



St Helena
Government

Education, Skills and Employment Portfolio

Portfolio Strategy and Delivery Plan April 2022 – March 2025

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Endorsed by Chief Minister Mrs Julie Thomas

1. Our Vision, Mission and Values:

The Vision, Mission and Values of the St. Helena Public Service are as follows:

Our Vision: Saint Helena, a great place to live, learn, work, visit and invest

Our Mission: Improve the lives of all within our community and help the island thrive

Our Values:

- **Fairness** We act as role models and have fair and consistent standards. We champion equality, inclusion and respect.
- **Integrity** We communicate openly and we are honest and accountable
- **Teamwork** We work together and we support each other

It is through our work in the Public Service that we work towards achieving the vision of the St. Helena Government which is

A SUSTAINABLE ENVIRONMENT that creates OPPORTUNITY and inspires SOCIAL and ECONOMIC PROGRESS ensuring a better quality of life for all.

2. The role of the Education, Skills and Employment Portfolio:

The Education, Skills and Employment Portfolio is responsible for the education, training and development of our young people and for providing further education, professional training, professional development opportunities and career's guidance to the wider community of St. Helena. Raising academic attainment and improving education for the benefit of the people of St. Helena is the reason for our existence.

The Portfolio works to the Education Ordinance 2008, supported by Education Regulations 2009; and the Employment Rights Ordinance 2010. In addition, the work of the Portfolio contributes to a range of other strategic documents such as those seen in Figure 1.

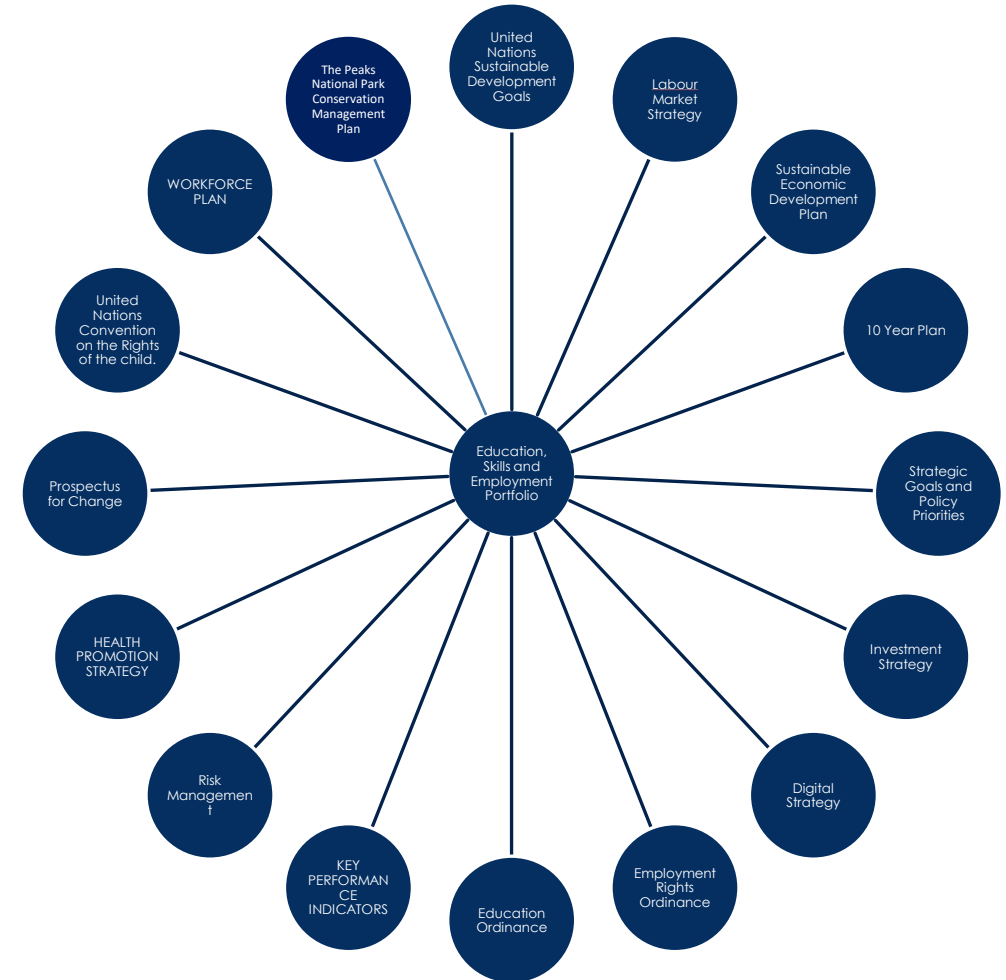


Figure 1.

The business of the Portfolio falls under two sectors, **Schools** and **Lifelong Learning**. This is further separated into two categories; core services and non-core services. Core services are determined by law through the Education Ordinance.

Under **Schools** we provide the core service of full time education to all children on St. Helena who are of compulsory school age (5yrs to 16 yrs/Reception to Year 11). Schools are supported by our Inclusion Service which ensures that all children, no matter what their ability, circumstances or special educational need or disability, have opportunity to access mainstream education; and, our Teacher Training Section which supports the training and development of our Teaching Cadre. In addition, we offer non-core services which include Nursery Education for children aged 3 – 4 years old, opportunity for Post School learning (6th Form/Years 12 and 13) and access to Tertiary Education through Post School Scholarships.

The **Lifelong Learning** Sector offers non-core services that cater for all other aspects of education for the benefit of the wider community of St. Helena. The St. Helena Community College (SHCC) facilitates academic learning, professional training and development of the adult population of St. Helena. This is offered through face to face training and teaching and on-line/distance learning opportunities. Career Access St. Helena (CASH) is a new addition to our Portfolio. This service offers careers support and guidance to all adults and includes a Youth Training Programme for 16-18 year olds. The St. Helena Research Institute (SHRI) has responsibility for managing and monitoring all research conducted on St. Helena to ensure that it is carried out in a responsible manner that protects St. Helena. The only core service provided under the Lifelong Learning sector is the operation of the Public Library.

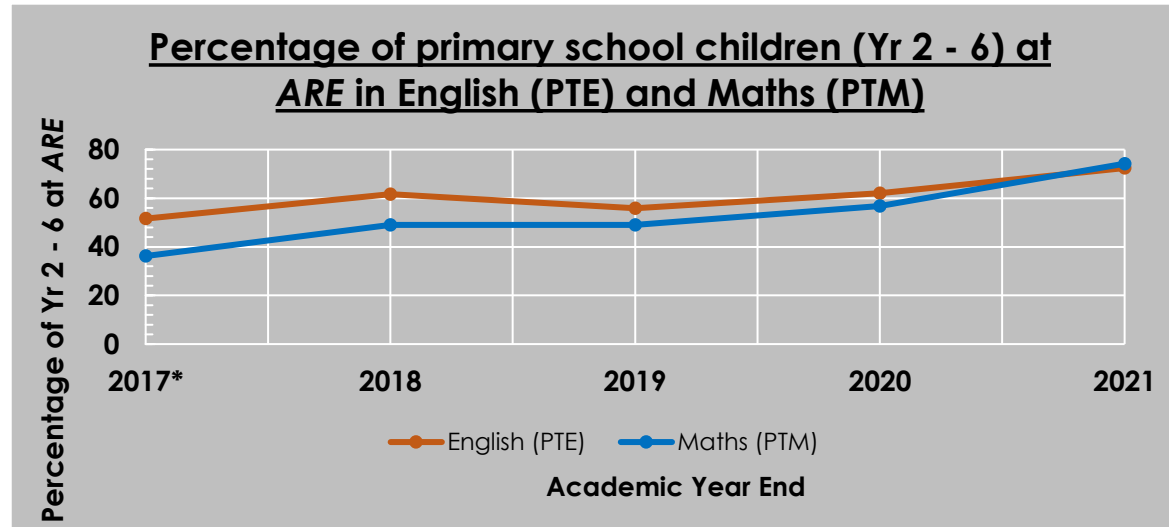
3. What we have achieved so far:

To determine what we have achieved so far we have evaluated our progress against the outcomes included in our Strategy and Delivery Plan 2021-24.

Outcome 1 - Examination results continue to show improved levels of attainment and progress.

All schools follow the National Curriculum for England in English, Maths and Science and use a combination of both Teacher Assessment and Formal Testing to measure attainment and progress of students. This year we focussed on implementing the mastery approach to maths. In addition, we also invested in our intervention programmes in English. Whilst a degree of caution must always be exercised when analysing data as factors such as relatively small numbers in the cohort (average 40 children), children's circumstances, ability and progress impact on results; we are pleased to report improvement in our attainment and progress in Maths and English. In both attainment and progress we met and exceeded the set targets.

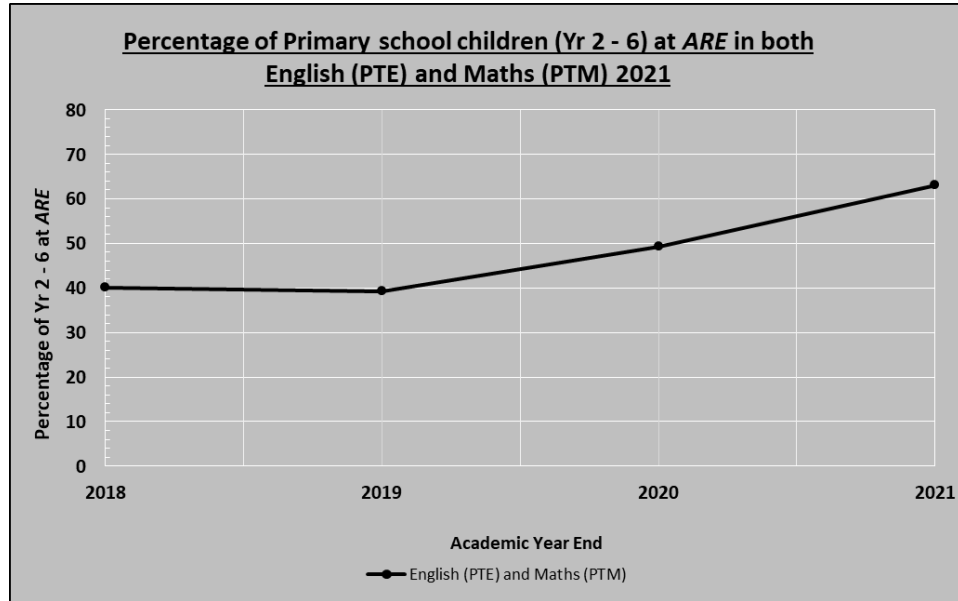
The following charts and graphs show the rates of progress and attainment in primary for students from Years 2 – 6. Formal testing starts in Year 2 at the end of keystone 1.



Percentage of students (Yr 2 - 6) at ARE in English (PTE) and Maths (PTM)

SUBJECT	2017*	2018	2019	2020	2021
English (PTE)	51.6	61.7	55.9	62.0	72.4
Maths (PTM)	36.2	49.0	49.0	56.8	74.2

**Yrs 3 - 6 only. All subsequent years includes data for Yrs 2 - 6.*

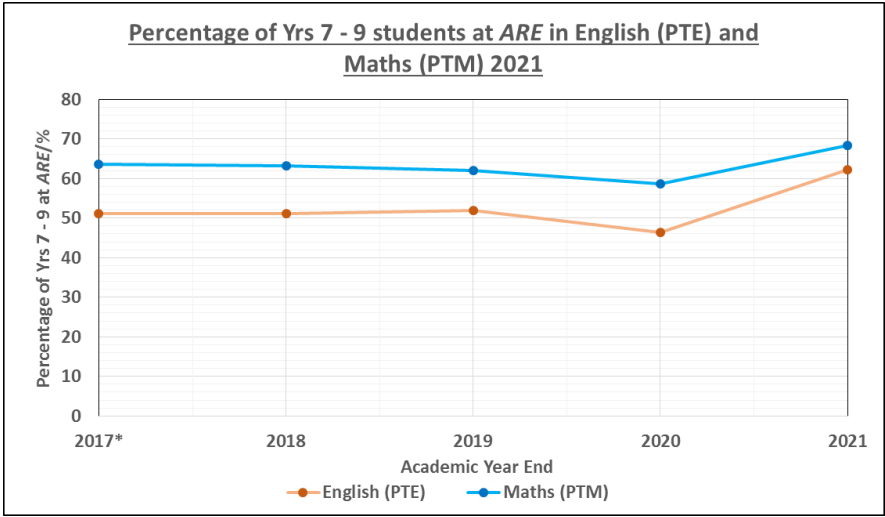


<u>Percentage of students (Yr 2 - 6) at ARE in BOTH English (PTE) and Maths (PTM)</u>				
SUBJECT	2018	2019	2020	2021
English (PTE) and Maths (PTM)	40.1	39.3	49.3	63.1

For the past two years we also measured progress against the previous test. Results are shown below.

<u>Percentage of students (Yrs 3-6) who made progress in English (PTE) and Maths (PTM)</u>		
SUBJECT	2020	2021
English (PTE)	73	86
Maths (PTM)	74	87

The following charts and graphs show the rates of attainment and progress in secondary for students in Yrs. 7 – 9 (key stage 3) resulting from formal progress testing.



Percentage of students (Yrs 7 - 9) at ARE in English (PTE) and Maths (PTM)

SUBJECT	2017*	2018	2019	2020	2021
English (PTE)	51.1	51.2	52.0	46.3	62.3
Maths (PTM)	63.7	63.3	62.0	58.7	68.4

Percentage of students (Yrs 7-9) at ARE in BOTH English (PTE) and Maths (PTM)

SUBJECT	2018	2019	2020	2021
English (PTE) and Maths (PTM)	TBC	TBC	40.0	54.3

Percentage of students (Yrs 7 - 9) making progress in English (PTE) and Maths (PTM)

SUBJECT	2020	2021
English (PTE)	74	81
Maths (PTM)	76	80

Attainment at GCSE level; the end of compulsory schooling in Year 11 (key stage 4).

Description	2014	2015	2016	2017	2018*	2019	2020	2021
5 A* - C grades/4-9	57	29	27	45	37	46	60	63
5 A* - C grades/4-9 including English and Maths	49	18	22	45	37	43	51	58
At least 1A* - C Grade/ 4-9 (%)	82	100	74	81	86	79	94	81
Maths A* - C grades/4-9 (%)	54	24	29	55	37	50	60	71
English A* - C grades/4-9 (%)	74	32	57	50	49	57	74	74
Coordinated Science A* - C grades/4-9 (%)	82	100	100	94	85	91	100	70
IT A* - C grades/4-9 (%)	76	100	83	74	66	76	100	71

Attainment at A/AS level; Years 12 and 13 (key stage 5).

A Levels

Description	2014	2015	2016	2017	2018	2019	2020	2021
Number of exams taken	24	34	20	17	17	24	28	19
Number of passes at Grade E – A*	23	31	18	15	14	23	27	19

AS Levels

Description	2014	2015	2016	2017	2018	2019	2020	2021
Number of courses taken	58	35	15	23	25	19	TBC	36
Number of passes at Grade E – A*	38	28	13	14	21	18	TBC	30

NB: Due to the low numbers in a subject cohort for A and AS levels, results are not recorded in percentages were not taken as one student can represent a large percentage or in some cases 100%.

Outcome 2 - A reduction in the number of students requiring literacy/numeracy intervention

The increased numbers of students attaining Age Related Expectations across both primary and secondary are evidence that there are less students requiring literacy and numeracy intervention.

Outcome 3 - A fully inclusive system that meets the needs of the children

We continue to operate an inclusive system where all students, are educated in mainstream schools. Those children who are unable to access their learning in schools are given the opportunity to undertake an Alternative Education Programme which includes an element of work experience and work related learning to meet their areas of interest.

Outcome 4 - Children achieving expected outcomes in the Early Years Foundation Stage (EYFS)

Whilst much work has been achieved in establishing the assessment processes in EYFS, the curriculum and assessment processes have been updated in England and as a result further work will have to be undertaken this year to incorporate these updates into the EYFS Assessment process.

Outcome 5 - Increased opportunities in tertiary education

Whilst we have been unable to establish the Scholarship Trust to support our Scholarship Awards Programme, with the support of our Elected Members in allocating additional budget, we were able to ensure that all students who met the required entry criteria were able to secure a scholarship placement. Due to the covid-19 pandemic students were unable to attend university for academic year 2019-20 but were able to start their studies in academic year 2021. In addition, all three scholarship students completed their studies achieving First Class and Second Class Honours.

Outcome 6 - A fully qualified, experienced, competent and stable workforce

Teaching staff have been working steadily throughout the year on accredited studies in Teaching and Learning. The percentage of qualified teachers has risen from 33.3% in 2017 to 63.6% in March 2019 and to date 75% of teaching staff are now qualified to at least Level 4. There is a large number of Teaching Assistants currently studying towards gaining a qualification in Supporting Teaching and Learning. In addition, we were also able to launch the process for gaining St. Helena Qualified Status to enable eligible staff to progress further on the Scheme of Service. We also achieved a 100% retention rate for our local teaching staff.

Outcome 7 - Provision for children to access Education, Employment or Training up to the age of 18 years

Through our Apprenticeship Programme we enabled all school leavers to have access to further education and training. We are also seeing an increase in the numbers of students who have the required academic qualifications to enter 6th Form. This is encouraging.

Outcome 8 - A fully utilised St. Helena Community College (SHCC) that meets the learning, training and development needs of St. Helena

A positive result of the covid-19 pandemic was an increase in the number of online training and development opportunities available. As a result for Academic Year 2020 -21 we were able to meet 75 % of the Training Needs for the Public Service and 93.6% of Training Needs for the Private Sector. The tables below show statistics in relation to the membership, courses offered and registration of courses in the College; NVQ qualifications and examination results achieved to date.

DESCRIPTION (COURSES)	2017-18	2018-19	2019-20	2020-21	2021-22 to date
Number of courses offered	162	196+	263	424	181
Active enrolment	106	114	29	776	186
No of course registrations	413	532	903	949	186
No of registered members	263	241	167	440	15 Total 1126

DESCRIPTION (EXAMINATIONS)	2017-18	2018-19	2019-20	2020-21	2021-22 to date
No of examinations entered (paper based)	46	34	26	15	8
No of examinations passed	32	27	19	5	5
No of examinations entered (online)	3	14	17	32	29
No of examinations passed	2	11	12	24	19

	NAME OF NVQ – Level 2					
YEAR	Hospitality & Catering /Professional Cookery	Health & Social Care	Business Administration &	Customer Services	Assessor Award	Environmental Conservation
2018	Certificated 5 candidates	Certificated - 3 candidates	Certificated - 2 candidates	Certificated - 1 candidate	Certificated -1 candidate	
2019	-	Certificated - 6 candidates	-	Certificated - 1 candidate	-	Certificated - 3 candidates
2020		Certificated – 4 candidates				Certificated – 1 candidate
2021		Certificated – 7 candidates				

	NAME OF VRQ – Level 1				
YEAR	Automotive	Construction	Hospitality.	Construction	Bench Joinery
2018	Certificated - 5 candidates	Certificated - 6 candidates			
	Unit Certification - 1 candidate	Unit certification - 2 candidates	Unit certification - 3 candidates -	Unit certification - 2 candidates	
2019	Certificated - 2 candidates	Certificated - 5 candidates			
		Unit certification - 1 candidate			
2020	Certificated – 1 candidate Unit award – 1 candidate	Certificated – 3 candidates			Certificated – 3 @ level 2
2021	4 – Level 1 active candidates 1 – level 2 active candidates			6 active candidates	

Outcome 9 - An increase in usage of the St. Helena Research Institute (SHRI).

Unfortunately due to the covid-19 pandemic applications and undertaking of research from off-shore researchers was halted during 2020 and part of 2021. However, on a positive there were applications from on-island which were able to be processed. In addition, the SHRI has been instrumental in securing funding for key projects for St. Helena which includes The Cloud Forest Project, investigating pathogens in the environment and supporting the establishment of a digital resource centre. The tables below shows the statistics in relation to research to date since the launch of the Institute in 2019.

	Applications processed SHRI			Licences awarded/recommended SHRC			Cancelled	
	2019	2020	2021	2019	2020	2021	2019	2020
Natural Science	11	5	2 (1 in progress)	10	5	1	2*	1**
Earth Science	1	2	1 (revised 2020)	1	2			
Medicine & Health Science	1	1		1				
Social Science	1	2	1	1		2		1***
Humanities	1	1						
TOTALS	15	11	4	13	11	3		

Country of origin	Applications received		
	2019	2020	2021
St Helena	2	5	3
UK	1	2	1
Netherlands	1		
America	3		
Austria	1		
Japan	1		
Switzerland	1		
Iceland		1	
Germany	3		
Brazil	1		
South Africa	1		
France	1	1	
China		1	
Nigeria		1	
Total	16	11	4

Outcome 10 - Career Access St. Helena fully established and meeting the needs of the people of St. Helena

We have completed the recruitment of staff for Career Access St. Helena and secured premises. We are now in the process of establishing and promoting this service. Immediate priorities are Networking, Customer Charter, Branding and Messaging and Feedback and Evaluation of Processes.

Outcome 11 - Increased usage of the Public Library

The Public Library continues to be well utilised by the community of St. Helena with an average of 1900 books being borrowed per month. In addition, the Library Activity Mornings remain popular with our younger members of the community during the school holidays with an average attendance of some 30 children at a time. Statistics in relation to membership are shown in the table below.

	MEMBERSHIPS				
YEAR	Number Of Adult Male	Number Of Junior Male	Number Of Adult Female	Number Of Junior Female	Total
2020	221	110	557	130	1018
2021	249	114	674	150	1187

In addition to these outcomes other achievements for the Portfolio are as follows:

- Positive community engagement – Schools have organised the following activities which have contributed to community participation and engagement: Family Farm Day, Festival of Lights, Christmas services, the Christmas Parade, Carol Singing, a Summer Fair, Athletics Days
- Commonwealth Essays – Students from our three primary schools have been successful in gaining Gold, Silver and Bronze Certificates through their participation in the Queen’s Commonwealth Essay Competition
- 6th Form students participated in the promotion of the election process through their work with the Alumni of the Chevening Scholarship

4. Where we want to be:

Whilst the Portfolio supports all of SHG's Strategic Outcomes, we are committed to achieving the Strategic Outcome

Altogether better for children and young people - Our children and young people in St Helena get the best start in life and we are better educated, more skilled and more successful.

Supporting the achievement of this outcome are five strategic priorities. They are:

SO.6 Enhance educational attainment and learning outcomes for all.

SO.7. Empower young people to access opportunities

SO.8. Address skills gaps by valuing the local workforce and attracting, growing, and retaining the working age population.

SO.9. Improve adult literacy and numeracy levels through relevant training and development programmes

SO.10. Ensure children and adults with Special Educational Needs and Disability (SEND) and Social, Emotional and Mental Health (SEMH) needs are catered for through a comprehensive inclusion policy.

We aspire to have an education system that provides opportunity for all to learn and improve and to be able to achieve their full potential. Over the next three years we will focus on improving levels of attainment at all levels and will implement specific activities, interventions, and training opportunities to improve levels in English, Maths and Science.

We will develop inclusion policies which will ensure that the needs of all learners with Special Educational Needs and Disability (SEND) and Social, Emotional and Mental Health (SEMH) are met.

We want to ensure that people have the skills and aptitudes to access employment and will increase opportunities in post school and tertiary education. We will establish a Scholarship Trust to give more opportunity for sponsorship and increased interest in higher education.

We want to address skills gaps by implementing policies to, attract, grow and retain the working age population. We want to give our school leavers opportunity to learn, train and develop to enable them to gain employment on island and to grow and develop in

their chosen careers. We want to be able to give opportunity to the unemployed to train and develop to enable them to access employment opportunities.

As a result we will continue to be mindful of the key strategic documents which guide our activities and build on what has been achieved this year to further improve our services and achieve positive outcomes for the people of St. Helena. We are mindful of resource constraints both financial and human which could impact on our ability to achieve some of these outcomes, however we will strive to ensure the best possible outcomes with the resources that we have. We will develop a promotion strategy to ensure that we share the positive achievements of our outcomes.

We are targeting the following outcomes over the next three years:

- **Review of delivery and structure of primary and secondary education**

We recognise that the current organisation of primary education and structure of secondary education is not efficient and can be improved to support positive educational outcomes. We want to undertake and complete a review of the current structure of primary and secondary education which will also encompass how we cater for inclusion. As a result of this we want to have a clear plan on how we deliver our compulsory education to enable the best educational benefits for our students. We are mindful also of a need to review our school curriculum to meet the needs of our changing island and include increased focus on Information and Communication Technology, our green and blue agenda and improving our vocational curriculum.

- **Examination results continue to show improved levels of attainment and progress**

We want to be able to show an increase in the numbers of students achieving the expected outcomes and progress in English, Maths and Science. We want to have in place an Assessment Criteria for the monitoring of attainment in IT. In addition we want to see increased numbers of students at the end of keystone 4 achieving 5 A* - C (4-9) grades including English and Maths.

- **Children on the Special Educational Needs Register making expected or greater progress in their developmental milestones.**

We have children in our system who have profound learning and development needs which dictate that they will never be on par with their peers. However, we have to ensure that they are given the appropriate support to enable them to achieve their developmental milestones and progress in their learning and development to their full potential.

- **Increased parental engagement and support for teaching and learning in secondary**

We note that there is a trend for parental engagement to reduce once children start their secondary education. We want to encourage parents to continue to support their children in their learning journey in secondary education to enable them to achieve the best possible outcomes in this crucial time of their academic development. We also hope that with the support of parents social issues and behavioural issues can be reduced.

- **A revised Student Scholarship Scheme and established Scholarship Trust**

We recognise that we are in financially difficult times and as a result of this securing funding for the sponsorship of scholarships will always be a challenge. We hope to establish a Scholarship Trust to support opportunities for outside funding to support this scheme. In addition, with a revised Scholarship Scheme we can include opportunity for self -contributions, increased bonding and more alliance with the needs of the Labour Market on St. Helena.

- **Career Access St. Helena fully established and meeting the needs of the people of St. Helena**

We anticipate that Career Access St. Helena will have moved into the developmental stage and will now be supporting the employment and career development needs of the community of St. Helena and those wanting to undertake employment on St. Helena. We want to be able to see synergy between the public and private sector in supporting our 6th Form, Apprenticeships and job seekers to ensure the establishment of a programme that supports the needs of the labour market and meets the needs of the community of St. Helena. We want to be able to promote more employment opportunities and to make available work experience tasters to support career choices. We want to be able to support all members of our community to prepare them for undertaking employment.

- **A fully qualified, experienced, competent and stable workforce**

Whilst we have made positive strides in increasing the number of teaching staff qualified to at least Level 4 we now want to build on this and increase the number of teachers qualified to at least Level 5. In addition, we want to be able to procure the services of an independent inspector to be able to undertake an evaluation of the standards of teaching and learning in our schools so that we have an understanding of what we are doing well, where we have to improve and how to achieve this.

- **An increase in usage of the St. Helena Research Institute (SHRI).**

We hope to see an increase in the number of applications and visits by researchers from off-shore undertaking research on St. Helena. We want to have established our Data Recording System and for the SHRI to have started a Trading Account thereby reducing the reliance on the Portfolio recurrent budget.

- **A well-used Public Library**

We want to see our Public Library continue to be well utilised and grow our membership. We want to be able to offer outreach opportunities to encourage a love of and enjoyment in reading. We want to encourage young people into the Library by continuing to host holiday activities. We want to increase the range of fiction and non-fiction materials so that we cater for a wider range of interests.

5. How we will achieve this:

The Education, Skills and Employment Portfolio has 4 Portfolio Priorities which will support the delivery of our Strategic Goals and the achievement of our Strategic Objectives and Policy Priorities and meet the needs of the communities we serve. Each element of this Portfolio’s activity will be aligned to at least one of the Strategic Goals and all our activity will be underpinned by our values.

<p>DIRECTORATE PRIORITY ONE Improve educational outcomes for all</p>	<p>DIRECTORATE PRIORITY TWO Operate an inclusive system that meets the holistic needs of all children.</p>	<p>DIRECTORATE PRIORITY THREE Meet the academic, training and development needs of the people of St. Helena</p>
<p>DIRECTORATE PRIORITY FOUR Provide opportunity for all young people to fulfil their career aspirations.</p>	<p>DIRECTORATE PRIORITY FIVE</p>	<p>DIRECTORATE PRIORITY SIX</p>

<p>3. Meet the academic, training and development needs of the people of St. Helena</p>	<p>We want to address skills gaps by implementing policies to, attract, grow and retain the working age population. We want to give our school leavers opportunity to learn, train and develop to enable them to gain employment on island and to grow and develop in their chosen careers. We want to be able to give opportunity to the unemployed to train and develop to enable them to access employment opportunities.</p> <p>We want to improve adult literacy and numeracy rates and instil a culture of lifelong learning.</p>	<p>SO.8. Address skills gaps by valuing the local workforce and attracting, growing, and retaining the working age population.</p> <p>SO.9. Improve adult literacy and numeracy levels through relevant training and development programmes</p>		
<p>4. Provide opportunity for all young people to fulfil their career aspirations.</p>				

6. Education, Skills and Employment Portfolio Delivery Plan

Directorate Priority 1: Improve educational outcomes for all						
Action	Owner	Performance Indicator	Baseline	Target		
				2022/23	2023/24	2024/25
Use examination data in primary to identify and address areas of under attainment in Maths and English.	Director of Education	2. % of children at ARE in Maths	49 % in 2018 74% in 2021	65 %	75 %	75 %
		3. % of children making progress in Maths	74% in 2020 87% in 2021	75%	80 %	80%
Develop children's mental maths skills	Primary Head Teachers					
Monitor and feedback on implementation of Maths training and planning to enhance lesson delivery in the mastery approach.	Assistant Director Schools	2. % of children at ARE in English	62 % in 2018 72% in 2021	65 %	70 %	75 %
		2. % of children making progress in English	73% in 2020 86% in 2021	75%	80 %	80%
Undertake a comprehensive review of examination data along with audit of teaching and learning in primary English to identify areas for improvement.	Assistant Director Schools and Advisory Teacher English	2. % of children at ARE in both Maths and English	40% in 2018 63% in 2021	50%	60%	65%
		3. % of children making progress in both Maths and English	76% in 2021	50%	55%	60%

Develop children's knowledge, understanding and application of Spelling, Punctuation and Grammar (SPAG)	Head Teachers					
Gather relevant data to inform the development of a Reading and Comprehension Improvement Project for primary schools.	Assistant Director Schools and Head Teachers and possible Project Lead					
Develop teachers' subject knowledge and lesson delivery to improve scientific inquiry in primary.	Assistant Director Schools	1. % of children at ARE in Science at Year 6.	47.7% in 2018	80%	80%	80%
Develop knowledge and understanding of the new framework for EYFS Curriculum 2020/21.	Assistant Director Schools /Head Teachers possible EYFS Lead	2. % of children leaving EYFS at ARE.	Baseline to be established for Academic year 2020-21	75 %	75%	75%
Develop an IT curriculum with relevant staff training for all primary schools.	IT and Business Advisory Teacher, Assistant Director Schools	N/a	N/a	IT Scheme of work in place.	Formal assessment for IT in place.	% of children achieving expected outcomes in IT.
Consolidate teaching and learning in secondary using the	Advisory Maths Teacher PAS.	2. % of KS3 students at ARE in Maths	63% in 2018 68% in 2021	65%	65%	70%

mastery maths scheme.		3. % of KS3 students making progress in Maths	76% in 2020 80% in 2021	75%	75%	80%
Use examination data in secondary English to identify and target areas for improvement.	PAS Head Teacher	1. % of students achieving Grade C (4) or above in Maths	37% in 2018 71% in 2021	60%	60%	65%
Incorporate reading across the curriculum to improve reading standards across secondary education	Advisory Teacher English	1. % of students achieving 5 A*-C/4-9 grades including English and Maths.	37% in 2018 58% in 2021	60%	60%	65%
Increase parental support and engagement in PAS	Head Teacher	2. % of KS3 students at ARE in English	51% in 2018 62% in 2021	65%	65%	65%
Review Primary and secondary PASS data and address areas of concern	Assistant Director Schools	2. % of KS3 students making progress in English	74% in 2020 81% in 2021	75%	80%	80%
Review the transition process between End of KS 2 and the start of KS 3 to ensure continuity in teaching and learning.		1.% of students achieving Grade C (4) or above in English	49% in 2018 74% in 2021	60%	60%	70%
Investigate the move from NC levels to ARE for implementation in 2023						

Undertake Phase 2 of FFF which includes a review of the management, structure and operation of primary and secondary education.	Portfolio Director, Portfolio Minister, Assistant Director Schools, Heads			Phase 2 Report Completed.	Recommendations from Report implemented.	
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Directorate Priority 2: Operate an inclusive system that meets the holistic needs of all children.

Action	Owner	Performance Indicator	Baseline	Target		
				2022/23	2023/24	2024/25
Implement the Code of Practice.	Inclusion Manager	8. % of children on the SEND Register	Primary 1% reduction in 2021 Secondary 5% reduction in 2021	5%	5%	5%
Ensure all children on the Additional Needs Register have set targets.				5%	5%	5%
Complete the development of the TA Training Programme with implementation to start in September 2022	Inclusion Manager/Assistant Director/SEND Lead	9. % of children on the SEN Register who make expected or more progress.	Primary 78% in 2021 Secondary 71% in 2021	70%	70%	70%
Embed use of Language and Speech Link intervention programmes.	Head Teachers, Teachers and Inclusion Manager					
Implement an Alternative Education Provision (AEP) and Curriculum Framework from September 2022.	Inclusion Manager, Assistant Director Schools, Heads, Portfolio Director and Portfolio Minister.			AEP in place.		
Undertake Phase 2 of FFF which includes a review of				Phase 2 Report Completed.	Recommendations from Report implemented.	

the management, structure and operation of primary and secondary education.						
Legal obligations towards learners with SEND in a multi-agency approach		Education Ordinance updated to include a section on SEND.	Provision in Education Ordinance currently inadequate for current needs.	First draft completed	Education Ordinance approved in LegCo.	

Directorate Priority 3: Meet the academic, training and development needs of the people of St. Helena

Action	Owner	Performance Indicator	Baseline	Target		
				2022/23	2023/24	2024/25
Continue to implement the Training Needs Cycle to identify and cater for the training needs of the private and public sectors.	ADLL/ Training Coordinator	10. % of training needs facilitated by SHCC	64% in 2020 combined 75% for Public Service in 2021 94% for Private Sector in 2021	80 %	85 %	90 %
Issue SHCC prospectus including annual schedule of course provision to coincide with the identified training and development needs.		11. % of individuals registered for courses	TBC New indicator	TBC	TBC	TBC
Implement a Data Tracking System to capture the statistics of SHCC		12. % of course completions for SHCC	60% in 2021 for private sector 63% in 2021 for public sector	70%	70%	70%
Increase access to IT related courses and provision.						
Ensure all training evaluations are captured for course satisfaction.			Baseline to be established.			

Directorate Priority 4: Provide opportunity for all young people to fulfil their career aspirations.

Action	Owner	Performance Indicator	Baseline	Target		
				2022/23	2023/24	2024/25
Review the Apprenticeship Programme in line with the Workforce Plan, Careers Education in PAS and CASH.	Head of Lifelong Learning and Career Access (CASH) Manager	13. % of children Not in Employment, Education or Training (NEET)	0% in 2020 5% in March 2022	0%	0%	0%
		14. % of students who complete the Apprenticeship programme	TBC August 2022	80%	80%	80%
Implement a broad and balanced Curriculum to cater for the needs of students in PAS.	Assistant Director Schools and Head of PAS in liaison with CASH Manager	15. % of apprentices who find employment within a year of completion of their apprenticeship	TBC August 2022	TBC	TBC	TBC
Review the Scholarship Awards Policy and implement the Scholarship Trust.	Head of Lifelong Learning in liaison with Scholarship Committee.					
Develop policy and procedures in Career Access to ensure that the unemployed are supported when seeking employment.	Manager Career Access	16. % of unemployed adults supported by Career Access.	TBC April 2022	80%	80%	80%
		17. % of registered unemployed who found employment during the year.	TBC April 2022	5%	5%	5%
		18. % (number) of disabled or vulnerable clients supported by	TBC April 2022	100% (all)	100% (all)	100% (all)

		Career Access during the year.				
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7. Financial projections:

The table below shows the Education, Skills and Employment Portfolio's financial projections for the 3-year planning period with a summary of outputs linked to budget submissions. Links are also made to Portfolio Priorities and Strategic Policy Priorities where relevant.

Outputs	Budget Cost Centre	2022/23 £'000	2023/24 £'000	2024/25 £'000	Portfolio Priorities	Strategic Objectives
Management and Administration	22-2200	212	212	212	<p>Provides direction and support to enable:</p> <p>1: Improve educational outcomes for all</p> <p>2: Operate an inclusive system that meets the holistic needs of all children.</p> <p>3: Meet the academic, training and development needs of the people of St. Helena</p> <p>4: Provide opportunity for all young people to fulfil their career aspirations.</p>	<p>SO.6 Enhance educational attainment and learning outcomes for all</p> <p>SO.7. Empower young people to access opportunities</p> <p>SO.10.Ensure children and adults with Special Educational Needs and Disability (SEND) and Social, Emotional and Mental Health (SEMH) needs are catered for through a comprehensive inclusion policy.</p> <p>SO.8. Address skills gaps by valuing the local workforce and attracting, growing, and retaining the working age population.</p> <p>SO.9. Improve adult literacy and numeracy levels through relevant training and development programmes</p>

Lifelong Learning	22-2201	454	451	452	1: Improve educational outcomes for all 3: Meet the academic, training and development needs of the people of St. Helena 4: Provide opportunity for all young people to fulfil their career aspirations.	SO.8. Address skills gaps by valuing the local workforce and attracting, growing, and retaining the working age population. SO.9. Improve adult literacy and numeracy levels through relevant training and development programmes
Pilling Primary School	22-2202	311	311	311	1: Improve educational outcomes for all 2: Operate an inclusive system that meets the holistic needs of all children. 4: Provide opportunity for all young people to fulfil their career aspirations.	SO.6 Enhance educational attainment and learning outcomes for all SO.7. Empower young people to access opportunities SO.10.Ensure children and adults with Special Educational Needs and Disability (SEND) and Social, Emotional and Mental Health (SEMH) needs are catered for through a comprehensive inclusion policy.
Prince Andrew School	22-2203	1,077	1,079	1,081	1: Improve educational outcomes for all 2: Operate an inclusive system that meets the holistic needs of all children. 4: Provide opportunity for all young people to fulfil their career aspirations.	
Inclusion Service	22-2204	212	211	211	1: Improve educational outcomes for all 2: Operate an inclusive system that meets the holistic needs of all children. 4: Provide opportunity for all young people to fulfil their career aspirations.	

Education Standards	22-2205	374	403	348	1: Improve educational outcomes for all 2: Operate an inclusive system that meets the holistic needs of all children. 4: Provide opportunity for all young people to fulfil their career aspirations.	
Teacher Training	22-2206	68	68	68	1: Improve educational outcomes for all 2: Operate an inclusive system that meets the holistic needs of all children. 4: Provide opportunity for all young people to fulfil their career aspirations.	
Tertiary Education	22-2207	194	194	194	1: Improve educational outcomes for all 4: Provide opportunity for all young people to fulfil their career aspirations.	SO.8. Address skills gaps by valuing the local workforce and attracting, growing, and retaining the working age population.
Public Library	22-2208	39	39	39	1: Improve educational outcomes for all	SO.6 Enhance educational attainment and learning outcomes for all
Harford Primary School	22-2209	326	326	326	1: Improve educational outcomes for all 2: Operate an inclusive system that meets the holistic needs of all children.	SO.6 Enhance educational attainment and learning outcomes for all

					4: Provide opportunity for all young people to fulfil their career aspirations.	SO.7. Empower young people to access opportunities
St. Paul's Primary School	22-2210	339	339	339	1: Improve educational outcomes for all 2: Operate an inclusive system that meets the holistic needs of all children. 4: Provide opportunity for all young people to fulfil their career aspirations.	SO.10.Ensure children and adults with Special Educational Needs and Disability (SEND) and Social, Emotional and Mental Health (SEMH) needs are catered for through a comprehensive inclusion policy.
Total Recurrent Allocation		3,606	3,631	3,579		
Total Funding		3,606	3,631	3,631		

8. Workforce plan:

The Education, Skills and Employment Portfolio recognises that our success in achieving our Strategic Outcomes, Strategic Objectives and Policy Intentions depends on having the right number of people with the right skills, experiences, and competencies in the right jobs at the right time.

The Portfolio's 5-Year Workforce (Action) Plan is an internal document which underpins this Portfolio's Strategy and Delivery Plan.

9. Risk Management and Mitigation

The Education, Skills and Employment Portfolio's Risk Register is shown as an Appendix to this Portfolio Strategy and Delivery Plan.