-written by Iris B Lui
Ko e Vaka Fooou ha Niu	65	February 1997	Re-written by Iris B Lui
Taute Kaina	65	February 1997	Iris B Lui
Faiumu	65	February 1997	Teuila Lui
Nu Pia	65	February 1997	Iris B Lui
Ko e Vaka Fooou	65	February 1997	Sabina Fakanaiki
Peka mo Kuma	65	August 1997	Re-written by Iris B Lui
Lefio mo Pepe	65	August 1997	Re-written by Iris B Lui
Ko e Ovava mo e Kanumea	65	August 1997	Re-written by Iris B Lui
Ko e Kiu mo e Ugauga	65	August 1997	Re-written by Iris B Lui
Moa mo e Kuli	65	October 1997	Freyburg Head
Ko e huki teliga ha Sifa	65	October 1997	Evo Tukuitoga
Hi Ika	75	December 1998	Re-written by Iris B Lui
Fenoga Fakaako	75	December 1998	Re-written by Iris B Lui
Ko e Heke Pasikala Fooou	75	December 1998	Re-written by Iris B Lui
Ko Namuefi mo Gutupuhi	75	December 1998	Re-written by Iris B Lui
To Talo	75	December 1998	Sifa Ioane
Ko e Matagi	75	December 1998	Re-written by Iris B Lui
Peke mo Vete	75	June 1997	Re-written by Iris B Lui
Maui Matua mo Maui Tama	75	June 1997	Re-written by Iris B Lui

TAU TOHI TOTOU NIUE MA E AOGA TOKOLUGA			
VAHEGA 1 (Form 1)	VAHEGA 2 (Form 2)	VAHEGA 3 (Form 3)	VAHEGA 4 (Form 4)
Tohi 1: Moui He Tagata Niue 1.1 Ko e Tau Gahua he Leveki Magafaoa. 1.2 Tutuli Kai ma e Aho Kiisimasi 1.3 Ko e Ava Ika Pupu 1.4 Kiikiki he Tau Ffine Alofi mo Makefu 1.5 Ko e Aho Fiafia ha Hakupu 1.6 May Hoana	Tohi 1: Tau Tala Kehekehe 2.1 Ko e Toa. 2.2 Ko e Lalolagi mo e Tau Mena Kai. 2.3 Mahani fanogonogo 2.4 Ko e Kapitiga Kelea. 2.5 Ko e Tama Taane Mahani Hemu. 2.6 Ko e Malaia ha ko e Mahani Liuliu.	Tohi 1: Tau Tala Kehekehe 1. Ko e atua Kelemutu 2. Ko e Peka. 3. Ko e fakamumuli ne loa lahi 4. Ko e Uga Lahi Mahaki 5. Vai Tuku. 6. Keli Timala ke Fafao.	Tohi 1: Tau Tala Kehekehe 1 Heke Vakalele. 2. Fono ke Faaki he Pasifika Toga 3. Ko e Fono he Pasifika Toga 4. Ko e Tala Futi Ika 5. Po Taha he Taha Aelani 6. Ko e Tama Taane ne Fagai e tau Manulele
Tohi 2: Tau Tala Tuai 1.2.1 Ko e Tau Fanau he Tagata Uluaki. 1.2.2 Ko e Fanau mo e Lulu. 1.2.3 Tau Fanau Liuliu 1.2.4 Ko e Hoana Lotokai. 1.2.5 Ko e Tala Ki a Makefu. 1.2.1 Ko Leveimatagi mo Leveifualolo.	Tohi 2: Tau Tala Tuai 2.1 Ko e Toa ko Laufoli. 2.2 Ko Toloa. 2.3 Ko e Ita Lahi ha Lefutogia. 2.4 Ko e Fakaotiaga he Toa ko Talamahina. 2.5 Ko e Tala ki a Mohelagi mo Palalagi. 2.6 Taliu mo Kulatea	Tohi 2: Tau Tala Tuai 2.1 Mouaaga he Talo I Niue 2.2 Ko e Fuapule Tea 2.3 Magahala Nakai la Fai Tagata Tea I Niue. 2.4 Ko e toga futi Ika ne pe I Uani. 2.5 Maala futi ha Peka mo Kuma. 2.6 Kule mo Veka.	Tohi 2: Tau Tala Tuai 2.1 Tautuaki e tau fuaniu e tau lulu. 2.2 Ko e Fakahikuaga he tama teva 2.3 Ko e-toga pe. 2.4 Ko Faumua mo Fauloto. 2.5 Ko Mataginifale. 2.6 Kalika mo Tuna.
Tohi 3: Tau Tala Fakaliliu 3.1 Ko e Toa Kakau 3.2 Ko e Matua Matagi. 3.3 Ko e Mouaaga he Magahala Makalili. 3.4 Ko e Mafuika Lahi. 3.5 Ko e Laa mo e Uha mo e Matagi. 3.6 Ko e Afa	Tohi 3: Tau Tala Fakaliliu 3.1 Ko e pulega fufu he kautau fuata mo e fokisi. 3.2 Magiki mo e Mago. 3.3 Ko e Lapis! Lotomatala. 3.4 Ko e tau Tevae Fovu. 3.5 Ko e mouaaga he higoa ha Seirua. 3.6 Tiviaga lologo.	Tohi 3: Tau Tala Fakaliliu 3.1 Ko e Palagi. 3.2 Ko e Tama Taane ko Sieke 3.3 Motu Goagoa. 3.4 Ko e Fekafekau he Patuiki. 3.5 Ko e tama fine patuiki mo e lane. 3.6 Ko e Fonu Mo e Mago.	Tohi 3: Tau Tala Fakaliliu 3.1 Ko e tagata takafaga Ika ko Urasima. 3.2 Tau feali takafaga Ika 3.3 Tagata takafaga manu 3.4 Nasalatini mo e monuina mai luga. 3.5 Ko e tagata ahiahi 3.6 Hola ke moui

TAU TOHI TOTOU NIUE MA E AOGA TOKOLUGA

VAHEGA 1 (Form 1)	VAHEGA 2 (Form 2)	VAHEGA 3 (Form 3)	VAHEGA 4 (Form 4)
<u>Moui He Tagata Niue</u> 4 titles ready to be illustrated 2 titles ready for 'mock form'	<u>Moui he Tagata Niue</u> 5 titles ready to be illustrated 1 title ready for 'mock form'	<u>Moui he Tagata Niue</u> 3 titles ready to be illustrated 3 titles ready for 'mock form'	6 titles ready to be illustrated
<u>Tau Tala Tuai</u> 1 title ready to be illustrated 2 titles ready for 'mock form' 3 titles yet to be re-written	<u>Tau Tala Tuai</u> 2 titles ready to be illustrated 2 titles ready for 'mock form' 2 titles yet to be re-written	<u>Tau Tala Tuai</u> 3 titles ready to be illustrated 3 titles ready for 'mock form'	<u>Tau Tala Tuai</u> 6 titles yet to be re-written
<u>Tau Tala Fakaliliu</u> ¹ 2 titles ready to be illustrated 4 titles ready for 'mock form'	<u>Tau Tala Fakaliliu</u> 4 titles ready to be illustrated 2 titles ready for 'mock form'	<u>Tau Tala Fakaliliu</u> 3 titles ready to be illustrated 3 titles ready for 'mock form'	<u>Tau Tala Fakaliliu</u> 3 titles ready to be illustrated 3 titles ready for 'mock form'
NB: To date, I have 25 titles ready for 'mock form' (book form), and 11 titles to rewrite			

CURRICULUM AND PRODUCTION UNIT
EDUCATION OFFICER: WRITER ACTION PLAN
1997 - 2000

<u>Key Tasks</u>	<u>Responsibility</u>	<u>Timing</u>
* Review / Reorganize Titles for Niue Primary School Reading Programme Class 1 - 6	Writer/Production Officer	January 1997
<i>Class 1 & 2</i> <i>-Tau Tohi Kamata Fakaako Totou</i> <i>42 Titles</i> <i>- Tau Tohi Lagomatai Totou</i> <i>29 Titles</i> <i>Class 3</i> <i>- Moui He Tagata Niue</i> <i>6 Titles</i> <i>- Tau Tala Taui</i> <i>6 Titles</i> <i>Class 4, 5, 6</i> <i>- Moui He Tagata Niue</i> <i>3 x 6 + 1 = 19 Titles</i> <i>- Tau Tala Niue</i> <i>3 x 6 = 18 Titles</i> <i>- Tau Tala Fakaliliu</i> <i>3 x 6 = 18 Titles</i>		
* Writing stories in the vernacular for Niue High School: Form 1 - 4	Writer	January 1997 - April 1997
<i>Form 1</i> <i>- Moui He Tagata Niue</i> <i>6 Titles</i> <i>Form 2 - 4</i> <i>- Tau Tala Kehekehe</i> <i>2 x 6 + 2 = 14 Titles</i>		

<u>Key Tasks</u>	<u>Responsibility</u>	<u>Timing</u>
*Collating / stapling readers printed by JAPPS for Niue Primary	Writer/Production Officer	March 1997
*Rewriting some Niuean stories off some Niuean Journals for Niue High:	Writer	May 1997
Form 4 -Ko e Fono he Pasifika Toga -Po Taha He Taha Aelani -Ko e Fono Ke Faaki He Pasifika Toga - Ko e Tala Futiika 4 Titles		
*Rewriting some legends for Niue High:	Writer	August 1997 and on-going
<i>Form 1 - 4</i> <i>-Tau Tala Tuai</i> <i>6 x 4 = 24 Titles</i>		
*Translating of some English stories into Niuean for Niue High:	Writer	October 1997 and on-going
<i>Form 1 - 4</i> <i>- Tau Tala Fakaliliu</i> <i>6 x 4 = 24 Titles</i>		
*Proof Reading of Readers for Niue Primary before passing them over to the Illustrator	Writer	On-going
*Editing of Texts / Illustrations / Formats / Layouts	Writer/Production Officer	On-going
*Review / Reorganize Title Lists for Niue High Reading Programme	Writer/Production Officer	January 1998

Key Tasks

*Section Heads Meeting

Responsibility

Writer/Production Officer

TimingFebruary /
April / July 1999*Relocation of Unit (School Based at
Niue Primary next door to ECE)

Writer/Production Officer

October 1998

*ECE Sports Day

CPU Officers
ECE Staff
Education Centre
Staff (2)

June 1999

N.Z.O.D.A – Clare Church (Senior Lecturer, College of Education, Dunedin)

First visited the section in September 7th 1999.

During the visit we discussed how this section functions and what ways could N.Z.O.D.A help.

Seeing that we had no copier machine to print our vernacular readers. Clare suggested that they might be able to help by printing 1 story in color.

Title: 'Tutuli moa'

Author: T Toeono

Illustrations: S Sionetuato

Editing of both text and illustrations were made prior to it being sent to Clare at the College of Education, Dunedin.

Second Visit: 16 – 19th November 1999

On this second visit a sample copy was brought back for us to view and give comments. An English translation for 'Tutuli Moa' was to be given to Clare before she left but due to the short notice we were not able to complete this task.

Further discussions with Clare about adding to the list of Vernacular readers. These would be the English translations for some Vernacular stories. This would not be an added cost in printing nor an added number of readers to be printed.

New Steps:

Editing Vernacular readers, needs to go through a process set in place to safe guard any questions the section as well as the department may face from certain areas of the public. This process came about during a workshop with Don Long (Learning Media). It is best that the recommendations set in place during the workshop be implemented as an example for future purposes.

The editing process takes place within the education sections:

1. **Language Commission:** Regulate Niuean language policies.
2. **N.P.S / N.H.S:** to utilise vernacular readers where applicable for reading as well as in some subjects e.g. social studies etc

Curriculum/Production Unit: to correct or change necessary areas within reader, according to feedback from the above personnel. Then correspondence of these stories would be forwarded to N.Z.O.D.A, Dunedin

- Notification to each of the above personnel concerning starting date for the above 'process'.

The publication of Vernacular readers by N.Z.O.D.A, for High School, Primary and E.C.E schools are to take place within 4 yr. (2000 – 2004)

16 titles have been chosen according to its reading appeal as well as its usage in certain teaching areas.

4 titles per year & the English translation for a particular story.

Colour illustrations & printing

Selection of stories range from *Emergent*, *Early reader* and *Fluent readers*.

- ⊗ English translations for some of these 16 titles would go through the same editing process.
- ⊗ All other Vernacular stories would be produced locally by CPU.
- ⊗ All stories/illustrations are the property (copyright) of the Department of Education.
- ⊗ When each story has been printed the number of copies required as per school would vary.
- ⊗ Record copies would go to *National Library, Archives, Parliament Library*, and *Cur/Production*.

Writers/Illustrators Workshop:

Mr Don Long (Publisher, Learning Media, N.Z)

To be included in this workshop was educational. Information gathered throughout the workshop gave insight to new possibilities to be utilised within our current working mode.

Suggestions for Learning Media to publish some stories from the education department in the Vernacular language have yet to be implemented.

Production Photocopier:

The section has been without a functioning copier for some time. However these minor difficulties would be ironed out at a later date.

On advice from the Director, information about a photocopy machine was sort and the following brand was chosen for its durability.

However the Rank Xerox copier that was previously used by the Unit is in need of repairs. If it is possible could this machine be sent back to N.Z for the repairs, or look locally for a technician to service the machine, instead of purchasing a new copier?

* **New Copier (CANON – NP6330- 31copies per minute) - Cost - \$ 5998.00**

1 x re-circulating document feeder - \$ 1,811.50

1 x standard pedestal - \$ 528.00

Total - \$ 8,337.50

The new copier would be utilised in the printing of *Vernacular Readers* for the 3 schools as well as printing of work needed by Education staff/teachers. It is crucial that this piece of equipment be budgeted to enable the section to reach its set goals.

Xerox (Model V160/RX) -Serial No.2123050053

Installation date – 29/9/96

Production Workload:

Vernacular readers for the Primary and High school total to 110 titles.

Number of books as per school: Primary = 38 High School = 72

On average the number of pages within 1 book is 4 (double-sided printing)

Paper size A4 Card size A4

The amount of paper used for each book is 1 paper ream (500 sheets) per book.

Yr. 2000 Onwards

Re-scheduling work programme from this year onwards, would differ from the previous years.

Instead of concentrating just on 1 series of reader's (6) for a class level, a selection has been made from all levels. This would cater for the needs of all class levels.

Each *term* 8 titles would be printed (approximate time for each book is 1.5 weeks) A total of 24 books per year.

We would cater for the Early childhood section as per daily bases.

C.P.U office moves to a new area, to make room for pre-school. Minus ceiling fans and power points.

New Equipment

Computer System installed (21st April 1999)- Mr M Green

1 x Logix monitor	1 x Microsoft Office 97
1 x Multi Media speaker system	1 x Dr Solomon's Anti-Virus program
1 x Back-up system	1 x 56k Modem
1 x Disc drive	
1 x H.P color printer	
1 x Mouse	
1 x Keyboard	
2 x Mouse-pads	

**** Mathew Green did not connect the modem for the computer.**

Nor do we know what became of this piece of equipment. To this day it has not been found.

Future Projections

- * Production Officer would be working with Niue Primary in accordance with job description.
- Daily, Weekly, Monthly timetables would be provided. This would assist with planning of workload.
- **Evaluation:** this time would be spent up-dating the following.

- Proof read text / illustrations for readers
- Re-printing readers
- Re-format / Layout of stories.
- Check office supplies
- Document all correspondence (local/Overseas)
- Filing / section resources
- Prepare for photocopying

Printing:

As we do not have a copier machine the photocopying of resources would be re-directed to the following: Ed/Admin copier, DHL, *J.A.P.S Printing*

Comments:

We have many a time asked for assistance in obtaining much needed equipment (Photocopier) to enable the Unit to carry out it's delegated duties and fulfill expectations.

15. CONCLUSION

CONCLUSION

Since the time of my appointment to the Director of Education's position, 5 May 1997, we have undergone a lot of changes in the Department of Education. Hence, I would like to take this opportunity to thank the Niue Government under the leadership of Premier Sani Lakatani, the Hon. Minister for Education – Mr Young Vivian, the Hon. Cabinet Ministers for their help and support. I believe that the new Government will continue to give its full support to the Department of Education.

1999 focused on consolidating the changes implemented in the previous year:

- The school year of four nearly equal terms for Early Childhood Education (ECE), Primary and Secondary schools was maintained
- Scholarship criteria for selection to study at the From Seven level in New Zealand was executed in 1997 from grade 20 to 18 and in 1998 from 18 to 16, however, in 1999 grade 19 was also fully funded by Government
- UNESCO's commitment to assist Niue High School with a consultant in the curriculum area
- The upskilling of teachers in New Zealand, attending workshop, conferences and attachments to schools in both Primary and Secondary levels
- Secure at least one teacher in training each year with the National Training and Development Council (NTDC)
- The Language Commission and the Dictionary programmes continued with good progress with the revising and editing of the Monolingual entries.
- The Curriculum unit for the schools is now school based
- The Basic Education and Literacy Skills (BELS) continued in 1999

WAY FORWARD:

- A plan for Vocational Education subjects to be integrated with the secondary school curriculum at Forms 5 to 7. It was decided for a feasibility study to be put in place for the Ministry of Foreign Affairs to facilitate in the Year 2000.
- Niue High School to offer unit standards to students in the Year 2000
- Establish a National Book Policy for Niue

- Launch the Monolingual Niue dictionary by Year 2001
- Registration of local teachers in New Zealand to be considered by the Government to begin in the Year 2000
- Formalising of Early Childhood Education
- Continuation of BELS programmes for Years 4 and 6

In conclusion, I would like to thank all the people of Niue, all the teachers and supporting staff within the Department of Education for the efforts and support they have dedicated through out the year. We have implemented several positive changes resulting in progress for education in Niue.

Fakaue lahi

Kupa Magatogia
DIRECTOR