



GOVERNMENT OF ST HELENA

OPERATIONAL PLAN

(Education and Employment Directorate)

2015-2018

Version no: 1

Prepared By:

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SECTION 1 CONTEXT AND ANALYSIS

1 Introduction

The role of this Directorate is to:

Provide a world class education system for the island and to raise achievement and skill levels across the island in line with the economic needs of the islands' economy.

We are responsible for:

- Statutory Schooling
- Lifelong Learning

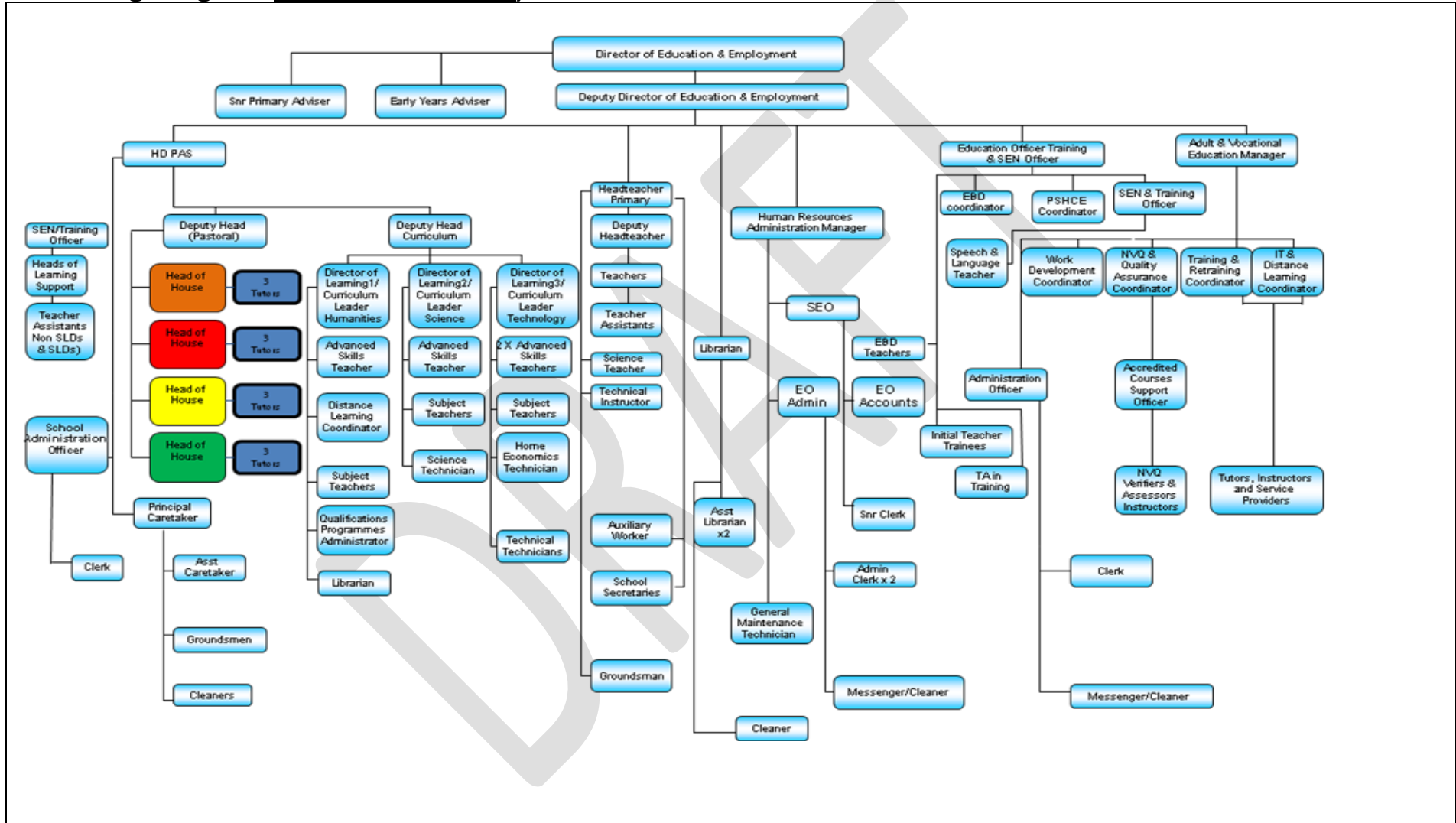
The directorate has 100+ FTE staff who have worked over a number of divisions and sites including the existing 4 schools of the island.

Over the next year it is anticipated that some of the existing divisions will be amalgamated to create a smaller strategic central team.

New Management in Secondary and some changes in management in Primary within the primary schools should aid the school improvement process.

In addition a renewed team of Advisers employed via Technical Co-operation should add impetus to the journey of improvement.

2. Organogram (TO BE UPDATED)



3. The services you provide

We deliver the following services:

- Nursery education
- Primary education
- Secondary education
- Tertiary education
- Further education
- Library education
- Training and skills

We work closely with:

- Health and Social Care
- Police
- Human Resources
- Infrastructure and utilities
- All government departments
- Enterprise St Helena
- SHAPE
- New Horizons
- NASA
- Parent teacher association
- Teachers Association

4. Your performance to date

Output (Service/Function)	Areas of success	Areas for improvement	Lessons learned	Key challenges for 2015 - 2018
Early Years	<p>Online training being accessed by most staff</p> <p>Early Years staff work and plan as a team</p>	<p>Understanding of the EY curriculum and its delivery</p> <p>Confidence of practitioners</p> <p>Transition, progression and continuity</p>	<p>Closer working between Creches, early years providers and Nurseries is required.</p>	<p>Appointment of a EYFS Coordinator</p> <p>Implementation of Action plan</p> <p>Continue developing links with all providers, crèches, childminders etc</p> <p>To ensure continuity through off island support</p>
Primary Education	<p>Attainment in SATS reading has improved on 2013</p> <p>Development of outdoor provision</p> <p>Positive leadership in schools and willingness to drive forward new initiatives.</p> <p>Improved standards of teaching in schools</p>	<p>A review of the Curriculum.</p> <p>Buildings are unsatisfactory</p> <p>More use of ICT in teaching and learning</p> <p>Implementation of an active and creative learning strategy in all key stages</p> <p>Continue to develop teachers' confidence in using AfL to raise</p>	<p>Need for greater flexibility of staffing</p> <p>Progression, continuity and consistency are of paramount importance to raising attainment</p> <p>A need to take responsibility for managing change</p> <p>Review of school buildings to ensure an appropriate environment for 21st Century learners.</p>	<p>Curriculum review</p> <p>Positive staff attitudes towards raising attainment</p> <p>More uptake and application of CPD to raise attainment</p> <p>Recruitment and retention of staff</p> <p>To ensure that schools are equipped with qualified teachers to raise attainment</p> <p>Succession planning</p> <p>To increase parental engagement</p>

		attainment. To empower teachers to teach across Keystage 1 and 2		in the raising attainment agenda.
Secondary Education	Improving GCSE 5 A-C in Maths and English to 49% A - C	Raising Literacy and Numeracy levels	Early intervention for Literacy and numeracy	Maintaining and Improving progress in attainment. Improving and sharing best practice in learning and teaching Staff retention
Lifelong Learning	Improving reputation for delivery	Widening participation	Need for further integration with Enterprise St Helena, PAS and Directorate	Taking the Apprenticeship scheme to the next level in terms of skill needs of the island.
Professional Development	More opportunities for supporting the professional development of staff through on-island and UK training and distance learning links. An improved local Initial Teacher Training Programme	Improved and enhanced qualified workforce to support the local ITT	More personalised INSET for all staff.	Suitably qualified applicants to meet the requirements of the local and UK Initial Teacher Training programmes Support of qualified workforce to support the local ITT. Insufficient ITT placements to meet requirements
Library	Additional staffing secured	Premises is unfit for purpose	Library facilities are underutilised	Extend opening hours
Admin	Restructured Senior	Develop an effective	Service is now more	Relocations are planned for 2015.

	<p>management</p> <p>Successfully recruited TC staff to support key areas e.g. Teacher Training, Marine Science</p>	<p>approach to HRIS</p> <p>Further develop TC provision</p>	<p>strategic</p> <p>Economic change demands enhanced curriculum coverage</p>	<p>To respond to the economic changes effectively</p>
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5. Workforce Planning

Directorates need to link with HR to complete this section.

Link to Succession Planning <http://10.0.4.32/services/Corporate%20Finance/Shared%20Documents/MTEF%202015-16%20to%202017-18/Workforce%20Planning%20Guidance%20and%20Templates/SUCCESSION%20PLANNING%20-%20Appendix%20D.docx>

CORPORATE HR – How Strategic Planning Can Impact the Workforce

<http://10.0.4.32/services/Corporate%20Finance/Shared%20Documents/MTEF%202015-16%20to%202017-18/Workforce%20Planning%20Guidance%20and%20Templates/Strategic%20workforce%20planning%202015-16%20to%202017-18>

[18.docx](#)

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SECTION 2 DETAILED ACTION PLANS – Performance information will be required on a monthly basis for the Business Delivery Group and Appropriate Committees.

A TEN YEAR PLAN FOR EDUCATION ON ST HELENA

14 Key Priority areas for Action

1. All teaching staff qualified to an international standard.

	ACTIVITY	WHEN	OUTCOME	LEAD	RESOURCES
A	Develop an Initial Teacher Training programme with UK links	February – April 2014	New Scheme in place Sept 2014	EO Training	UK Support Officer
B	Recruit a Technical Corporation professional to support an island accredited course linked to a UK higher education provider.	Sept 2014	Programme in place	Director	TC Officer
C	Put in place a personalised professional development plan for each teacher and Teaching Assistant linked to the appraisal cycle and school development plan.	Sept 2015	All staff have a personalised plan	Headteachers & Teacher Trainer	Staff time

D	Develop a recruitment & retention strategy for teachers linked to an improved salary structure.	April 2015	Graduated progression steps in place	Director ADS	SHG HR Directorate
E	Redefine the role of Teaching Assistants	April 2015	Improve development of staff	Director	Advisory teachers & existing resources
F	Maintain a balanced mix of training opportunities ranging from overseas exposure visits, masters degree distance learning and degree courses.				Standards Fund ADS Director
G	Use local and international training and experience to ensure that local practitioners are enabled to take leadership roles through merit.	Ongoing	Continuity	Heads plus Primary Adviser and Early Years Adviser in the first instance	Existing Resources

2. 70% of Primary pupils achieving Level 4 at the end of keystone 2

	ACTIVITY	WHEN	OUTCOME	LEAD	RESOURCES
A	Develop a model of Early Years Foundation Stage(EYFS) specific to and relevant for Saint Helena	Sept 2015	Improved attainment at end of Key Stage2	Early Years Adviser in the first instance	Existing Resources
B	Develop and embed good practice and procedures through all 3 key stages of Primary education	Sept 2015	Consistency	Primary Adviser and Early Years Adviser in the first instance	Existing Resources

C	Use the same practices and procedures over a length of time, developed and refined by school staff as necessary	Ongoing	Confidence and security of practitioners	Heads plus Primary Adviser and Early Years Adviser in the first instance	Existing Resources
D	Use school development planning, SEF and the appraisal cycle to ensure ongoing progress and development of schools and staff and identify needs	Ongoing	Increased of practice	Heads plus Primary Adviser and Early Years Adviser in the first instance	Existing Resources

3. 65% of year 11 students obtain 5 GCSE A – C including Maths & English

	ACTIVITY	WHEN	OUTCOME	LEAD	RESOURCES
A	To utilise the available data on student potential with testing grades supplemented by End of Key Stage 2 and 3 assessments informing the professional judgement of teachers on expected outcomes.	2013/2014	40%, B 30% & G 50%	Headteacher Deputy Head (KS4), Subject Leaders, Teachers and Tutors	School management package and Advisory teacher ICT
B		2014/2015	50%, B 35% & G 55%.		
C	High quality learning and teaching provided by specialist teaching staff	2015/2016	60%, B 40% & G 60%		
D	Academic Monitoring and Mentoring with appropriate intervention to raise attainment.	2016/2017	65% B 45% & G55%		

4. 85% of lessons are judged to be good or better

	ACTIVITY	WHEN	OUTCOME	LEAD	RESOURCES
A	Systematic Programme of lesson observation in place.	Sept 2014	Outcomes are reported quarterly With at least 4 observations a year	Headteachers & Advisers	Existing Resources
B	Outstanding lessons are used as demonstration lessons for staff.	Sept 2014	A culture of shared learning leads to improvement and development of mentoring culture.	Headteachers & Advisers	Existing Resources
C	Put in place a bespoke training programme for all staff	April 2015	An expanded knowledge base of staff leading to improved standards	Teacher Trainer Advisor	Standards Fund
D	Put in place a structured programme of demonstration lessons at both phases	Sept 2015 and on-going	85% of teaching is good or better	Teacher Trainer Advisor	Teachers
E	Raise the level of qualifications for Initial Teacher Trainees to 5 GCSE's including English and Maths	Sept 2015	Better qualified teaching staff	Teacher Trainer Advisor	

5. High quality Early Years Education offered to all children from 3+ years

	ACTIVITY	WHEN	OUTCOME	LEAD	RESOURCES
A	Development of good Early Years' practice in all 3 schools, continued in service training of teaching and non teaching staff	Ongoing	78 places per year	Early Years Adviser	Existing Resources
B	Development of local crèches, possible expansion to other areas of the island, training in nursery management for crèche staff Registration of day care by school nursery staff to promote good practice	Ongoing	Increased number of places for the under 3s, expected raising of attainment in school Possibility of providing quality provision for 3+ if need arises in the future	Early Years Adviser	Existing Resources
C	Development and maintenance of links with social services, health service, community nurse	Sept 2014	Predictions of birth rate, future short term needs for pre-school provision enabling action plan to be drawn up if necessary	Early Years Adviser	Existing Resources
D	Reorganise early years classrooms to enable physical proximity to outdoor play and working as a unit	On-going	Early years units in all 3 primary schools	Early Years Adviser	Existing Resources
E	Development of a transition programme between EYFS Foundation Stage and KS1	Sept 2015	Smooth transition between Early Years and key stage 1	Early Years Adviser & primary Head Teachers	Existing Resources

G	Consider the future structure of school nursery provision	Oct 2015	Sufficeint nursery places for all children	Early Years Adviser & primary Head Teachers	Staff
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6. 20 students going into higher education per year

	ACTIVITY	WHEN	OUTCOME	LEAD	RESOURCES
A	The Scholarship Committee secure long term funding for 10 additional places	Sept 2015	Funding in place	Director	To be confirmed
B	The Scholarship Committee secure long term funding for 12 additional places	Sept 2016	Funding in place	Director	
C	The Scholarship Committee secure long term funding for 15 additional places	Sept 2017	Funding in place	Director	
D	The Scholarship Committee secure long term funding for 20 additional places	Sept 2018	Funding in place	Director	
E	A culture of expecting high achievers to enter higher education	Sept 2014	Individualised discussions are held with Yr 12, 12, & 13 students	Careers Adviser & Head of 6 th form	

7. 50 Apprenticeships signed up to each year

	ACTIVITY	WHEN	OUTCOME	LEAD	RESOURCES
A	Evaluate and review the current apprenticeship policy to ensure all skills sets that the island needs are represented in the cohort of apprentices.	September 2014	Revised policy approved by Education Committee	Work Development Coordinator & Assistant Director Lifelong Learning	Existing Resources
B	Establish interest in and negotiate suitability of apprenticeships for PAS School leavers through the year 11 careers guidance programme.	January to June each year	Apprentices recruited if deemed that it is the right pathway for the individual.	Work Development Coordinator	
C	Promotion of apprenticeships to the public through the Careers Fair and the media	October 2015	Wider awareness of employment opportunities	Work Development Coordinator	
D	Secure funding for additional apprentices	March 2015	Increased resources for Apprenticeships	Director	25K additional resources

8. A balanced curriculum which is relevant to St Helena is in place

	ACTIVITY	WHEN	OUTCOME	LEAD	RESOURCES
A	A Curriculum review is conducted across primary and secondary	Commence September 2014 Implemented September 2015	Reported to Education Committee	DEE, ADS, primary heads, Secondary Head	Existing Resources TC Officer
B	Timetables and curriculum balance addressed by headteachers	September 2014	Properly balanced curriculum which gives weight to all subjects and autonomy for teachers to organise timetable best fit for children's needs. Time and staffing issues addressed through revised timetable	ADS, Headteachers	
C	Audit, review, write or rewrite policies, schemes of work as necessary	September 2015	Clarity in what is and will be taught	ADS, Heads and Deputy Head PAS	Advisers

9. Fit for purpose buildings

	ACTIVITY	WHEN	OUTCOME	LEAD	RESOURCES
A	A programme of redecoration of Primary Schools is commenced	January 2014	Improved Learning environments	Property Manager & Director	To be confirmed
B	A strategic plan is developed for School buildings for the 21 st century	September 2014	School buildings fit for purpose	Property Manager & Director	
C	Consultation on the plan is held	January 2015		Director	
D	New Strategy in place	September 2015		Director	

10. St Helena to have a Community Learning Centre

	ACTIVITY	WHEN	OUTCOME	LEAD	RESOURCES
A	A new site is identified	September 2014	Consultation commence	Property Manager & Director	To be confirmed
B	A plan is drawn up for a new Community Learning Centre	January 2015	Agreement & Approval given	Director & Chief Librarian	
C	New Centre open	September 2016	Improved use of Centre by the wider Community.	Property Manager & Director	

11. Information Communication Technology (ICT) – 21st Century learning resources

	ACTIVITY	WHEN	OUTCOME	LEAD	RESOURCES
A	Every classroom in all schools to have a projector, all classrooms with a “hard-wired” network point.	Sep 2014	All children able to access a variety of learning styles	ICT Advisory Teacher	To be confirmed
B	An Information Management System at Prince Andrew School, cascaded to the primary schools by Sep 2016.	Sep 2015	Tighter management and tracking of learning targets to support effective data management. Staff time saved through more efficient admin.	ICT Advisory Teacher / PAS Head of ICT	
C	Trial of Tablet computers	September 2014	Investigate the effectiveness of tablet computers to aid learning in the classroom.	ICT Advisory Teacher	Standards Funding
D	Staged introduction of tablet computers to aid literacy and numeracy. Set up portable tablet trolleys in each school.	Sep 2014 - 2016	Improved ICT skills	ICT Advisory Teacher	50K
E	Constantly improving internet connection. Minimum 10mb needed.	Sep 2014 - 2024	Sufficient access to learning resources on the internet.	ICT Advisory Teacher	
F	Put in place a programme of training and awareness raising for Internet Safety	June 2015	Higher awareness of Internet Safety for all the community. E-Safety policy in place	ICT Advisory Teacher	

12. Education promotes a healthy lifestyle

	ACTIVITY	WHEN	OUTCOME	LEAD	RESOURCES
A	Healthy schools programme should be in place in all schools Commence healthy schools programme	Sept 2014	All schools participating	Personal and Social Education lead and Heads of Year	Existing Resources
B	Activities established for all aspects of healthy schools programme	Sept 2015	All activities implemented, monitored and evaluated	As above	
C	SEAL (with drug awareness and SRE) in place as a programme for delivering PSHCE Continue CPD for staff in health and well being	Sept 2014 - 2016	Children are more emotionally literate and resilient	As above	
D	Safeguarding Strategy delivered to schools and the community	Sept 2014	A safer community for children to grow up in	Safeguarding Board	

13. A PE and Outdoor Learning Strategy for the island is developed

	ACTIVITY	WHEN	OUTCOME	LEAD	RESOURCES
A	Primary staff enabled to deliver a Physical Education curriculum	Sept 2014	2 hours of weekly physical activity features in the curriculum Recognition of the importance of all the elements of the PE curriculum in developing generic skills	Headteachers	Existing Resources
B	A sport for all campaign is launched including the development of School Sports Leaders	Sept 2014	Higher levels of pupil participation.	Headteachers	
C	Strengthen the link between sport and improving health	Sept 2015	Improved levels of physical fitness amongst children and adults	Director & Health Directorate	
D	Improved Sports facilities including a new Multi use games area (MUGA) and Leisure Centre are established	Sept 2017	Improved levels of physical fitness amongst children	Director	200K

14. Science, Technology, Engineering and Maths (STEM) are at the heart of the curriculum

	ACTIVITY	WHEN	OUTCOME	LEAD	RESOURCES
A	Specialist teachers are in place	Sept 2014	Recruitment completed	Director	TC
B	A strategy for each of the subjects is developed	Sept 2015	Plans in place and the island becomes more self supporting in each of the above subjects	Advisory teachers & subject leaders	
C	The new curriculum reflects the importance of STEM subjects	Sept 2016	New curriculum in place with STEM prominent in school timetables	Director	TC
D	The 'Year of Mathematics' cycle of activities	September 2015	Increased enjoyment and attainment in Maths	Primary and maths Advisors	Staff time

SECTION 3 OPERATIONAL RISKS

Analysis the risk (or rate the risk) - PRE-MITIGATION RISK

Examine your list of risks.

Take each risk in turn and consider the impact and probability without taking into account any risk responses or current controls that the Directorate may already have in place. (This is known as the 'raw' risk or inherent risk).

- a. Impact. What would be the consequences if the risk does occur?

Use the following table to decide the impact level.

Level of Impact	Impact Definition
Very High (VH)	<ul style="list-style-type: none"> Threatens existence of organisation; and/or Financial impact is likely to be greater than £5 million loss
High (H)	<ul style="list-style-type: none"> Threatens achieving major part of SHG objectives; and/or Financial impact is likely to be between £1 million to £5 million loss
Medium (M)	<ul style="list-style-type: none"> Threatens achieving major part of SHG objectives; and/or Financial impact is likely to be between £100,000 to £1 million loss
Low (L)	<ul style="list-style-type: none"> Minor operational inconvenience; and/or Financial impact is likely to be between £10,000 to £1 million loss
Very Low (VL)	<ul style="list-style-type: none"> Minor operational inconvenience; and/or Financial impact is likely to be £10,000 loss or less

- b. Probability. What is the likelihood (or chances) that the risk (or event) will occur?

Use the following table to decide on the Probability level.

Level of Probability	Probability Definition
Very High/Probable (VH)	More than 80% chance that the risk will materialise
High/Probable (H)	A 50% to 79% chance that the risk will materialise
Medium/Possible (M)	A 20% to 49% chance that the risk will materialise
Low/Remote (L)	A 5% to 19% chance that the risk will materialise

Very Low/Remote (VL) | Less than 4% chance that the risk will materialise

- c. RAG Status. Using the impact level and probability level of the risk, place it on the Risk Assessment Matrix. What is the overall RAG level of the risk?

PROBABILITY	VH					
	H					
	M					
	L					
	VL					
		VL	L	M	H	VH
		IMPACT				

Complete the template at Appendix A with your risks and mitigation

Appendix A

RISK REGISTER						PRE-MITIGATION RISK				POST-MITIGATION RISK					
ID	Date Identified	Category	Description (including impact)	Owner	Probability	Impact	RAG Status	Response Category	Proposed mitigation	Actionee	Probability	Impact	RAG Status	Status	Residual Risk
1	Sept 2014		Declining standards in Education	DE	L	H	Orange		School Improvement Strategy	-	L	L	Green		1
2	Feb 2015		Insufficient Qualified Teachers to teach classes	DE	M	H	Red		A Scheme of Service that encourages recruitment and retention of teachers	-	H	H	Red		1
3	Sept 2014		Insufficient skilled workforce	DE	L	H	Orange		Apprentices following appropriate course for the island's skill requirements	-	L	L	Green		1
4	Sept 2014		Failure to tender School bus contract	DE	M	H	Red		Work with Procurement Manager		L	L	Green		1
5	Feb 2015		Insufficient school places	DE	H	H	Red		Catchment Areas under permanent review Review school capacities		M	M	Orange		1

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