

Cayman Islands Strategic Plan for Education 2012-2017

DRAFT

“All children can, should and will learn”

Hon. Rolston Anglin, JP Minister of Education, Training and Employment



MINISTRY OF
EDUCATION, TRAINING,
& EMPLOYMENT
CAYMAN ISLANDS GOVERNMENT

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Message from the Minister of Education

Honourable Rolston Anglin, JP

Minister of Education, Training and Employment

It is my great pleasure to launch the Cayman Islands Strategic Plan for Education (the Plan) for the next five years. It is a bold and challenging plan that sets out the road map for improving the Cayman Islands education system, and the steps we must take to continue to build on the successes of my 2011 Education Stabilisation Plan.

The Plan tackles the challenges we face as we strive to develop the education system our nation and communities need and deserve. If our young people are to contribute to and make a positive impact on our national wealth and well-being, they will need to be ever more resourceful; creative and innovative; critical thinkers; problem-solvers and decision-makers. We need our teachers, leaders, parents and communities to pull together to nurture and support our children's progress and achievements, to ensure their readiness for success in an ever-changing and complex world.

The 2011 Education Stabilisation Plan focused our collective efforts and resources on system improvements. Our Ministry and the Department of Education Services have been restructured and refocused to provide the necessary leadership and targeted support for strategic change. I have ensured that there are clear professional standards for teachers, key national policies, explicit academic requirements for graduation and robust interventions to improve student performance in literacy and mathematics. We have established a successful Behaviour and Education Support Team (BEST) programme, to build a multi-agency partnership approach to support our most vulnerable children. Our Extended After-School Programme, supported by the Ministry of Health and private sector partners, has benefitted almost 1,000 children in our primary and secondary schools, and keeps young people safe and engaged in productive activities until their parents return from work each day.

We have taken exciting and innovative steps to revitalise and improve our early childhood care and education system, with a new Cayman Islands Early Years Curriculum Framework, more Reception classes and targeted training for practitioners in private and government settings. I have ensured that there is clear support for the leadership of each school, through the guidance and support from Senior School Improvement Officers and, for teachers, through a professional development programme, based on identified national priorities. We now have comprehensive and reliable student performance data, in a readily accessible format, and the drive is on to improve the use of assessment for learning and make effective use of performance data to set targets, measure progress and improve standards.

I am pleased to report that standards of achievement are rising. The percentage of Year 12 students achieving 5 or more Level 2 passes has improved steadily and significantly each year, increasing, for example, from 38% in 2009 to 45% in 2011 and 49% in 2012. We have also seen significant progress in maths and English in Year 6 this year.

While we have much more to do, with these foundations, we can continue to build a better and more robust education system for all.

The Cayman Islands Strategic Plan for Education acknowledges that we still have work to do to be amongst the best education systems in the world, but this is where I intend this system will be in the foreseeable future . The Plan takes a five-year look ahead, and sets out very clearly where we must be by 2017, to make progress towards securing the high quality education system I want for our students.

The world our young people face is tough and challenging. We need ‘all hands on deck’ to support and guide them so that they become successful and resilient citizens, adaptable, flexible and skilled enough to survive and flourish as Global and Caymanian citizens.

The Cayman Islands Strategic Plan for Education is organised under six goals:

- Strengthen leadership and build national capacity;
- Build a world-class early childhood care and education system;
- Secure high standards and improve student progress and achievement;
- Build safer school communities and promote inclusion;
- Enhance skills for learning, life and work and
- Engage parents as partners in their children’s learning

Together we must inspire, create opportunities and provide the necessary support to make this vision a reality for all of our children. I believe the Cayman Islands Strategic Plan for Education, effectively implemented, will provide the framework we need to achieve these goals.

Honourable Rolston Anglin, JP
Minister of Education, Training and Employment

Introduction and background

Mrs. Mary Rodrigues

Chief Officer, Ministry of Education, Training and Employment

As the popular saying goes, “If you don’t know where you’re going, you’ll probably end up someplace else.” In order for any organisation to be successful, there needs to be a road map for success. A strategic plan helps to provide direction and focus for all stakeholders. It points to specific results that are to be achieved and establishes a course of action for achieving them. A strategic plan also helps the various work units/departments/team members within an organisation to align themselves with common goals.

I am, therefore, delighted to introduce the Cayman Islands Strategic Plan for Education (the Plan) in the Cayman Islands - our road map for improving our education system. We believe it provides a framework that will help us to become amongst the best education systems in the world.

Through the impact of the 2011 Education Stabilisation Plan, we have already seen the benefits of having a clear set of agreements about what needs to happen to improve the quality of our education system. The Education Stabilisation Plan laid the foundations for our education reform programme, and the Cayman Islands Strategic Plan for Education builds and expands on that plan, following reflection on progress and further, wide-ranging consultations.

The last three years have been both a challenging and exciting time to be involved in Education in the Cayman Islands. We have worked hard to stabilise our education system, in order to make headway on our improvement journey. We have benchmarked where our education system currently stands; we have worked together with the Department of Education Services (DES), our educators, parents and private sector partners, to develop a set of interventions that focus on improving student outcomes; and we have ensured that we have taken into account, our specific context here in the Cayman Islands in selecting our interventions. I am grateful for the leadership of our Minister and support of his colleagues, as well as all the hard work and support of our Ministry and DES team, our educators and all other stakeholders, who have helped to us to achieve so much in such a short time.

Once developed, the keys to making our National Education Strategic Plan work are a commitment to seeing it through. The development of this plan has been a very exciting process, which has engaged the imagination and contributions of all of our key stakeholders (see Appendix 2). I look forward to everyone’s continued support through the implementation phase, as we work together to ensure that we do all that we can to help every child under our care achieve success.

Mrs. Mary Rodrigues

Chief Officer, Ministry of Education

Our Vision

Our students will be confident, motivated learners and responsible and productive citizens who are capable of succeeding in a globally competitive world.

Our Mission

To develop safe and caring centres of excellence for the academic, personal, moral, social, cultural and spiritual development of the children and young people under our care, where they are prepared for life, learning and work, and where parents and the community are welcomed and valued as partners.

Our Values

We will:

- put learners first
- support and challenge all children to work to their greatest potential
- accept, appreciate and nurture every child and give them a sense of belonging
- develop servant leaders at all levels, who work together with a common sense of purpose
- invest in attracting, developing, empowering and retaining highly skilled, passionate and caring educators
- partner with parents and our community to provide opportunities for active participation in children's learning
- help our children to develop the character and personal attributes needed to prepare them to be responsible and productive citizens, life-long learners, ready for further education and the world of work
- promote a sense of national pride and care for the culture and natural environment of the Cayman Islands
- ensure that schools are safe places for students and staff to learn and work

Progress and Achievements

since the introduction of the 2011 Stabilisation Plan

In 2009 we carried out a Health Check or ‘audit’ of where our system stood. We undertook consultations with stakeholders that provided us with a great deal of information, as well as people’s opinions about our system and educational provision. The feedback we received was very useful and helped us to identify the immediate priorities and these shaped our Education Stabilisation Plan, which was implemented in January 2011. In the Stabilisation Plan, we focused on specific improvements to our education system. We set out what we wanted to achieve under four Key Drivers:

1. Enhance Leadership and Governance
2. Enhance Student Performance;
3. Expand and Improve Early Childhood Care and Education; and
4. Enhance Skills for Work Readiness.

A detailed report on the main changes and improvements we have made, in making progress towards achieving the objectives in our Education Stabilisation Plan, is available on the Ministry’s website. Below are some highlights:

1. Enhance Leadership and Governance

Ensure that the Ministry, Department of Education Services (DES), Education Standards and Assessment Unit (Now the Education Quality Assurance Unit - EQAU) and schools work together with a common purpose, towards a clear and agreed purpose demonstrating accountability to parents and other stakeholders

We have:

- restructured and refocused the Ministry and DES, to clarify roles and enhance capacity
- encouraged a “Servant Leader”¹ approach for all senior leaders
- led campaigns to value educators and education
- developed national policies in critical areas
- aligned Resources and funding with strategic priorities
- established a Principals’ Consultative Council
- consulted key stakeholders on priority areas, as well as educational issues on Cayman Brac and Little Cayman
- introduced the first Health Standards for Canteens

2. Enhance Student Performance

Ensure that all students achieve measurable successes

We have:

- restructured secondary education, to create 7-11 high schools in Grand Cayman
- established the Cayman Islands Further Education Centre (CIFEC), providing internationally accredited Technical Vocational Education and Training (TVET) programmes and a range of other programmes for students of all abilities

¹ Servant Leader – a leader that promotes the well-being of those around them, demonstrating empathy, listening, stewardship and commitment to personal growth toward others

- provided a programme of professional development for teachers based on national priorities, school improvement needs and teacher interest
- worked in partnership with the University College of the Cayman Islands (UCCI) to identify a high quality initial teacher training programme
- employed experienced Senior School Improvement Officers (SSIOs) to support school improvement
- introduced new policies and frameworks to support high standards, including the:
 - National Qualifications Framework
 - National Graduation Criteria, including academic requirements for the first time
 - National Professional Standards for Teachers
- established a reliable student database and national student performance data
- set up Behaviour and Education Support Teams (BEST) to support interventions for at-risk students and led a more collaborative approach between Ministries to coordinate provision
- established extended after-school programmes, for primary and secondary students, providing safe, fun and productive environments until parents return home from work
- restructured Alternative Education Provision, improved special needs support and provided new services for our most vulnerable younger students
- established teaching and learning in maths and English as priority areas for improvement, and introduced a range of interventions which are already bearing fruit
- in the area of Special Educational Needs we have:
 - introduced a Music Therapy programme
 - provided new autism diagnoses services, awareness sessions and training for teachers
 - enhanced our expertise and support for students with significant emotional and behavioural challenges at primary and secondary
 - established a new SEN Transition class for Year 1 students, enabling many of them to transition back to mainstream classes
 - relocated the Early Intervention programme to more spacious premises, creating room for 2 additional classes and additional staff for the Lighthouse School for September 2012 school year
- continued the construction of the new high schools and embarked upon much needed expansions at several primary schools, delivering, for September 2012:
 - the new Clifton Hunter High School,
 - a new hall at East End Primary,
 - 2 new classrooms at Layman Scott Senior High School,
 - 3 new classroom blocks at George Town Primary, Bodden Town Primary and Savannah Primary with a classroom block at Sir John A Cumber scheduled to be completed in the final quarter of the 2012 calendar year.

3. Enhance Skills for Work Readiness

Ensure individuals leaving our education and training programmes have the relevant attitudes, skills and experience to be able to compete for current and future job opportunities.

We have:

- established a careers advisory unit and provided better careers guidance for students
- reviewed the National Scholarship programme
- introduced new internationally accredited TVET programmes and qualifications in the high schools and CIFEC
- developed a National Qualifications Framework and transcripts
- organised programmes of work experience for students in the high schools and CIFEC
- developed new and stronger partnerships with businesses

4. Expand and Improve Early Childhood Care and Education

Ensure that all children, regardless of income, SEN or background, have access to high quality early years provision.

We have:

- designed and piloted the first Cayman Islands Early Years Curriculum Framework (CIEYCF)
- provided training sessions on the implementation of the CIEYCF
- established a data base of all adults working in early childhood care and education (ECCE) centres and schools and used this information to establish training and development pathways
- provided an “Introduction to the Early Years” course to 97 practitioners from 26 ECCE centres and schools on Grand Cayman and Cayman Brac
- redeveloped the Early Childhood Assistance Programme so it more effectively meets the needs of families and ECCE centres and schools
- established a regular programme of support visits to ECCE centres and schools
- developed a website to share information with the public and a monthly newsletter that is sent to all ECCE centres and schools
- completed an initial round inspections of reception and ECCE centres by ESAU

Performance Data

What does the Performance Data tell us?

We have established routines for the regular collection and analysis of a range of performance data across the education system, including student attendance, special and additional education needs, tests and examination results. In 2012, for the very first time, we have produced a National Data Report, which has helped to inform the system priorities in our Plan.

There are areas where we are showing good progress.

End of Primary (Key Stage 2 - Year 6) ²

External test results have significantly improved in English and mathematics, for example the number of students achieving Level 4 or above has risen in English from 33% in 2011 to 50% in 2012, and in mathematics from 25% in 2011 to 42% in 2012. ³

End of Secondary (Key Stage 4 - Year 12)

External examination results have significantly improved, for example, the number of students achieving 5 or more Level 2 passes has risen from 38% in 2009 to 49 % in 2012, and this compares with 27% just 5 years ago. ⁴

In terms of student numbers, this translates to 168 graduating students achieving these standards in 2012. In 2007 that number stood at 88 and has grown steadily every year since, making a significant leap in 2009, when numbers first exceeded the 100 mark.

In addition to end of primary and end of secondary assessments, on-going assessments are carried out in all year groups.

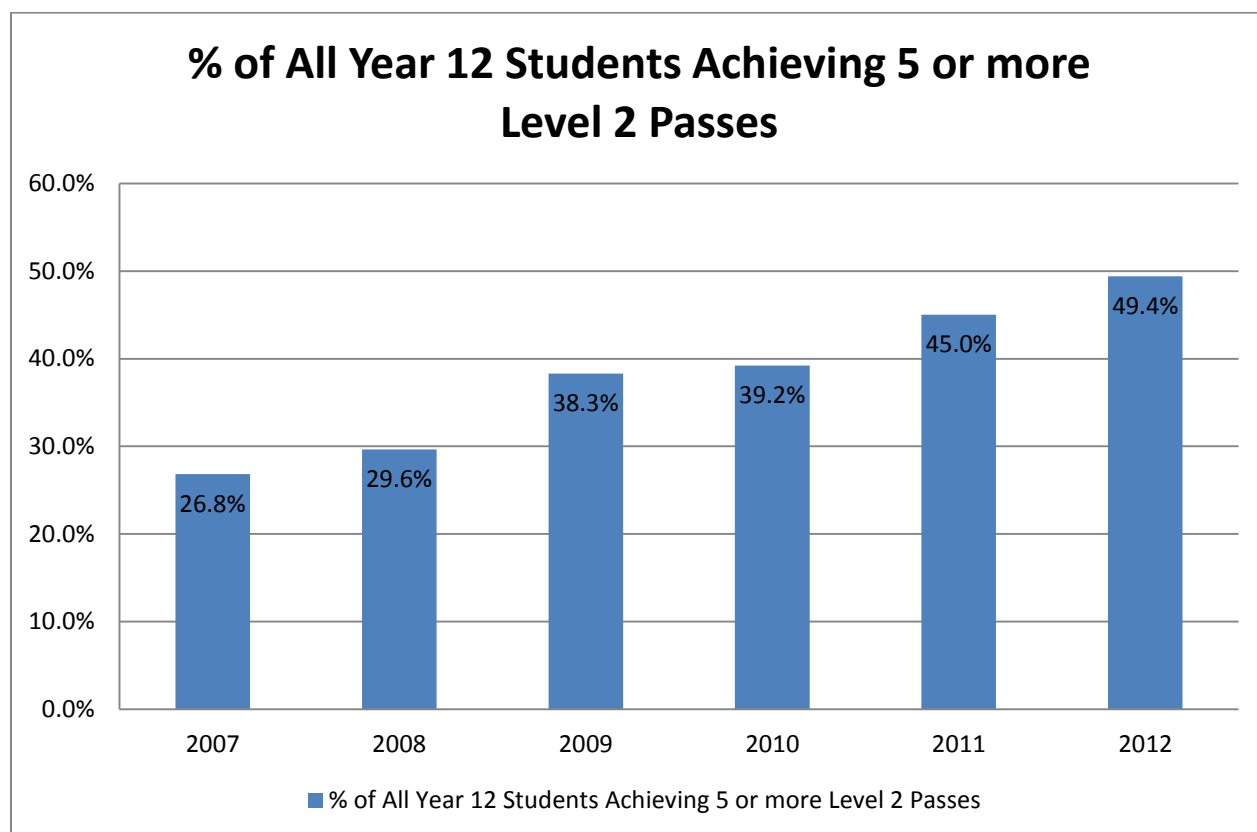
Year 12 students at the Layman E. Scott Senior High School continued to significantly outperform the national average, with 70% achieving 5 Level 2 passes. This was a further improvement over last year's performance of 65%.

We recognise that while the results represent significant improvements, there is much more that must be accomplished. The Plan outlines strategies to help the community, parents, students and teachers work together to improve results at all Key Stages.

² The Key Stages define periods in the life of a child's education

³ Level 4 – the expected skills and knowledge for students in Year 6

⁴ Level 2 – CXC CSEC Grades I-III, GCSE/IGCSE Grades A*-C, GED, BTEC Level 2 (Firsts), IMI Level 2, Trinity Music Grade 5, Cayman Islands Level 2 High School Diploma (Standard or Honours)



Further improvements are within our reach, as we continue to work with our schools to deliver interventions that promote consistent and sustainable improvement in the quality of the service we provide. In addition to continuing our efforts to improve our overall external examination results, other areas we know we need to improve are:

- processes for monitoring student attendance
- measures to reduce truancy
- interventions to improve literacy skills at all key stages, especially for boys
- interventions to improve numeracy skills at all key stages, especially for boys
- interventions to support at-risk students and those with special and additional educational needs
- methods for increasing expectations and challenging high achievers

Planning and Consultation Process

Strategic Planning Processes

- “Research shows that there are different approaches to strategic planning, depending on purpose, previous work done, organizational culture and many other factors.”
- “Each organization ends up developing its own nature and model of strategic planning, often by selecting a model and modifying it as they go along in developing their own process.”
- “Many approaches to strategic planning...it depends. There is no one perfect strategic planning model for each organization.”

Three Main Models

1. “Goals-based planning – starts with focus on the organisation’s mission (and vision and values), goals to work towards, the mission, strategies to achieve the goals and action planning.”
2. “Issues based strategic planning – starts by examining issues and focusing on the organisations and strategies to address the issues, and action plans.”
3. “Organic strategic planning – starts by articulating the organisation’s vision and values, and then action plans to achieve the vision whilst adhering to the values.”

Carter MacNamara, Free Management Library: <http://managementhelp.org/strategicplanningmodels>

Our Planning and Consultation Process

The strategic planning process we selected combined Issues Based strategic planning, with aspects of Goal Based Strategic planning. Our particular process is outlined as Appendix I. The process covers the development of this Stabilisation Plan from 2009, when the Minister and the Chief Officer visited every school, to find out from staff, students and parents, what the challenges are for our education system. The feedback was used to draw up the Education Stabilisation Plan (January 2011).

As part of the Stabilisation Plan, we developed a robust system for collecting student performance data. This has enabled us to analyse test and exam results, so that we can identify issues much more accurately than ever before. This data has added to the feedback from the first phase of consultation, as well as other on-going consultation with principals and teachers. Further, the new Senior School Improvement Officers know what the challenges are for individual schools, and this information has added to the knowledge we need to tackle the issues in our education system.

We are building our strategic plan on the foundations of the Stabilisation Plan, incorporating very valuable and extensive feedback from our stakeholders. Stakeholders have been involved in a range of consultation meetings in order to develop this Plan (see Appendix 2). Stakeholder involvement will continue beyond the consultation period. The Monitoring and Evaluation Plan (Page 13) sets out the plans for ensuring that stakeholder groups, particularly students, teachers, parents and principals, all play a role in shaping the way forward through participating in evaluating and advising on the effectiveness of the work, over time.

How do we know what works and what can we learn from other improved education systems?

- “Quite often, an organisation’s strategic planners will already know much of what will go in to the strategic plan.”

Carter MacNamara, Free Management Library: <http://managementhelp.org/strategicplanningmodels>

We know from our performance data that we are already making good progress towards improving standards, but we also know that we need to make more and faster progress. Our Education Reform programme is not only informed by feedback from consultation with our stakeholders to ensure that it reflects the current position and local context, it is also based on sound research of what interventions work best to bring about rapid school improvement.

The 2011 McKinsey report, “How the world’s most improved school systems keep getting better” (Mourshed, Chijioke and Barber), is a comprehensive study of some of the fastest improving education systems across the globe. The report identifies the elements of reform that are replicable for school systems everywhere, as well as what it takes to achieve significant, sustainable and widespread gains in student outcomes. We have learned from the findings McKinsey Report, to inform the technical decisions we have made to bring about improvement in the education system in the Cayman Islands to ensure that we are working smartly and to increase our expected success.

The McKinsey Report - “How the world’s most improved school systems keep getting better”
http://www.mckinsey.com/locations/madrid/recentreports/pdf/Informe_World_Improved.pdf

Our 5-Year Strategic Plan 2012-2017

In our Education Stabilisation Plan, we identified our Key Drivers as the key priority areas for improvement. The Key Drivers were based on our assessment of the most pressing challenges for our education system, and informed by the messages we received through extensive consultation.

Recent evaluations indicate that we have made good progress towards achieving the objectives in the Education Stabilisation Plan. We now feel confident that our system has stabilised to the extent that we can now develop strategic goals to further innovate, improve and enhance the opportunities for our students. To achieve our ambition of a world-class education system for the Cayman Islands, we must now move to the next stage of our education reform programme.

Through analysis, we recognised that the four Key Drivers in the Education Stabilisation Plan represented areas that needed further development. These were then translated into Strategic Goals as part of the Cayman Islands Strategic Plan for Education. Through a rigorous consultation process that included education stakeholders and community partners, the need for two additional Strategic Goals was realised.

The Cayman Islands Strategic Plan for Education provides a framework for the way forward, whilst building on the foundations laid in the Education Stabilisation Plan. It focuses on the most critical issues to improve our education system and sets out a clear structure for our professional educators, our parents and community and all our stakeholders, so that we can be judged against the strategic goals we set ourselves.

These goals are set out in a five-year Strategic Plan for Education, which will take us from 2012/13 until 2017

EDUCATION STABILISATION PLAN January 2011		STRATEGIC PLAN for EDUCATION 2012 - 2017
KEY DRIVERS		STRATEGIC GOALS
Enhance leadership and governance (KD1)	➡	Strengthen leadership and build national capacity (SG1)
Enhance student performance (KD2)	➡	Secure high standards and improve student progress and achievement (SG3)
Enhance skills for work readiness (KD3)	➡	Enhance skills for learning, life and work (SG5)
Improve and expand early childhood care and education (KD4)	➡	Build a world class early childhood care and education system (SG2)
		Build safer school communities and promote inclusion (SG4)
		Engage parents as partners in their children's learning (SG6)

The Journey from Stabilisation Plan to 5-Year Strategic Plan for Education



Organisation of the Cayman Islands Strategic Plan for Education

Strategic Goals

The Strategic Plan is organised under six Strategic Goals:

1. Strengthen leadership and build national capacity;
2. Build a world class Early Childhood Care and Education system;
3. Secure high standards and improve student progress and achievement;
4. Build safer school communities and promote inclusion;
5. Enhance skills for learning, life and work; and
6. Engage parents as partners in their children's learning.

The Strategic Goals derive largely from the current key priorities for the Education system, to ensure that we continue to build on the new organisational structures and the progress we have made since the inception of the Education Stabilisation Plan.

Strategic Objectives

The Strategic Goals are broken down into objectives. The objectives are the elements that together will contribute to the achievement of each Strategic Goal. Breaking down the Strategic Goals into objectives makes the Plan easier to translate in to action plans.

Key Actions

Key actions have been identified against each strategic objective. Action plans will be developed from the key actions.

Action Plans (Implementation Plans)

Action plans (Appendix 3) translate the Strategic Plan into smaller implementation steps. Action plans will be developed and supervised by line managers and project leaders (Strategic Goal Leaders).

Monitoring and Evaluation

Monitoring and evaluation mechanisms will be in place to ensure that the Plan is effectively and efficiently implemented. These mechanisms include structured timelines, action plans, targets and milestones.

Monitoring Mechanisms

- Each Strategic Goal will be under the leadership and management of a Strategic Goal Project Leader.
- The delivery of the Strategic Plan will be monitored through monthly progress reports produced by the Strategic Goal Project Leader to the Overall Strategic Project Manager and termly reports to the Stakeholder Groups.
- Termly and annual project reports will be provided to stakeholder groups.
- Satisfaction surveys (students, parents, teachers and principals) will be conducted.
- Progress will be monitored against project plans and the related targets and milestones.
- A Risk Register and a Register of Issues will be maintained and reported on, as an integral part of the monthly reporting system.
- An escalation process will be established to ensure that any issues or risk to the achievement of the high-level actions in each Strategic Goal or the achievement of the overall plan is brought to the attention of the Chief Officer in a timely manner.

Performance Measures

- Targets will be set for each part of the Plan and for each Strategic Goal and will be used to monitor the progress and success of the Plan.
- Targets will be both quantitative (for example, exam results, standards in literacy and numeracy, graduation rates, attendance rates) and qualitative (for example satisfaction surveys for parents, teachers and students).

Milestones

- Milestones will be developed for each Strategic Goal. A milestone will be a significant event marking the achievement or completion of a major deliverable or phase.
- Milestones will be indicators of whether the Strategic Plan for Education is on schedule, and if we need to take any corrective action.

Timelines

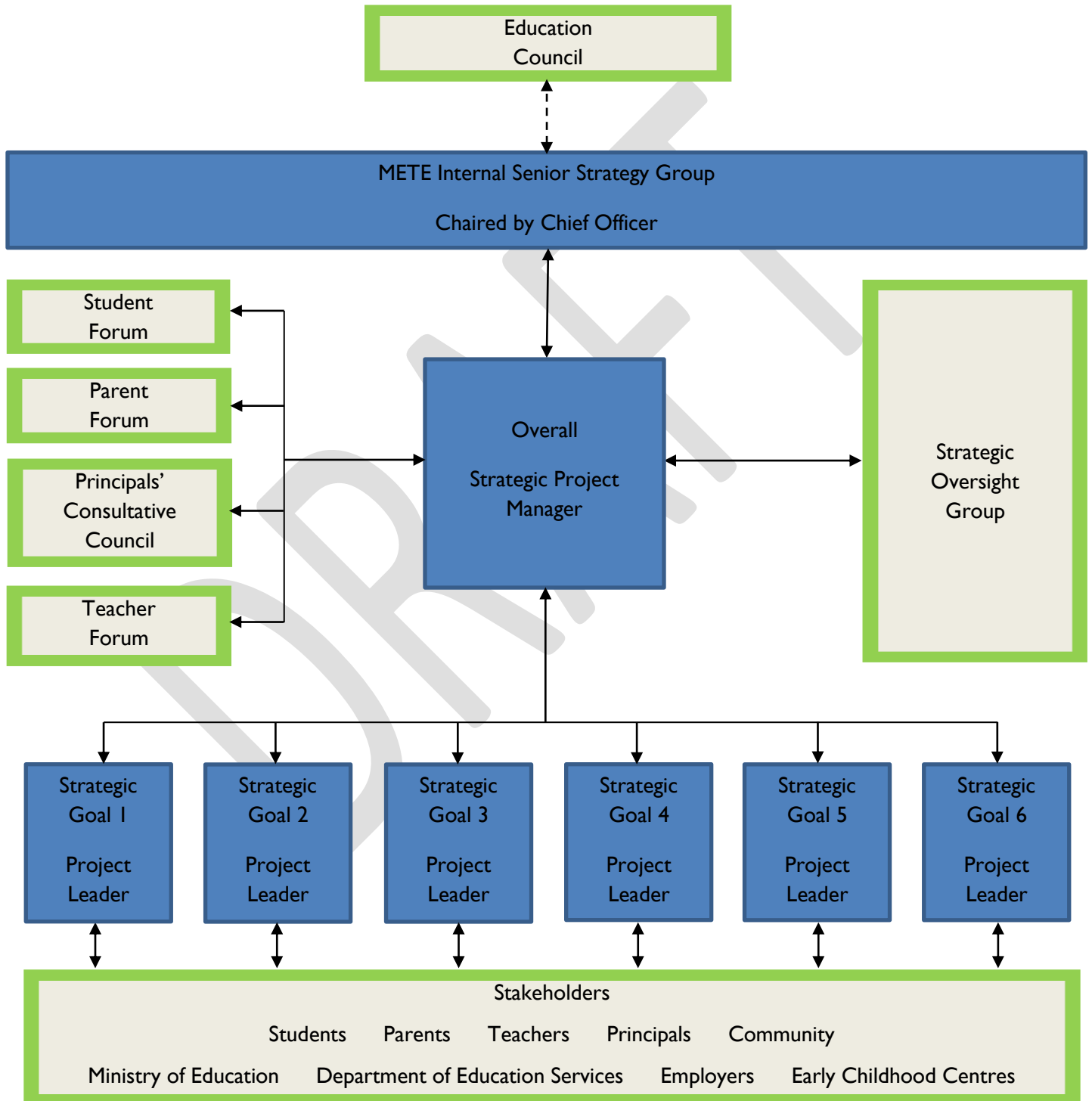
- Timelines will be worked out for all Key Actions in the Plan.
- The overall timeline will inform the action plans and expected completion dates for each Key Action, and will be used for monitoring purposes.

Evaluation and Reporting

- Stakeholder groups will provide on-going feedback on the effectiveness of the implementation of each Strategic Goal.
- All new initiatives will be piloted and evaluated to ensure that they are effective and suited to the needs of the Cayman Islands education system, before rolling out to schools.
- Project Leaders will undertake annual evaluations of the effectiveness of the progress and report on the achievement of targets and milestones based on success against targets set and feedback from stakeholders.
- Evaluation reports will be provided to the Chief Officer through the Overall Strategic Project Manager.

Project Management Structure

In addition to the Monitoring and Evaluation mechanisms, input will be sought from stakeholders on a continuous basis. We value the feedback from the consultation process and will continue to use a model of stakeholder engagement to provide input and oversight throughout the implementation of the Plan.



Stakeholders

Stakeholder Groups

- Each Strategic Goal Project Leader will be advised by a stakeholder group.
- Each stakeholder group will comprise approximately 8-12 representatives including interest groups, experts, as well as student, parent and teacher representatives.
- Stakeholder groups will meet formally three times per year and will operate under agreed Terms of Reference.
- The Strategic Goal Project Leader will co-ordinate the meetings and provide regular, relevant information and formal reports. They will ensure that feedback from the stakeholder groups is used to inform the project and improve the effectiveness.

Strategic Oversight Group

- A Strategic Oversight Group will be set up to receive reports from the Strategic Goal Project Leader, monitor the progress of the strategic plan and provide advice.
- The membership of the Strategic Oversight Group comprise stakeholders nominated by the Chief Officer.
- The Strategic Oversight Group will operate under agreed Terms of Reference.

Student Forum

- Student representatives from each school will participate in the Student Forum and will provide feedback on the Plan, as it relates to their experience in school.

Parent Forum

- Parent representatives from each school will be members of a new National Parent Teacher Association.
- The National Parent Teacher Association will receive reports on the progress of the Plan and will meet termly to provide feedback on its effectiveness in their children's school.

Principals' Consultative Council

- Each school principal is a member of the Principals' Consultative Council (PCC).
- PCC will nominate a representative to each stakeholder group and have regular opportunities to provide feedback on the implementation of and progress of activities in the Strategic Plan.
- The PCC will receive reports on the impact of the Plan, on standards and school improvement.

Teacher Forum

- Teacher representatives from each school will participate in the Teacher Forum and will receive reports on the progress of the plan and provide feedback from staff in their schools.

Parent Engagement

The theme of Parent Engagement is important to the success of the strategic goals we have set for ourselves. In our first draft of the Plan, this theme was interwoven throughout Strategic Goals 1 to 5. However, as a result of the feedback provided throughout the consultation process, parent engagement has been added as Strategic Goal 6.

We recognise that parents, grandparents, other family members and the community play a critical role in the educational success of our children and young people. We are committed to engaging parents, family and community in the education process.

We will build partnerships with parents and communities through collaboration, networking, and consultation that will empower and support parents and caregivers in their role as active participants as 'first educators' by:

- valuing parents
- establishing the National Parent Teacher Association
- providing parents with better information about their children's progress
- providing better information about the education system and how it works

Cayman Brac and Little Cayman

We recognise that there is one national education system and all our aspirations apply equally to Cayman Brac and Little Cayman. Nonetheless, Cayman Brac and Little Cayman do have features unique to their contexts that shape how we plan for their needs. Through consultation with stakeholders, we have identified objectives that are specific to Cayman Brac and Little Cayman.

Strategic Goal 1:

Strengthen leadership and build national capacity

Develop an effective system within which stakeholders work together to improve education, provide accountability and leadership, and build capacity at all levels.

Strategic Objectives

I.1 Review and enhance the legislative and policy framework for education

Key Actions:

- a. Implement an improved legislative framework for education
- b. Strengthen legal requirements, systems and procedures for the registration and oversight of private schools and home schooling
- c. Establish a policy development schedule and programme

I.2 Strengthen leadership and accountability at all levels of the education system

Key Actions:

- a. Establish key performance indicators to monitor and report on school improvement, including test data, satisfaction surveys and alumni tracking
- b. Develop a robust programme of professional development for senior leadership, and those aspiring to become leaders
- c. Develop, implement and review strategies to develop middle and subject leadership
- d. Review and revise the inspection framework and implement a new quality assurance system

I.3 Develop a partnership approach to build capacity in the education system

Key Actions:

- a. Develop and implement an effective communication and consultation strategy
- b. Establish an Early Years Private Centres Association, a Teachers' Forum, a Student Forum and a National Parent Teacher Association
- c. Strengthen advisory functions of the Principals' Consultative Council
- d. Develop a volunteer scheme to capture the energy and commitment of the community and employer groups

I.4 Attract, develop and retain high quality educators

Key Actions:

- a. Implement a rigorous recruitment process to attract and retain exceptional teachers
- b. Provide high quality initial teacher education in partnership with UCCI
- c. Establish a mentoring programme for newly-qualified teachers
- d. Provide high quality professional development and training for teachers
- e. Embed the new Cayman Islands Professional Standards for Teachers and the resulting performance management system, to support improvement
- f. Establish clear career pathways and succession planning that identifies, develops and promotes Caymanian talent within the education service
- g. Establish ways to recognise, celebrate and reward success and high performance

I.5 Improve opportunities and provision in Cayman Brac and Little Cayman

Key Actions:

- a. Conduct further stakeholder reviews to establish local priorities in Cayman Brac and Little Cayman
- b. Introduce programme of further education options for Year 12 students
- c. Expand after-school programmes to include Cayman Brac

Strategic Goal 2:

Build a world-class early childhood care and education system in the Cayman Islands

Provide access to high quality early childhood care and education to all children, regardless of income, background, special or additional education need.

Strategic Objectives

2.1 Support parents and families to be confident in their role and have an understanding of their children's early developmental and learning needs

Key Actions:

- a. Develop and distribute information to parents and the public on early years
- b. Develop and facilitate workshops on early childhood development and how children learn in the early years
- c. Develop and maintain partnerships with internal and external stakeholders

2.2 Support early childhood care and education (ECCE) centre/school owners and operators to be knowledgeable of and responsible for the needs of the children in their care

Key Actions:

- a. Develop, implement and monitor an ECCE centre registration process
- b. Support ECCE centre owners and operators to develop and implement new policies and procedures that align with the new ECCE Regulations
- c. Develop and facilitate workshops on best practice in the early years

2.3 Provide opportunities for early years teachers and practitioners to be confident and qualified in their roles

Key Actions:

- a. Guide and mentor ECCE teachers and practitioners
- b. Develop and facilitate on-going training to meet individual and group needs
- c. Investigate and facilitate learning pathways for individuals and groups to gain qualifications

2.4 Standardise quality provision across ECCE centres and schools for children and their families

Key Actions:

- a. Develop, implement and mandate the Cayman Islands Early Years Curriculum Framework
- b. Develop and facilitate training and support with individuals and groups of ECCE centres and schools
- c. Monitor the progress and quality of provision within ECCE centres and schools
- d. Implement a registration system for ECCE providers and practitioners.

2.5 Encourage collaboration so that children have smooth transition processes between home, ECCE centres and school

Key Actions:

- a. Establish guidelines for appropriate assessment documentation and transfer of information

2.6 Investigate, develop and maintain funding mechanisms to support and provide for early childhood needs in the community

Key Actions:

- a. Apply the Early Childhood Assistance Fund process to applicants
- b. Work closely with the private sector to ensure strategic partnerships are developed to fund critical areas of need

Strategic Goal 3:

Secure high standards and improve student progress and achievement

Ensure opportunities for all students to achieve measurable success.

Strategic Objectives

3.1 Provide a comprehensive National Curriculum that will improve opportunities for students to experience success and develop the skills they need for the future

Key Actions:

- a. Review and revise the National Curriculum, content, programmes of study, assessment and transitions
- b. Review the structure of the academic year
- c. Review and rationalise the option blocks, choice of external examination boards and syllabi, and guide students to follow the programmes best suited to their individual needs and interests
- d. Promote the Caymanian cultural heritage and history in collaboration with community partners to encourage love of country and respect for our environment
- e. Embed character education throughout the curriculum to support our children to become responsible, caring and contributing citizens
- f. Provide opportunities for creativity and appreciation of music, the performing arts and visual arts
- g. Promote wellness and healthy lifestyle choices through cross-curricular opportunities including physical education and sports enrichment
- h. Provide resources to support teachers and learners in implementing the curriculum

3.2 Provide a range of learning experiences that develop students' knowledge, skills and understanding and promote high standards through effective teaching

Key Actions:

- a. Support teachers in planning effective lessons and integrating Information and Communication Technology (ICT)
- b. Improve teaching and learning strategies and interventions to improve student achievement
- c. Use a range of assessments to evaluate student progress and inform classroom decision-making and planning
- d. Promote and extend inquiry-based learning throughout the curriculum
- e. Establish a Teachers' Resource Centre on Grand Cayman to support collaboration and the sharing of resources

3.3 Improve skills in literacy and numeracy

Key Actions:

- a. Monitor and analyse outcomes to inform interventions
- b. Develop and implement interventions including coaching, to improve student outcomes
- c. Use national data to set targets and evaluate the impact of interventions

3.4 Set high standards of achievement and monitor students' progress

Key Actions:

- a. Use system data to establish national benchmarks
- b. Provide quality assurance through a schedule of inspections of schools and other educational provision
- c. Ensure that the results of quality assurance reports contribute to school improvement
- d. Publish annual National Data Reports including progress targets

- e. Provide schools with their annual performance data to inform school improvement planning and target setting
- f. Monitor school improvement through the Senior School Improvement Officers

3.5 Make use of accurate information by developing data systems and processes

Key Actions:

- a. Improve the quality of the school database
- b. Develop and maintain appropriate governance arrangements for the management of data
- c. Improve access to statistical information to serve the needs of all users
- d. Provide statistical information on education to the Cayman Islands Government Economics and Statistics Office and agreed international organisations

3.6 Improve provision for those students with Special and Additional Educational Needs (SEN/AEN)

Key Actions:

- a. Review current SEN/AEN provision and practices to improve effectiveness across the system
- b. Ensure the consistent and effective implementation of the Special Educational Needs Code of Practice
- c. Develop and implement codes of practice and provide specific accommodations for:
 - i. Students whose first language is not English
 - ii. Gifted and Talented students

Strategic Goal 4:

Build safer school communities and promote inclusion

Promote student progression within welcoming, supportive, respectful and inclusive learning environments that value individual safety, well-being and the right to learn.

Strategic Objectives

4.1 Develop national policies and guidance to support welcoming, safe and respectful schools

Key Actions:

- a. Apply proactive national policies and guidance to establish school based procedures relating to Safer Schools
- b. Create a framework that outlines the roles and responsibilities for developing and ensuring a welcoming, safe and respectful school
- c. Provide clear guidance on the reporting of and responding to serious incidents including: drug activity; gang involvement; sexual misconduct; child abuse; violence; bullying; harassment and truancy

4.2 Establish a supportive and welcoming school culture and community

Key Actions:

- a. Ensure that staff model and promote positive values and expectations
- b. Expect that schools demonstrate and support equal opportunities and diversity
- c. Build positive, caring and respectful relationships within the school and the community to create a sense of belonging
- d. Use technology to create open, active, collaborative school communities
- e. Implement whole school policies and procedures to support the safety and well-being of all members of the school community

4.3 Support students to develop the understanding and skills to keep themselves and others safe and well

Key Actions:

- a. Develop students' personal, spiritual and moral well-being
- b. Provide a Safer Schools curriculum to educate students about topics such as misuse of drugs, gang-related activities, bullying, harassment, sexual misconduct, personal health and safety
- c. Provide opportunities for social and emotional learning including teamwork
- d. Introduce approaches to discipline that move from punishment to restoration, such as second chances for students
- e. Implement programmes to support pregnant teens, as well as young mothers and fathers, of school age

4.4 Promote student well-being and inclusive learning

Key Actions:

- a. Strengthen school leadership to increase attendance and positive behaviour
- b. Establish effective rules and routines that promote welcoming environments, positive behaviour and individual safety
- c. Promote student engagement through challenging, meaningful and differentiated teaching and learning practices
- d. Strengthen measures to monitor suspensions, attendance, truancy and the effectiveness of interventions

- e. Ensure that every school complies with child protection policy and procedures

4.5 Establish individualised learning pathways to increase the inclusion of at-risk students

Key Actions:

- a. Negotiate flexible education programmes for at-risk students, including work experience options
- b. Strengthen school-based systems and services to provide interventions for at risk students

4.6 Develop effective provision for at-risk students through multi-agency partnerships

Key Actions:

- a. Strengthen existing interventions through the Behaviour and Education Support Team (BEST)
- b. Expand the Extended After-School Programme to all primary schools and Cayman Brac
- c. Make provision for students with mental health issues and young offenders
- d. Collaborate with community agencies to increase parent awareness of drugs, gangs, bullying and other challenging behaviour
- e. Implement a multi-agency support programme for parents whose children are at-risk and in transition between education facilities

Strategic Goal 5:

Enhance skills for learning, life and work

Provide young people completing compulsory education and training programmes with the relevant skills and attitudes to be global citizens and productive members of the community, able to compete for current and future job opportunities.

Strategic Objectives

5.1 Provide access to a range of further education and training programmes aligned to national priorities

Key Actions:

- a. Collaborate with the National Workforce Development Agency, local employers and other organisations to establish youth training and apprenticeship pathways
- b. Expand the range of pre-vocational (Years 7 – 11) and vocational (Year 12) programmes that prepare students for work-related further education and training

5.2 Extend partnerships with employers to inform school-to-work initiatives and to provide quality work-based learning experiences

Key Actions:

- a. Provide training opportunities for educators, employers and others involved in school-to-work activities, to help them understand the system and their role within it
- b. Extend opportunities to work with relevant organisations, including the establishment of an employer's forum to provide a seamless transition between TVET⁵ and other vocational programmes

5.3 Strengthen the support for work readiness and career preparation for primary and secondary students

Key Actions:

- a. Implement a Work Ready programme for primary and secondary students that focuses on practical understanding, skills and positive attitudes needed to develop employable youth
- b. Further develop the Careers Unit to include careers assessment and exposure, guidance and counselling for Years 7 – 12 students
- c. Incorporate the key work-readiness principles of the Passport2Success programme through workshops for students, parents and teachers
- d. Establish an externally accredited work readiness certification programme for Years 10 – 12 students

5.4 Review the National Curriculum to emphasise the importance of developing a strong work ethic, social responsibility and Christian character

Key Actions:

- a. Establish a framework for developing and evaluating competencies associated with confident, successful and responsible learners
- b. Develop a national life-skills programme that promotes Christian values, life-long learning and includes creativity, innovation, enterprise and work-readiness skills
- c. Emphasise the literacy and numeracy skills required in Years 7 – 12 in preparation for the world of work

⁵ Technical Vocational Education and Training

5.5 Provide access to further education, training and employment for students with Special Educational Needs (SEN)

Key Actions:

- a. Establish a framework of key skills and interventions for students with special needs in preparation for further education and the world of work
- b. Expand the use of the Award Scheme Development and Accreditation Network (ASDAN) programme to guide activities that prepare students for learning, living and work opportunities

5.6 Promote greater participation in higher education

Key Actions:

- a. Develop a “Valuing Education” campaign to increase participation in higher education
- b. Collaborate with other agencies to develop and share resources, to inform, encourage and prepare students for higher education
- c. Partner with higher education organisations to develop programmes and opportunities for our most able students
- d. Assist parents and caregivers in sourcing funds for higher education

Strategic Goal 6:

Engage parents as partners in their children's learning

Build partnerships with parents and communities that empower and support them in their role as active participants in their children's learning.

Strategic Objectives

6.1 Support parents and families to actively engage in their children's learning

Key Actions:

- a. Establish national policy and framework to support parents in their own children's learning
- b. Develop a National Parent Teacher Association
- c. Provide information for parents about how the education system works and how they can access support and advice
- d. Develop and support schools to deliver a programme for engaging parents as positive partners in their children's learning
- e. Improve on-going communication between parents and teachers
- f. Create more opportunities for parents, families and communities to become involved in their children's school

6.2 Provide training for schools and workshops for parents to support a stronger partnership between home and school

Key Actions:

- a. Provide a programme for education professionals to support productive relationships with parents and to create welcoming spaces for parents
- b. Establish "Parents as Partners" workshops in collaboration with schools
- c. Provide good quality information and raise parental awareness of career opportunities and how they can support their children's career readiness in a global society

6.3 Develop a multi-agency approach to supporting parents as their child's first educator

Key Actions:

- a. Develop a collaborative framework for the effective delivery of support for parents as their children's first educators
- b. Create a directory of services for parents so that they can access information and support
- c. Collaborate with relevant providers to strengthen the links between communities and schools

6.4 Support young parents of school age to become effective partners in their children's development

Key Actions:

- a. Provide workshops for education professionals to support young parents of school age to complete their education and succeed
- b. Provide training for very young parents on how to support their own children's learning
- c. Collaborate with other providers to establish resources for young parents

6.5 Develop a communications strategy to promote the importance of parents in their children's learning and success

Key Actions:

- a. Establish a public awareness campaign that promotes the important role parents play in their children's education
- b. Create interactive website for parents to improve communication and share information
- c. Establish a parent-to-parent network

Glossary of Terms

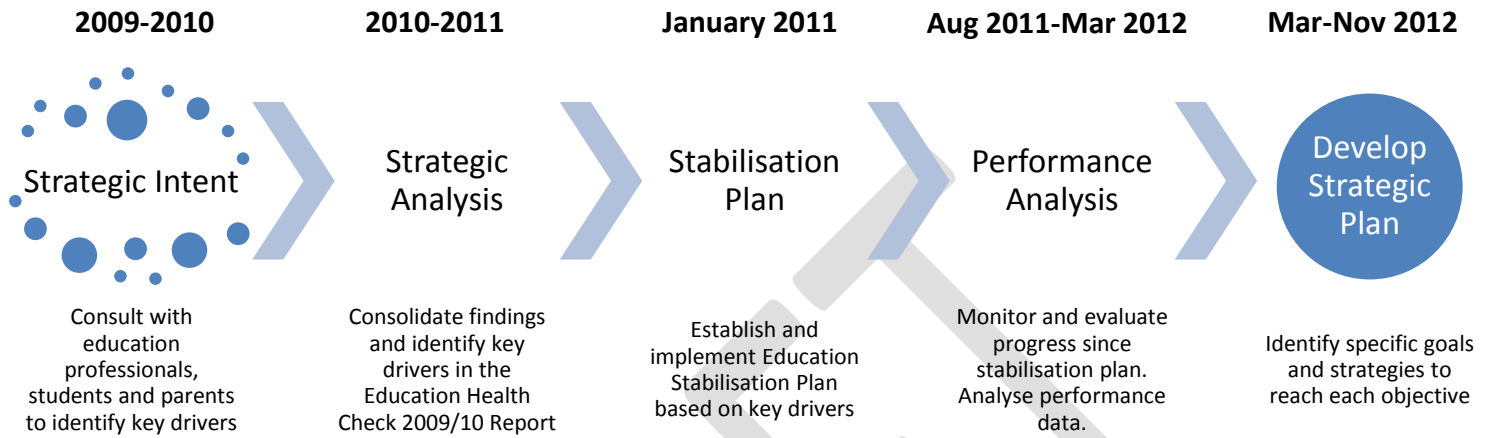
Academic year	The period beginning the first day of the first school term in a given calendar year, beginning after July and ending the day prior to the beginning of the first school term beginning after the following July in the subsequent calendar year
Assess	Includes examinations and tests, but refers to any derived judgements of student attainment or progress
Assessment arrangements	The arrangements for assessing students at that particular stage of learning for the purpose of ascertaining what they have achieved in relation to the attainment targets for that stage
At risk students	Children who run the risk of not achieving the basic knowledge, skills and attitude necessary to become productive adults
Attainment targets	The knowledge, skills and understanding which students of different abilities and maturities are expected to have
Award Scheme Development and Accreditation Network (ASDAN)	ASDAN's programmes and qualifications offer flexible ways to accredit skills for learning, skills for employment and skills for life
Behaviour and Educational Support Team (BEST)	Multi-agency teams which draw together a full range of specialist support for vulnerable young people and their families
Business and Technology Education Council (BTEC)	The British body, which awards vocational qualifications in subjects ranging from business studies to engineering. Equivalent to other qualifications such as the GCSE (levels 1 to 2), A Level (level 3) and university degrees (levels 4 to 7)
Cayman Islands Further Education Centre (CIFEC)	A mandatory Year 12 programme designed to provide a bridge between school and the world of work or further education
Curriculum	Programmes of study and attainment targets in relation to the mandatory subjects in key stages 1-3, and within the examination syllabi at key stage 4
External stakeholders	A person or group outside of Government that has a direct interest, involvement, or investment in the action or process
ICT	Information and Communication Technology
Inclusion	Efforts to educate all children, to the greatest possible extent, together in a regular classroom setting
Internal stakeholders	A person or group within the Government that has a direct interest, involvement, or investment in the action or process
Job Ready Programme	Job Ready is an educational program providing integrated training specific to the needs of individual students. It provides a gap analysis of the employment skills students may need in multiple areas
Key Stage	• Key Stage 1 (KS1), that is, primary school education in years one to three; • Key Stage 2 (KS2), that is, primary school education in years four to

- six;
- Key Stage 3 (KS3), that is, secondary school education in years seven to nine; and
- Key Stage 4 (KS4), that is, secondary school education in years ten to twelve

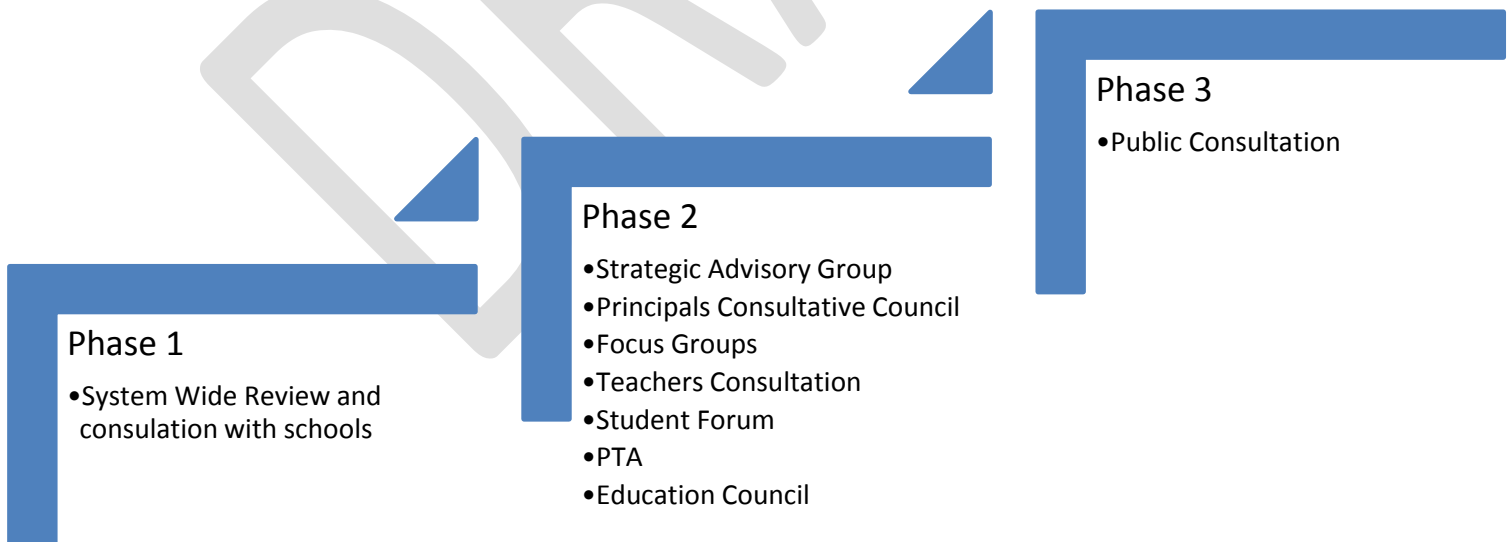
Passport2Success Programme	A 12-week, full-time programme focused on helping under-achieving students acquire the basic skills needed for entry level positions in the workforce
Pathways	A structured route to an end goal, for example a qualification
Pre-vocational Programmes	Pre-vocational programmes give students job skills to help them realise their potential and increase their vocational preferences, while evaluating the skills necessary for their career choices
Professional development	The development of a person in his or her professional role
Professional standards	A statement of an educator's professional attributes, professional knowledge and understanding and professional skills
Programmes of study	Matters, skills and processes which are required to be taught to students of different abilities and maturities by the end of that stage
Social and emotional learning	Education that leads students to better manage their emotions and to understand how their emotions impact the choices that they make and their successful interactions with others
Student voice	On-going reflective self-assessment expressed in the words of the learner for the purpose of improving teaching and learning
Technical Vocational Education and Training (TVET)	Young people, learn knowledge and skills from basic to advanced levels across a wide range of institutional and work settings and in diverse socio-economic contexts
Transition	The movement of students between year groups, key stages and different schools/further education options
Wrap around support	Community based intervention services that emphasis the strengths of the child and family by putting them "at the centre", and includes the delivery of co-ordinated, highly individualised services

Appendix 1: Strategic Planning Process

Issue-Based and Goal-Based Strategic Planning



Consultation Process



Appendix 2: Consultation Groups

GROUP	MEETING TIMES AND LOCATIONS
Principals Consultative Council	September 6 - Red Bay Primary School
Strategic Advisory Group	September 10, October 23 - Government Administration Building; September 17, October 3 - George Town Library
Strategic Goal 1 Focus Group	September 17 - George Town Library
Strategic Goal 2 Focus Group	September 11 - George Town Library
Strategic Goal 3 Focus Group	September 12 - George Town Library
Strategic Goal 4 Focus Group	September 13 - George Town Library
Strategic Goal 5 Focus Group	September 14, September 28 - George Town Library
Students	September 21 to 27 - Layman E Scott High School, International College of the Cayman Islands, Cayman Islands Further Education Centre, George Town Public Library, John Gray High School
Teachers	September 20 to October 1 - All Government Schools
Private Schools Association	October 1 - Ministry of Education
Cayman Brac Teachers and Parents	October 4 - Layman E Scott High School
Education Council	October 10 - Ministry of Education
PTA Presidents	October 10 - George Town Public Library
General Public	October 29 to November 9 - online survey

Composition of Consultation Groups

Principals Consultative Council	Brian Allen Pauline Beckford Gloria Bell Janice Bradshaw Frauleen Brown	June Elliott Vickie Frederick Robin Kyne Claudette Lazzari Pedro Lazzari	Carla MacVicar Marie Martin Lyneth Monteith Carol Nyack Allison Wallace Joseph Wallace
Strategic Advisory Group	Garth Arch Favourita Blanchard Roy Bodden April Cummings Marjorie Ebanks	Alexandra Franklin Franz Manderson Lyneth Monteith Wil Pineau Anthony Ritch	Cindy Scotland Don Seymour John Seymour, MLA Rohan Small Shirley Wahler Joseph Wallace
Strategic Goal 1 Focus Group	Cetonya Cacho Jayson DaCosta Joni Kirkconnell James Myles Christen Suckoo		
Strategic Goal 2 Focus Group	Brian Allen Darbra Bodden Miriam Foster Mary Graham Faith Gealey-Brown	Doreen Welcome	
Strategic Goal 3 Focus Group	Annette Alleyne Elaine Aylmer Pauline Beckford Gloria Bell Favourita Blanchard	Tania Chung-Harris Perry George Roger Morris Hon. Mark Scotland Janelle Tibbetts	Joseph Wallace KC Williams
Strategic Goal 4 Focus Group	Pauline Beckford Marlon Bodden Hazel Brown Sophia Chandler Steven Clarke Marilyn Conolly	Elaine Golding Alfred Gordon Alton McDonald Frank Owens Barbara Peace-Ebanks Don Potkins	Robert Scotland Judith Seymour Samantha Tibbetts Alexia Walters-Reid Joan West-Dacres Sydney Williams Leanora Wynter-Young
Strategic Goal 5 Focus Group	Levy Allen Angela Bent-Thomas Denise Demarcado Mark Demarcado Dwene Ebanks Tasha Ebanks-Garcia Peter Embleton	Woody Foster Donette Goddard Maggie Jackson Ray Jones Kim Kirkconnell Owen Knight Robin Kyne	Ben Leung Roger Morris Markus Mueri Arthurlyn Pedley Deirdre Seymour Shannon Seymour

Students	• Layman Scott High School (LSHS) - 15 students • Passport to Success (P2S) - 22 students • Cayman Islands Further Education Centre (CIFEC) - 15 students • Primary School Focus Group - 12 students representing 6 schools • The Cayman Islands Youth Assembly Focus Group - 6 students representing John Gray High School (JGHS), Clifton Hunter High School(CHHS), CIFEC and St Ignatius High School		
Teachers	Patricia Bent Davina Canham David Chalk Denise Clark Fran Colbeck Collen Coles Jessie Dickson Rhonda Douglas-Brown Jack Ebanks Kushanna Gentles Michael Havlin Jessica Jackson Lorna Lumsden Orlando Maxwell Gavin McDougall Rachel McField Courtney Perrin Vikki Powell Susan Whittaker 19 teacher representatives consulted with staff members of the following schools: Bodden Town Primary School, Cayman Islands Further Education Centre, Clifton Hunter High School, East End Primary School, George Town Primary School, John, Gray High School, Lighthouse School, North Side Primary School, Prospect Primary School, Red Bay Primary School, Savannah Primary School, Sir John A Cumber Primary School		
Private Schools Association	Debbie Thompson Samantha Tibbetts		
Cayman Brac Teachers and Parents	Tammy Banks-DaCosta Shevaun Bodden Frauleen Brown Shane Brown Tisa Dixon Martin Keeley Kenny Ryan Glenn Scott Chevala Tibbetts Jonathan Tibbetts Mark Tibbetts Lynne Walton Nicky Watson		
Education Council	Hon. Rolston Anglin Marzeta Bodden Danielle Japal Georgene Lazzari Pearlina McGaw-Lumsden Wilberlee Range Mary Rodrigues Lavonne Ryan Deirdre Seymour Keisha Syms Shirley Wahler		
PTA Presidents	Randa Bartice Richard Christian Denise Dixon Pierre Foster Verlene Kelly Neil Mohammed Darrel Rankine Magalyn Robinson Prentice Panton		

Appendix 3: Sample Action Plan Template

SAMPLE TEMPLATE

Action Plan

Date:

	Person responsible	Timeline	Cost	Monitoring
Action: •				
Action: •				
Action: •				
Action: •				
Action: •				

Appendix 4: School Enrolment (2011)

	Primary	Secondary	Total
Total Enrolment	4164	3482	7646
Enrolment by School			
Private Schools (11 schools)	1655	1101	2756
Public Schools (17 schools)	2509	2381	4890
Enrolment by Gender			
Girls	2081	1755	3836
Boys	2083	1727	3810

Appendix 5: Student Performance Assessments

Assessments	DRA	ASP	PiE	PiM	CAT3	PIRA	MALT	SATS	GCSE	CXC	BTEC
Year 1											
Year 2											
Year 3											
Year 4*											
Year 5											
Year 6											
Year 7											
Year 8											
Year 9											
Year 10											
Year 11											
Year 12											

Required assessments:

- Developmental Reading Assessment (DRA)
- Assessment Support Pack for English (ASP)
- Progress in English (PiE)
- Progress in mathematics (PiM),
- Cognitive Ability Test (CAT3)
- Progress in Reading Assessment (PIRA)
- Mathematics Assessment for Learning and Teaching (MALT)
- Key Stage 2 tests (SATS) in English and mathematics
- Caribbean Secondary Education Certificate (CXC) in various subjects
- General Certificate of Secondary Education (GCSE) in various subjects
- Business and Technology Education Council (BTEC) in various subjects

***PIRLS** (Progress in International Reading Literacy Study) to be added in 2016