



St Helena
Government

Education, Skills and Employment Portfolio

Portfolio Strategy and Delivery Plan April 2021 – March 2024

Version: [2]

Updated: [25 May 2021]

Prepared by: Education, Skills and Employment Portfolio Senior Management Team

Endorsed by Education and Employment Committee

1. Our Vision, Mission and Values:

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

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

The Education, Skills and Employment Portfolio plays an essential role in the holistic development of St. Helena. Under this Portfolio lies responsibility for the education, training and development of our young people and provision of further education and training opportunities for the wider community of St. Helena. The core business of the Education, Skills and Employment Portfolio is determined by the Education Ordinance 2008, supported by Education Regulations 2009; and the Employment Rights Ordinance 2010. Services offered by this Portfolio fall under two main sections, Schools and Lifelong Learning.

Schools – Responsibility for providing the core service of full time education to all children on St. Helena who are of compulsory school age (5yrs to 16 yrs.) rests with this section. This includes Special Educational Needs and Disability (SEND) provision to ensure that all children have opportunity to access education no matter what their ability or circumstances. A Teacher Training Sector supports schools through the training of initial teacher trainees and the continuous professional development of all teaching staff. Nursery Education, although a non-core service is also offered to children aged 3 – 4 years old in our primary schools. In addition, opportunity for post school learning (6th Form) is offered in our secondary school and access to Tertiary Education through Post-School Scholarships.

Lifelong Learning – The St. Helena Community College facilitates services to support the education, training and development of the adult population of St. Helena. This includes the offer of vocationally related qualifications as well as academic, through face to face and on-line/distance learning. Career Access St. Helena (CASH) is a new addition to this portfolio and encompasses the

employment element of the portfolio which includes an Apprenticeship Programme for 16-18 year olds. Responsibility for the operation of the Public Library and the St. Helena Research Institute also falls within this section.

3. What we have achieved so far:

We continue to strive for excellence and work to build on progress made. The improvement of education and learning and development opportunities for the people of St. Helena is at the forefront of all of our planning.

- Academic Attainment - 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. Progress Tests in English and Maths (PTE, PTM) are the formal means of assessment in keystages 1,2 and 3. (NB Science is currently only formally assessed in Year 6). They enable school leaders to determine progress, attainment and next steps in learning. Attainment is measured against Age Related Expectations (ARE). GCSEs are primarily used at the end of keystone 4 to measure attainment and AS/A Levels at the end of keystone 5. In these tests grades are awarded either in letter or numerical format. Cognitive Ability Tests (CATs) also provide data that supports realistic target setting for students.

A degree of caution must 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.

The attainment baseline was set in Academic Year 2016/17. Figures 1 and 2 give an overview of the attainment in primary for the Year 6 cohort and for all children from Year 2-6 respectively. Figure 3 gives an overview of attainment in secondary for keystone 3.

Figure 1: Percentage of children at ARE in the Year 6 cohort

SUBJECT	Baseline 2016/17	2017/18	2018/19	2019/20
MATHS	30%	42%	57%	66%
ENGLISH	50%	56%	43%	71%
SCIENCE	30%	33%	48%	76%

NB: Figures are rounded to the nearest whole number

Figure 2: Percentage of children at ARE in primary for Years 2-6

SUBJECT	2016/17 Years 3-6	2017/18* Years 2- 6	2018/19 Years 2-6	2019/20 Years 2-6
MATHS	36%	49%	49%	57%
ENGLISH	52%	61.7%	56%	62%

NB: Figures are rounded to the nearest whole number

*NB: From 2017/18 formal testing end of key-stage 1 testing was introduced.

In primary, teacher assessment has determined that 100% of our children have made progress in their learning over the year. Formal testing results indicate that we have improved in all of our core subjects and we have met the expected attainment targets for this year. 74% of children made progress on their Maths test from the previous year and 73% of children made progress on their English test.

Figure 3: Percentage of children at ARE across keystage 3

SUBJECT	2016/17	2017/18	2018/19	2019/20
MATHS	64%	64%	62%	59 %
ENGLISH	51%	51%	52%	46 %

NB: Figures are rounded to the nearest whole number

In secondary, our results for keystage 3 show a slight decrease in the percentage of students achieving ARE in Maths and English. This decrease was anticipated due to the significant learning needs of a group of students in this cohort. Work has been on-going to support these students. The progress achieved with this cohort reflects this. 76 % of children in Years 7-9 made progress on their Maths test from the previous year and 74 % made progress on their English.

For the first time this year we also measured the percentage of children who achieved ARE in both English and Maths. In primary across Years 2-6, 49% of children achieved ARE in both Maths and English in. In secondary across Years 7-9, 40 % of children achieved ARE in both Maths and English. Our overall statistics show that 58% of children across Years 2 - 9 achieved at or above ARE in Maths and 56% of children in Years 2 - 9 achieved at or above ARE in English.

Results have also identified a growing number of children who are performing above their age related expectations in specific subject areas. This is a great achievement and we are now ensuring that we adjust our curriculum for these children so that we cater for their advanced learning needs.

In keystages 4 and 5 subjects are offered through a mix of class teaching and distance learning, therefore subjects offered are dependent on availability of subject teachers, students' career aspirations and availability of distance support for on-line/distance learning. For this year examinations were undertaken in line with the guidelines of the relevant examination boards due to the impacts of the Coronavirus in the UK. Figures 4 and 5 give an overview of achievement for keystone 4 and 5 students.

Figure 4: Percentages of achievements at GCSE level

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

Figure 5: A level information

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

- The Inclusion Service – Work continues on developing our provision and support for all students with SEND and SEMH. The Code of Practice has been introduced to Education and Employment Committee and is being trialled and developed over this Academic Year with

a view to being fully endorsed in September 2021. Our attainment results as shown above are a reflection of the combined efforts of the inclusion teams supported by teachers, parents and multi-agency personnel who work together to help our children progress in their learning.

- Teacher Training - We continue to raise teaching competence and professional recognition for our teaching staff and where possible we succession plan through the recruitment of teacher trainees, graduate students and promotion of Higher Level Teaching Assistants. Two trainees have successfully completed their Induction Year and have moved into full time teaching; one in primary education and one in secondary. Figure 6 gives an overview of the statistics to date.

Figure 6:

Course	Number of student passes	Academic Year
Certificate of Higher Education in Education (Primary)		2020-21
	2	2019-20
	2	2018-19
	2	2017-18
	3	2016-17
Certificate in Teaching and Learning	2	2020-21
	13	2019-20
		2018-19
		2017-18
	1	2016-17
Certificate in Educational Leadership		2020-21
		2019-20
	5	2018-19
		2017-18
		2016-17
International Post-Graduate Certificate in Education		2020 - 21
	1	2019-20
	1	2018-19
		2017-18
		2016-17
NPQH		2020-21
		2019-20
	1	2018-19

Supporting Teaching and Learning - Level 3 Teaching Assistant course		2017-18
		2016-17
		2020-21
	4	2019-20
		2018-19
		2017-18
		2016-17

St. Helena Community College (SHCC) – The College continues to be the central hub for further education and training for adults. Opportunities for training and development are provided through face to face training, on-line and distance learning opportunities. Due to increased usage of virtual learning, conferencing and communication as a result of the Covid-19 pandemic there has been increased demand on the College's resources. With the support of our Service Provider we have been able to upgrade our bandwidth to enable us to be better able to accommodate the additional demands. SHCC continues to work closely with HROD and ESH to determine and meet the training needs of both the private and public sector. SHCC was able to meet 65 % of the identified training needs of the island's workforce for 2019-20.

Figure 7 gives an overview of the number of courses offered, the enrolment, and the number of students registered with the College.

Figure 7:

DESCRIPTION	2017-18	2018-19	2019-20*	2020-21
Number of courses offered	162	196+	263	263+
Active enrolment	106	114	TBC	TBC
No of students registered	413	532	903	949

For the start of Academic Year 2020-21 we have also started to monitor the College usage. Statistics on this will be ascertained as we progress through Academic Year 2020-21.

- Apprenticeship Programme – The importance of preparing our young people continues to be an essential element of our work in developing the workforce of St. Helena. Academic Year 2020-21 saw a trial of a 2 year Apprenticeship Scheme. Figure 9 shows the statistics in relation to our programme.

Figure 9.

Academic Year	No of students leaving Yr 11	Area of Training and Development	Employed in area of training	Employment*
2017-18	45	Academic – 8	13	
		Work-based - 20		
2018-19	27	Academic – 2	14	
		Work-based - 25		
2019-20	29	Academic – 11	1	1
		Work-based - 15		
2020-21	35	Academic - 10	TBC	7
		Work-based - 18		

*NB: Tracking of all apprenticeships started in Academic Year 2019-20

- National Vocational Qualification Centre – Despite challenges in relation to numbers the NVQ Centre continued to support the professional development of employees across SHG and within the Private Sector. Figures 10 and 11 show the achievements in NVQs and VRQs in the respective areas. Certificated candidates are those who successfully complete their NVQ. Unit certification is awarded to those who only complete specific units and not the whole course.

Figure 10: NVQ achievements

YEAR	NAME OF NVQ – Level 2					Assessor Award	Environmental Conservation
	Hospitality & Catering/Professional Cookery	Health & Social Care	Business & Administration	- Customer Services			

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	TBC					

Figure 11: VRQ achievements

YEAR	NAME OF VRQ – Level 1				
	Automotive	Construction	Hospitality.	Construction	
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	TBC				

Public Library – This service continues to be fully utilised by the community of St. Helena. School holiday activities continue to attract our young people into the library with an average of 30 children attending each day. The staff also outreach to the community visiting the sheltered accommodations so that people who are not able to visit the Public Library can access books from their homes. Figure 12 gives a breakdown of the membership of the Library.

Figure 12: Membership information.

Year	Adult members	Junior Members	Total Members	Male Members	Female Members
2017	245	114	359		
2018	629	218	847	273	574
2019	629	218	847	273	574

2020	832	286	1118	TBC	TBC
------	-----	-----	------	-----	-----

- The St. Helena Research Institute - The Research Institute was successfully launched in November 2019 and since then has been proactive in its operations working in partnership with other entities such as SAERI, Enterprise St Helena and the National Trust to ensure responsible research to support sustainable development. See below the statistics in regards to licensing. Key achievements for the past year was the participation in the Virtual Island Summit in September 2020 and the Island Research Conference in November 2020 which marked the 1st Anniversary of the St. Helena Research Institute.

Research Licencing – Summary of Research Applications Processed

	Applications processed SHRI		Licences awarded/recommended SHRC		Cancellations	
Yr Jan - December	2019	2020	2019	2020	2019	2020
Natural Science	14	5	13	5	2*	1**
Earth Science	1	2	1	2		
Medicine & Health Science	1	(+1 in progress)	1			
Social Science	1	1 (+1 in progress)	1			1***
Humanities	1 (+ 1 in progress)		1			
	19 (+1 outstanding)	8	18	7		

*visit planned March – cancelled due to Covid-19, 1 withdrew no secured funding

** first visit went ahead February, second visit in March cancelled

*** visit planned March – Master's study, changed projects

Country	Applications received	
	2019	2020
St Helena	2	3
UK	1	2
Netherlands	1	
America	3	1

Austria	1	
Japan	1	
Switzerland	1	
Iceland		1
Germany	3	
Brazil	1	
South Africa	1	
France	1	
China		1
Nigeria		1
Total	16	9

Tertiary Education – For Academic Year 2019-20 we were able to support a further 3 scholarships. For Academic Year 2020-21 we were able to support a further 3 scholarships. At the end of Academic Year 2019-2020 3 scholars returned to St. Helena, all with First Class Honours in their respective areas and have all been employed on St. Helena. At the end of Academic Year we had a further scholar with Second Class Honours returning to St. Helena to take up employment.

4. Where we want to be:

Education is crucial to the development of St. Helena. Although our Portfolio primarily works to SHG's Strategic Goal of '**Altogether better for children and young people**,' education has an impact on all Strategic Goals and key outcomes for St. Helena. Therefore, in our planning, all Strategic Goals are considered and all operations are in keeping with SHG's Strategic Objectives and the policy priorities that support these along with relevant key documents such as the Ten Year Plan, Sustainable Economic Development Plan, Digital Strategy and Labour Market Strategy. We aspire to deliver a high standard of education and training that meets the holistic needs of all people on St. Helena. We want St. Helena to be a place that is reputed for being the best place to live and raise children.

Through our work over the next three years we are targeting the achievement of the following outcomes:

- **Examination results continue to show improved levels of attainment and progress** - Our examination results for this year showed improvement in attainment and progress. Whilst there are still some areas for development we are working with our Inclusion Team to address these. Over the next three years we will continue to work on improving attainment levels in English, Maths, Science and ICT through focussed work with individual learners. We want to achieve attainment levels that are on par with the UK average.
- **A reduction in the number of students requiring literacy/numeracy intervention** - The recruitment of a Special Educational Needs and Disability (SEND) Lead for the primary sector has enabled additional support for our children with specific difficulties. We hope that as a result of this work numbers of children who require interventions for their learning will decrease and we will have more children working at their expected levels.
- **A fully inclusive system that meets the needs of the children** - With the support of outside agencies and professionals such as the Educational Psychologist, Clinical Psychologist, Speech and Language Therapist, Mental Health Team and Social Care and the guidance of the Code of Practice we want to be more able to support our children with SEND and Social, Emotional and Mental Health (SEMH). We want all of our children to be given the individual holistic support needed for them to grow, learn and develop and to be safe in our schools.
- **Children achieving expected outcomes in the Early Years Foundation Stage (EYFS)**. We want to ensure that we are providing a good foundation to future learning through our EYFS. We recognise the importance of the Early Years Foundation

Stage (EYFS) for providing the building blocks to future learning and attainment, and whilst Nursery Education is not compulsory nor a core service, we support the continuation of Nursery Education.

- **Increased opportunities in tertiary education.** The Scholarship Awards Programme plays an essential role in the development of the future workforce of St. Helena. We want to have a formalised Scholarship Programme in place that links to Workforce Planning to support succession planning and reduction in the reliance of TC posts. We want to be able to offer placements in both the academic and vocational fields and to give opportunity to more students. We hope to have established a Scholarship Trust Fund to support the creation of more opportunity for our young people.
- **A fully qualified, experienced, competent and stable workforce.** We want to ensure that we have a sustainable Teacher Training Programme that ensures all teaching staff have the opportunity to become qualified and competent. We want to expand opportunities for teachers to be supported in their respective areas through linking with relevant institutions and given opportunities through both virtual and face to face provision. We aim to ensure that all of our teachers are qualified to at least Level 4 in Teaching and Learning and our Teaching Assistants to be qualified to at least Level 3 in Supporting Teaching and Learning. We want to have an updated Scheme of Service that gives due recognition to roles and responsibilities and that reward and recognition is an intrinsic part. We want to ensure that staff are appropriately recognised and appreciated for the work that they do to encourage a stable workforce.
- **Provision for children to access Education, Employment or Training up to the age of 18 years.** Through Career Access St. Helena we want to have an approved and established Career Development Programme that prepares our young people for the world of work and for the future development of St. Helena. We want to be able to provide the opportunity for all children to access either academic opportunities or work based training and development to increase their career opportunities through investment in an enhanced Apprenticeship Programme.
- **A fully utilised St. Helena Community College (SHCC) that meets the learning, training and development needs of St. Helena.** We want to be able to provide learning opportunities for all of our adult community that is in line with their training and development needs or area of interest. We want to show increased usage of the community college through expansion of learning and development opportunities and availability of premises and resource. We aspire for SHCC to be able to provide for all of the identified training and development needs of the workforce on St. Helena.
- **Career Access St. Helena fully established and meeting the needs of the people of St. Helena.** We want to have a Career's Centre that offers services to facilitate and support employment opportunities and employability. We want to be able

to have strong links with and support both the public and the private sector in the business of employment to support training and development to meet the needs of the workforce on St. Helena.

- **An increase in usage of the St. Helena Research Institute (SHRI).** – We want to ensure that we give the opportunity for the promotion of research through both virtual and on-island opportunities. We want the SHRI to be a key participant in both virtual and island conferences and to promote St. Helena as a ‘researcher’s paradise’.
- **Increased usage of the Public Library** - We want to have an enhanced library service that outreaches to schools, our vulnerable citizens and provides opportunities for children and adults to enjoy a love of books, reading and learning.

5. How we will achieve this:

The Education, Skills and Employment Portfolio has four Key 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 Key Priority will be aligned to at least one of the Strategic Goals and all our activities will be underpinned by our values.

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

Each of these priorities covers a range of activities which are set out in more detail in the Delivery Plan in Section 6.

The diagram below shows how each Key Priority is linked to our Strategic Objectives and Strategic Goals (and to our Policy Priorities where applicable):

Key Priorities		Policy Priorities		Strategic Objectives		National Goals
1. Improve educational outcomes for all		2.1.1 Enhance educational attainment and learning outcomes for all.		<i>2.1. Improve education and training to increase opportunities for all citizens to achieve their full potential</i>		2. ALTOGETHER BETTER FOR CHILDREN AND YOUNG PEOPLE 3. ALTOGETHER WEALTHIER 4. ALTOGETHER SAFER
2. Operate an inclusive system that meets the holistic needs of all children.		2.1.1 Enhance educational attainment and learning outcomes for all.		2.1. Improve education and training to increase opportunities for all citizens to achieve their full potential		
3. Meet the academic, training and development needs of the people of St. Helena		2.2.1 Address on-island skills gaps by attracting and retaining working age population, and improving adult literacy and numeracy levels, through relevant training and development programmes.		2.2 Improve and build capacity of St Helena's workforce through effective investment in education and training opportunities		
4. Provide opportunity for all young people to fulfil their career aspirations.		2.2.1 Address on-island skills gaps by attracting and retaining working age population, and improving adult literacy and numeracy levels, through relevant training and development programmes.		2.2 Improve and build capacity of St Helena's workforce through effective investment in education and training opportunities		

6. Education, Skills and Employment Portfolio Delivery Plan

Key Priority 1: Improve educational outcomes for all						
Action	Owner	Performance Indicator	Baseline	Target		
				2021/22	2022/23	2023/24
Use examination data in primary to identify and address areas of under attainment in Maths and English.	Director of Education	1. % of children at ARE in Maths	49 % in 2018/19	60 %	65 %	65 %
Develop children's mental maths skills	Primary Head Teachers	2. % of children making progress in Maths	61%	75 %	80 %	80%
Undertake a comprehensive review of examination data in primary English to target areas for improvement.	Director of Education	1. % of children at ARE in English	56 % in 2018/19	60 %	65 %	70 %
Develop children's knowledge, understanding and application of Spelling, Punctuation and Grammar (SPAG)	Head Teachers	2. % of children making progress in English	54%	75%	80 %	80%
Develop teaching and learning in Science in primary.	Assistant Director Schools	1. % of children at ARE in Science at Year 6.	47.7% in 2018/19	75%	80%	80%
Implement the new curriculum in EYFS	Assistant Director Schools /Head Teachers	2. % of children leaving EYFS at ARE.	Baseline to be established for Academic year 2019-20 - TBC			
Consolidate teaching and learning in	Advisory Maths Teacher PAS.	1. % of KS3 students at ARE in Maths	2018/19	60%	65%	65%

secondary using the mastery maths scheme.		2. % of students making progress in Maths	Overall 62% KS3	75%	80%	80%
Use examination data in secondary English to identify and target areas for improvement.	PAS Head Teacher	3. % of students achieving Grade C (4) or above in Maths		60%	60%	60%
Incorporate reading across the curriculum to improve reading standards across secondary education	Advisory Teacher English	4. % of students achieving 5 A*-C/4-9 grades including English and Maths.	37% GCSE 2018/19	50%	50%	50%
Increase parental support and engagement in PAS	Head Teacher	1. % of KS3 students at ARE in English	Overall 52% KS3	60%	60%	60%
Review Primary and secondary PASS data and address areas of concern	Assistant Director Schools	2. % of students making progress in English		75%	80%	80%
		3. % of students achieving Grade C (4) or above in English		75%	75%	75%

Key Priority 2: Operate an inclusive system that meets the holistic needs of all children.

Action	Owner	Performance Indicator	Baseline	Target		
				2021/22	2022/23	2023/24
Implement the Code of Practice.	Inclusion Manager	1. % of children at ARE in Maths	49 % in 2018/19	60 %	65 %	65 %
		2. % of children making progress in Maths	61%	75 %	80 %	80%
		1. % of children at ARE in English	56 % in 2018/19	65 %	65 %	70 %
		2. % of children making progress in English	54%	75%	80 %	80%
Ensure all children on the Additional Needs Register have set targets.	Inclusion Manager/Director	1. % of KS3 students at ARE in Maths	2018/19 Overall 62% KS3	60%	65%	65%
Ensure all children with SEND and SEMH needs have the appropriate consistent support		2. % of students making progress in Maths		75%	80%	80%
		3. % of students achieving Grade C (4) or above in Maths		60%	60%	60%
Ensure children have access to intervention programmes in Maths and English		4. % of students achieving 5 A*-C/4-9 grades including English and Maths.	37% GCSE 2018/19	50%	50%	50%
		1. % of KS3 students at ARE in English	Overall 52% KS3	60%	60%	60%

		2. % of students making progress in English		75%	80%	80%
		3. % of students achieving Grade C (4) or above in English		75%	75%	75%

Key Priority 3: Meet the academic, training and development needs of the people of St. Helena						
Action	Owner	Performance Indicator	Baseline	Target		
				2021/22	2022/23	2023/24
Implement the Training Needs Cycle	ADLL/ Training Coordinator	5. % of identified training needs met.	64% in 2019-20	75 %	75 %	80 %
Ensure all training evaluations are captured for course satisfaction						
Issue SHCC prospectus including annual schedule of course provision to coincide with the community needs.						
Increase access to IT related courses and provision.						

Key Priority 4: Provide opportunity for all young people to fulfil their career aspirations.						
Action	Owner	Performance Indicator	Baseline	Target		
				2021/22	2022/23	2023/24
Review the Apprenticeship Programme to ensure links with the Workforce Plan and Careers Education in PAS.	ADLL/ADS	6. % of children Not in Employment, Education or Training (NEET)	0% in 2020	7%	0%	0%
Implement a broad and balanced Curriculum to cater for the needs of students.	Assistant Director Schools					
Implement the Scholarship Trust .	Director Education					
Develop links with work-based providers to support the Apprenticeship Programme.						

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 Key Priorities and Strategic Policy Priorities where relevant.

Outputs	Budget Cost Centre	2021/22 £'000	2022/23 £'000	2023/24 £'000	Key Priority	Policy Priority
Management and Administration	22-2200	219,000	219,000	219,000	Provides direction and support to enable: 1: Improve educational outcomes for all 2: Operate an inclusive system that meets the holistic needs of all children. 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.	2.1.1 Enhance educational attainment and learning outcomes for all. 2.2.1 Address on-island skills gaps by attracting and retaining working age population, and improving adult literacy and numeracy levels, through relevant training and development programmes.
Vocational Education	22-2201	460,000	460,000	460,000	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.	
Pilling Primary and Pre-School	22-2202	342,000	342,000	342,000	1: Improve educational outcomes for all 2: Operate an inclusive system that meets the holistic needs of all children.	2.1.1 Enhance educational attainment and learning outcomes for all.

Secondary Education	22-2203	1,034,00	1,001,000	1,003,000	1: Improve educational outcomes for all 2: Operate an inclusive system that meets the holistic needs of all children.	2.1.1 Enhance educational attainment and learning outcomes for all.
Inclusion	22-2204	226,000	226,000	226,000	1: Improve educational outcomes for all 2: Operate an inclusive system that meets the holistic needs of all children.	2.1.1 Enhance educational attainment and learning outcomes for all.
Education Standards	22-2205	47,000	47,000	47,000	1: Improve educational outcomes for all	2.1.1 Enhance educational attainment and learning outcomes for all.
Teacher Training	22-2206	86,000	86,000	86,000	1: Improve educational outcomes for all 2: Operate an inclusive system that meets the holistic needs of all children.	2.1.1 Enhance educational attainment and learning outcomes for all.
Tertiary Education	22-2207	207,000	242,000	239,000	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.	2.1.1 Enhance educational attainment and learning outcomes for all.
Public Library	22-2208	53,000	54,000	54,000	1: Improve educational outcomes for all	2.1.1 Enhance educational attainment and learning outcomes for all.
Harford Primary and Pre-School	22-2209	346,000	343,000	343,000	1: Improve educational outcomes for all 2: Operate an inclusive system that meets the holistic needs of all children.	2.1.1 Enhance educational attainment and

						learning outcomes for all.
St. Paul's Primary and Pre-School	22-2010	368,000	368,000	369,000	1: Improve educational outcomes for all 2: Operate an inclusive system that meets the holistic needs of all children.	2.1.1 Enhance educational attainment and learning outcomes for all.
Total Recurrent Allocation	22	3,388,000	3,387,999	3,387,999		
Total Funding		3,388,000	3,387,999	3,387,999		

8. Workforce plan:

The Education, Skills and Employment Portfolio recognises that our success in delivering our Strategic Goals and achieving our Strategic Objectives and Policy Priorities 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 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 Directorate Strategy and Delivery Plan.