Education & Employment Directorate

STRATEGIC PLAN

2019 –2022

"Opportunities for all"

Education and Employment Directorate
STRATEGIC PLAN 2019-2022

Our Vision
An inclusive world-class education system with varied and flexible pathways for all to achieve which embraces St Helena's culture and is tailored to its needs and future development.

Our Mission
To help everyone, young and old, to make the most of their potential through high quality learning opportunities and relevant training.

Our Values
- *Respect*
- *Opportunity for all*
- *Integrity*
- *Aspiration*
- *Excellence*
- *Commitment*
- *Positive learning environments*

Our Strategic Priorities

Priority 1 - **Better learning outcomes:** Improving student attainment and achievement at all levels, particularly in the key areas of literacy and numeracy

Priority 2 - **Inclusive schools:** Working to ensure that schools are welcoming and inclusive learning environments that provide opportunities for all students to achieve.

Priority 3 - **Teacher Training:** Continued support for the training and upskilling of new and serving teaching staff to support better teaching and learning in schools.

Priority 4 - **SHCC:** Working through the St Helena Community College to provide opportunities for training and development to meet the needs of the people and the developing economy of St Helena.

Priority 5 - **Overseas scholarships:** Supporting overseas scholarships to help develop the future professionals and leaders of St Helena.

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OVERARCHING GOAL

2. ALTOGETHER BETTER FOR CHILDREN AND YOUNG PEOPLE

OVERARCHING STRATEGIC OBJECTIVE

2. 1 Ensure effective investment in human capital through work force development and improved education and training

Directorate Strategic Priority 1A – Better learning outcomes (Primary): Improving student attainment and achievement at all levels, particularly in the key areas of literacy and numeracy

What is our target?

Year 1	Year 2	Year 3
Primary: • 60% ARE in English& Maths Overall • 60% ARE English& Maths, Year 6 • Improved IT skills and knowledge, including e-safety. • Performance in literacy and numeracy is tracked through primary school and appropriate interventions implemented as required. • Primary students are well-prepared to access the secondary curriculum at Prince Andrew School.	**Primary:** • 60% ARE in English& Maths Overall • 60% ARE English& Maths, Year 6 • Improved IT skills and knowledge, including e-safety. • Performance in literacy and numeracy is tracked through primary school and appropriate interventions implemented as required. • Primary students are well-prepared to access the secondary curriculum at Prince Andrew School.	**Primary:** • 60% ARE in English& Maths Overall • 60% ARE English& Maths, Year 6 • Improved IT skills and knowledge, including e-safety. • Performance in literacy and numeracy is tracked through primary school and appropriate interventions implemented as required. • Primary students are well-prepared to access the secondary curriculum at Prince Andrew School.

What actions are needed to achieve that target?

Year 1	Year 2	Year 3
• Increase the number of teachers in schools to enable horizontal teaching in the core subjects for all year groups • Support the teaching of core subjects with appropriate resources • Implement new Primary IT curriculum to improve skills and digital competencies • Continue to offer appropriate CPD opportunities for staff e.g. through UK based short term placements, virtual consultancy, using on-island expertise. • Continue to use test data to inform teaching and learning	• Continue to support the horizontal teaching of core subjects with appropriate resources • Continue to implement the Primary IT curriculum to improve skills and digital competencies • Continue to offer appropriate CPD opportunities for staff e.g. through UK based short term placements, virtual consultancy, using on-island expertise. • Continue to use test data to inform teaching and learning • Work closely with parents as partners in their children's learning and keep them	• Continue to support the horizontal teaching of core subjects with appropriate resources • Continue to implement the Primary IT curriculum to improve skills and digital competencies • Continue to offer appropriate CPD opportunities for staff e.g. through UK based short term placements, virtual consultancy, using on-island expertise. • Continue to use test data to inform teaching and learning • Work closely with parents as partners in their children's learning and keep them

• Work closely with parents as partners in their children's learning and keep them aware and informed of their child's learning and progress	aware and informed of their child's learning and progress	aware and informed of their child's learning and progress

What are the intended outcomes from each of these actions?

Year 1	Year 2	Year 3
Increased attainment and achievement in school evidenced by: • On-line testing showing targeted % of children working at ARE achieved. • On-line testing showing an increase in number of children making expected progress. • More children being able to access age appropriate learning materials • Students are more confident and competent in navigating the digital world • Positive results from PASS Survey. • Parents are better equipped to support their children's learning	Increased attainment and achievement in school evidenced by: • On-line testing showing targeted % of children working at ARE achieved. • On-line testing showing an increase in number of children making expected progress. • More children being able to access age appropriate learning materials • Students are more confident and competent in navigating the digital world • Positive results from PASS Survey. • Parents are better equipped to support their children's learning	Increased attainment and achievement in school evidenced by: • On-line testing showing targeted % of children working at ARE achieved. • On-line testing showing an increase in number of children making expected progress. • More children being able to access age appropriate learning materials • Students are more confident and competent in navigating the digital world • Positive results from PASS Survey. • Parents are better equipped to support their children's learning

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Directorate Strategic Priority 1B– Better learning outcomes (Secondary):
Improving student attainment and achievement at all levels, particularly in the key areas of literacy and numeracy

What is our target?

Year 1	Year 2	Year 3
• 60% ARE in English & Maths Yr 7-9 • 45% 5+ GCSE, inc. English & Maths, at Level 2 • Ensure that secondary curriculum prepares students for expanded connectivity • All Year 9 students receive careers counselling/support in option choices • All Year 11 students receive careers counselling and support in choosing post-school options, including apprenticeship and further/higher education routes	• 65% ARE in English & Maths Yr 7-9 • 50% 5+ GCSE, inc. English & Maths, at Level 2 • Ensure that secondary curriculum prepares students for a digital St Helena • All Year 9 students receive careers counselling/support in option choices • All Year 11 students receive careers counselling and support in choosing post-school options, including apprenticeship and further/higher education routes	• 65% ARE in English & Maths Yr 7-9 • 50% 5+ GCSE, inc. English & Maths, at Level 2 • Ensure that secondary curriculum prepares students for a digital St Helena and the changing needs of the local economy • All Year 9 students receive careers counselling/support in option choices • All Year 11 students receive careers counselling and support in choosing post-school options, including apprenticeship and further/higher education routes

What actions are needed to achieve that target?

Year 1	Year 2	Year 3
• Continue implementation of Ninja Numeracy • Continue implementation of literacy interventions across subjects, including Accelerated Reader • Offer expanded range of IT studies within the secondary curriculum • Improve use of student data to identify intervention needs • Improve delivery of vocational courses • Introduce new reading test to monitor literacy progress through secondary school • Provide careers information and support at critical points in secondary school	• Continue implementation of Ninja Numeracy • Continue implementation of literacy interventions across subjects • Offer a range of IT studies within the secondary curriculum to support improvements in connectivity. • Maintain data-driven personalised student support • Improve delivery of vocational courses • Continue to monitor literacy progress through secondary school	• Continue implementation of Ninja Numeracy • Continue implementation of literacy interventions across subjects • Continue to offer a range of IT studies within the secondary curriculum to meet the needs of a digital St. Helena. • Maintain data-driven personalised student support • Review curriculum in light of expanded connectivity and development • Continue to monitor literacy progress through secondary school

• Introduce Building Services (electrical and plumbing) options at KS5 (TC post) • Review distance learning provision for possible efficiencies • Identify and support a wide range of career learning for students, using both local and overseas resources and partners, e.g. ESH, St. Helena Conference etc.	• Provide careers information and support at critical points in secondary school • Expand Building Services (electrical and plumbing) at KS 5	• Provide careers information and support at critical points in secondary school

What are the intended outcomes from each of these actions?

Year 1	Year 2	Year 3
• Improve and consolidate maths performance • Improved reading scores and performance in English • Students are equipped for the new digital era in St Helena • Students achieve at projected levels • Students are well prepared to contribute to the future economic development of St Helena • Improved delivery of vocational qualifications • A decrease in unemployment rates on St. Helena • St. Helena has a skilled workforce that meets the needs of the island.	• Improve and consolidate maths performance • Improved reading scores and performance in English • Students are equipped for the new digital era in St Helena • Students achieve at projected levels • Students are well prepared to contribute to the future economic development of St Helena • Faster completion of vocational qualifications with greater success • A decrease in unemployment rates on St. Helena • St. Helena has a skilled workforce that meets the needs of the island.	• Improve and consolidate maths performance • Improved reading scores and performance in English • Students are equipped for the new digital era in St Helena • Students achieve at projected levels • Students are well prepared to contribute to the future economic development of St Helena • Faster completion of vocational qualifications with greater success • A decrease in unemployment rates on St. Helena • St. Helena has a skilled workforce that meets the needs of the island.

OVERARCHING GOAL

2. ALTOGETHER BETTER FOR CHILDREN AND YOUNG PEOPLE

OVERARCHING STRATEGIC OBJECTIVE

2. 1 Ensure effective investment in human capital through work force development and improved education and training

Directorate Strategic Priority 2 – Inclusive schools: Working to ensure that schools are welcoming and inclusive learning environments that provide opportunities for all students to achieve.

What is our target?

Year 1	Year 2	Year 3
• 100% of students on SEN Register have active IEPs • All school staff have completed relevant Safeguarding training • All schools achieve 'Green' status in PASS survey • Code of Practice for SEND is approved and implementation plan agreed	• All schools achieve 'Green' status in PASS survey • 100% of students on SEN Register have active IEPs • All school staff have completed relevant Safeguarding training • Phase 1 of implementation Plan for Code of Practice underway • Review of SEND Policy	• All schools achieve 'Green' status in PASS survey • 100% of students on SEN Register have active IEPs • All school staff have completed relevant Safeguarding training • Phase 2 of Implementation Plan for Code of Practice underway

What actions are needed to achieve that target?

Year 1	Year 2	Year 3
• Inclusion team support school staff in regular IEP reviews • Safeguarding training is available to school staff through SHCC • Schools regularly review PASS data and address areas of concern • Code of Practice is completed and submitted to Education Committee • Implementation plan for Code of Practice agreed within available resources • Develop a rolling training programme to build SEN knowledge and expertise	• Inclusion team support school staff in regular IEP reviews • Safeguarding training is available to school staff through SHCC • Schools regularly review PASS data and address areas of concern • Implementation plan for Code of Practice is considered in budget process and reviewed/revised as necessary • Deliver staff training in line with plan	• Inclusion team support school staff in regular IEP reviews • Safeguarding training is available to school staff through SHCC • Schools regularly review PASS data and address areas of concern • Implementation plan for Code of Practice is considered in budget process and reviewed/revised as necessary • Deliver staff training in line with plan

What are the intended outcomes from each of these actions?

Year 1	Year 2	Year 3
• Students identified with SEND needs have active and appropriate IEPs	• Students identified with SEND needs have active and appropriate IEPs	• Students identified with SEND needs have active and appropriate IEPs

• Safeguarding training is available to school staff through SHCC • Schools regularly review PASS data and address areas of concern • School staff are confident and effective in supporting children with SEND	• Safeguarding training is available to school staff through SHCC • Schools regularly review PASS data and address areas of concern • School staff are confident and effective in supporting children with SEND	• Safeguarding training is available to school staff through SHCC • Schools regularly review PASS data and address areas of concern • School staff are confident and effective in supporting children with SEND

• Safeguarding training is available to school staff through SHCC
• Schools regularly review PASS data and address areas of concern
• School staff are confident and effective in supporting children with SEND

• Safeguarding training is available to school staff through SHCC
• Schools regularly review PASS data and address areas of concern
• School staff are confident and effective in supporting children with SEND

• Safeguarding training is available to school staff through SHCC
• Schools regularly review PASS data and address areas of concern
• School staff are confident and effective in supporting children with SEND

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Directorate Strategic Priority 3 – Teacher Training: Continued support for the training and upskilling of new and serving teaching staff to support better teaching and learning in schools.

What is our target?

Year 1	Year 2	Year 3
• 75% of teachers with a teaching qualification at Level 4 and above • 52% of Teaching Assistants with a teaching qualification at level 3 and above • 29% of school leaders trained in Leadership and management to at least level 4 • 100% of teacher trainees complete and pass initial teacher training	• 88% of teachers with a teaching qualification at Level 4 and above • 76% of Teaching Assistants with a teaching qualification at level 3 and above • 45% of school leaders trained in Leadership and management to at least level 4 • 100% of teacher trainees complete and pass initial teacher training	• 100% of teachers with a teaching qualification at Level 4 and above • 100% of Teaching Assistants with a teaching qualification at level 3 and above • 66% of school leaders trained in Leadership and management to at least level 4 • 100% of teacher trainees complete and pass initial teacher training

What actions are needed to achieve that target?

Year 1	Year 2	Year 3
• Continue to deliver the Cambridge Level 4 and 5 Teaching and Learning Courses on island. • Continue to give opportunity to Teaching Assistants to access Level 3 Teaching and Learning courses. • Continue to give staff time in the school day to attend face to face sessions.	• Continue to deliver the Cambridge Level 4 and 5 Teaching and Learning Courses on island. • Continue to give opportunity to Teaching Assistants to access Level 3 Teaching and Learning courses. • Local staff trained as programme leaders to deliver the Teaching and Learning courses • Local staff trained to deliver the leadership and management course	• Continue to deliver the Cambridge Level 4 and 5 Teaching and Learning Courses on island. • Continue to give opportunity to Teaching Assistants to access Level 3 Teaching and Learning courses. • Continue to train local staff as programme leaders for the Teaching and Learning courses • Continue to train local staff to deliver the leadership and management course.

What are the intended outcomes from each of these actions?

Year 1	Year 2	Year 3
All schools have a confident and competent teaching staff with good leadership and management evidenced by: • The majority of lessons rated at good or above for teaching staff • More teachers trained to Level 4 and above • More school leaders with a level 4 + qualification in leadership and management • The targeted number of children achieving ARE	All schools have a confident and competent teaching staff with good leadership and management evidenced by: • The majority of lessons rated at good or above for teaching staff • More teachers trained to Level 4 and above • More school leaders with a level 4 + qualification in leadership and management • The targeted number of children achieving ARE • A pool of local staff able to deliver the Cambridge courses	All schools have a confident and competent teaching staff with good leadership and management evidenced by: • The majority of lessons rated at good or above for teaching staff • More teachers trained to Level 4 and above • More school leaders with a level 4 + qualification in leadership and management • The targeted number of children achieving ARE • A pool of local staff able to deliver the Cambridge courses

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Directorate Strategic Priority 4 – SHCC: Working through the St Helena Community College to provide opportunities for training and development to meet the needs of the people and the developing economy of St Helena**.**

What is our target?

Year 1	Year 2	Year 3
• Deliver a wide range of high quality, cost-effective training to meet the needs of individuals and employers on St Helena • Work to prepare St Helena for expanded connectivity through the identification and delivery of training in key skills as part of the St Helena Connected initiative • All identified training courses offered through SHCC • Work closely with ESH, Corp HR and other key partners to ensure that training options deliver critical skills for the workplace, including basic literacy and numeracy skills • Operate an Apprenticeship Scheme that supports and prepares individuals participate fully in St Helena's growing economy • Deliver vocational and professional qualifications that offer skill development and career progression for working adults • Provide access to higher education to learners on St Helena, allowing local learners to gain world-class skills at affordable costs while still contributing to the local economy • Work to build local and international partnerships with researchers and research facilities	• Deliver a wide range of high quality, cost-effective training to meet the needs of individuals and employers on St Helena • Contribute to the St Helena Connected initiative through the delivery of IT training that prepares St Helena for expanded connectivity • Operate an Apprenticeship Scheme that helps prepare participants to enter the workplace • Deliver vocational and professional qualifications that allow career progression for learners • Provide access to higher education to learners on St Helena • Work to build local and international partnerships with researchers and research facilities	• Deliver a wide range of high quality, cost-effective training to meet the needs of individuals and employers on St Helena • Operate an Apprenticeship Scheme that helps prepare participants to enter the workplace • Deliver vocational and professional qualifications that allow career progression for learners • Provide access to higher education to learners on St Helena • Work to build local and international partnerships with researchers and research facilities

What actions are needed to achieve that target?

Year 1	Year 2	Year 3
• Annual course review agreed with SHCC Board • Institutional Improvement Plan developed and reviewed annually • Full implementation of REMS system • Prioritisation of funds for St Helena Connective courses • Support St Helena Research Institute • Introduce formal learner satisfaction monitoring • Regular meetings held with ESH to ensure link between Education and ESH is maintained. • Work with ESH and other key partners to determine local training needs to support St Helena's development. . • Develop a succession plan to ensure the delivery of IT courses in SHCC is sustainable. • Expand skills testing for adult learners to determine levels of literacy and support this with relevant courses to address needs. • Maintain established links with personnel from overseas educational institutions and research opportunities for additional on-line and distance learning courses. • Continue to facilitate the Careers Fair and Learning Opportunities Fair on a bi-annual basis.	• Annual course review agreed with SHCC Board • Institutional Improvement Plan developed and reviewed annually • Staffing reviewed to ensure appropriate resourcing • Support St Helena Research Institute • Review learner satisfaction metrics and ensure this is reflected in improvement planning • Regular meetings held with ESH to ensure link between Education and ESH is maintained. • Work with ESH and other key partners to determine local training needs to support St Helena's development. • Maintain established links with personnel from overseas educational institutions and research opportunities for additional on-line and distance learning courses. • Continue to facilitate the Careers Fair and Learning Opportunities Fair on a bi-annual basis. •	• Annual course review agreed with SHCC Board • Institutional Improvement Plan developed and reviewed annually • Review and consider training programmes and delivery in light of expanded connectivity • Support St Helena Research Institute • Introduce formal learner satisfaction monitoring • Regular meetings held with ESH to ensure link between Education and ESH is maintained. • Work with ESH and other key partners to determine local training needs to support St Helena's development. • Maintain established links with personnel from overseas educational institutions and research opportunities for additional on-line and distance learning courses. • Continue to facilitate the Careers Fair and Learning Opportunities Fair on a bi-annual basis. •

What are the intended outcomes from each of these actions?

Year 1	Year 2	Year 3
• Courses offered reflect community needs • SHCC operates efficiently and effectively within resources • Programmes are well-structured and data is effectively managed • SHG delivers on St Helena Connected milestones • SHCC becomes part of the global knowledge economy • Improved learner and community engagement • Apprenticeship Scheme give opportunity for accredited qualifications to support the development of a skilled workforce.	• Courses offered reflect community needs • SHCC operates efficiently and effectively within resources • SHCC has adequate staffing resources to deliver on its mission • SHG delivers on St Helena Connected milestones • SHCC becomes part of the global knowledge economy • Improved learner and community engagement • Apprenticeship Scheme give opportunity for accredited qualifications to support the development of a skilled workforce.	• Courses offered reflect community needs • SHCC operates efficiently and effectively within resources • SHCC has adequate staffing resources to deliver on its mission • SHCC becomes part of the global knowledge economy • Improved learner and community engagement • Apprenticeship Scheme give opportunity for accredited qualifications to support the development of a skilled workforce.

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Directorate Strategic Priority 5 – Overseas scholarships: Supporting overseas scholarships to help develop the future professionals and leaders of St Helena**.**

What is our target?

Year 1	Year 2	Year 3
• A robust and well-run scholarship scheme that provides opportunities for well-qualified St Helenian candidates to undertake higher education courses and return to St Helena to contribute to the development of the Island. • Review the needs of the community annually to determine scholarship offer and communicate to the public about the opportunities available. • Work with SHCC and PAS to prepare potential scholarship candidates for overseas study.		

What actions are needed to achieve that target?

Year 1	Year 2	Year 3
• Implement new Scholarships Policy • Establish Scholarships Trust • Effective public communications about new scheme and opportunities • Build local and international interest in and engagement with Scholarships Trust • Ensure that the Sixth Form programme at PAS incorporates a wide-ranging career exploration element and that Sixth Form students have relevant workplace exposure • Students are exposed to different careers both on island and abroad through the Sixth Form programme, Careers Fair and Learning Opportunities Fair.	• Review scholarship offer and consider needs of the Island • Build local and overseas partnerships to expand scholarship opportunities	• Review scholarship offer and consider needs of the Island • Build local and overseas partnerships to expand scholarship opportunities • Investigate sustainable mechanisms to support scholarship programme through dedicated funding streams

What are the intended outcomes from each of these actions?

Year 1	Year 2	Year 3
• New Scholarship Scheme expands opportunities for St Helenian candidates • Increased potential for local and overseas contributions to scholarship funding • Better long-term management of available funding through Trust • More viable routes to overseas study • Students are able to make informed decisions on career choices through exposure to different career opportunities.	• Expanded opportunities for St Helenian candidates • SHG scholarship funding is supplemented by private sector contributions • More viable routes to overseas study	• Expanded opportunities for St Helenian candidates • SHG scholarship funding is supplemented by private sector contributions • Sustainable long-term commitment to scholarship funding • More viable routes to overseas study

DIRECTORATE VALUES

Excellence

We have high expectations for our learners and a strong commitment to the pursuit of excellence and innovation in our people, in our programmes, and in our resources.

Respect

We treat all individuals with care. We recognise and value diversity of culture and thought, treating ourselves and others with honour and dignity. Our relationships are based on trust, mutual respect and responsibility.

Opportunity for All

We all have the right to challenging and engaging learning opportunities in appropriate settings.

Integrity

We are honest, open, and principled and treat everyone fairly.

Aspiration

We believe that our learners can achieve great things and that high expectations are required to achieve our goals, hopes, and dreams. We challenge our students to achieve their full potential.

Commitment

We believe in the power of teaching and learning to develop and advance individuals and communities, and we work hard to make this happen. We take responsibility for achieving positive outcomes.

GLOSSARY OF TERMS

ARE	Age Related Expectations
CPD	Continuing Professional Development
ESH	Enterprise St. Helena
GCSE	General Certificate of Secondary Education
HR	Human Resources
IEP	Individual Education Programme
IT	Information Technology
KS	Key Stage
PAS	Prince Andrew School
PASS	Pupil Attitudes to School and Self
REMS	Resources Education Management System
SEN	Special Educational Needs
SEND	Special Education Needs and Disability
SHCC	St. Helena Community College
SHG	St. Helena Government
TC	Technical Corporation
UK	United Kingdom