Government of Anguilla

DEPARTMENT OF EDUCATION

End of Year Report

2014 - 2015

ANGUILLA
STRENGTH AND ENDURANCE

2015

"Raising Standards for Sustainable National Development"

Acronyms & Abbreviations

AAPS	Alwyn Allison Primary School
ALHCS	Albena Lake-Hodge Comprehensive School
CAPE	Caribbean Advanced Proficiency Examinations
CCSLC	Caribbean Certificate of Secondary Level Competence
CSEC	Caribbean Secondary Education Certificate
CPEA	Caribbean Primary Exit Assessment
CXC	Caribbean Examination Council
CVQ	Caribbean Vocational Qualification
DITES	Department of Information Technology & E-Government Services
DOE	Department of Education
EDP	Education Development Plan
EO	Education Officers
HFLE	Health Family Life Education
JESDI	Job Education Skill Development Initiatives
NBA	National Bank of Anguilla
TVET	Technical and Vocational Education and Training
PRU	Pupil Referral Unit
PSHE	Personal Social Health Education
WISE	Workshop Initiatives for Support in Education
SEN	Special Educational Needs
VPS	Valley Primary School
VVPS	Vivien Vanterpool Primary School

Table of Contents

List of Figures

Secondary Education

List of Tables

Secondary Education

INTRODUCTION

This report reflects the state of Education on Anguilla for the 2014-2015 academic year.

Section One contains data on student enrollment, staffing, pupil attendance, suspensions at the secondary level and academic achievements among students on various levels on key stage assessments. Information for this section is provided under the headings of preschool, primary and secondary levels of education.

Section Two is a report of the Department of Education's Units for the period. The headings are as follows:

1. Early Childhood Education
2. Primary Education
3. Secondary Education
4. Multi- Professional Support Services
5. Teacher Training/Professional Development Unit
6. Curriculum Development: Reform and Renewal
7. Assessment Unit
8. Technical and Vocational Education and Training
9. Career and Guidance Unit

PRESCHOOL EDUCATION

PRESCHOOLS

Enrollment

The academic year 2014 - 2015 recorded 11 pre-school centres on the island due to the closure of First Steps Montesorri Academy.

The number of students enrolled was 460, an increase of 8 students from the 2013 - 2014 academic year. This is shown in Table 1.1 and Figure 1.1.

Table 1.2 shows that the male to female students ratio was approximately 1.1, with boys accounting for 50% (231 students) and girls 50% (229 students) of the enrollment.

46% (211 students) were 4 year olds while 54% (249 students) were 3 year olds.

St. Mary's Pre-school recorded the highest enrollment with 168 students, representing 37% of the pre-school population, followed by Prophecy Preschool with 70 students (15%). The school with the smallest enrollment was Omololu International School with 10 students. This number accounted for only 2% of the preschool population.

Five of the eleven preschools recorded decreases in enrollment from the 2014 - 2015 academic year (see Table 1.4). These were Bethel Methodist (down 10), Central Christian (down 5), Ebenezer (down 3), Island Harbour Christian (down 4), and St. Mary's (down 12). Four schools recorded an increase in enrollment i.e. Life Impact Rainbow Preschool (up 3), The Outreach Preschool (up 12), James Ronald Webster Early Childhood Development Centre (up 9) and Omololu International School (up 1). Maranatha's enrolment remained the same.

Tables 1.1 and 1.2 show the total enrollment in the pre-schools for the period 2001/02 -2014/15.

Table 1.1: Enrollment, Number of Teachers and Child/Teacher Ratio

Year	No. of Pre-school Centres	Total Enrollment	No. of Teachers	Child/Teacher Ratio
2001/2002	11	403	36	11
2002/2003	11	422	35	12
2003/2004	11	453	38	12
2004/2005	11	427	41	10
2005/2006	11	459	39	12
2006/2007	11	412	37	11
2007/2008	11	450	42	11
2008/2009	11	451	42	11
2009/2010	11	444	44	10
2010/2011	10	434	41	11
2011/2012	10	414	39	11
2012/2013	12	445	43	10
2013/2014	12	452	41	11
2014/2015	11	460	42	11

Figure 1.1: Growth of Enrollment in Pre-school Centres in Anguilla
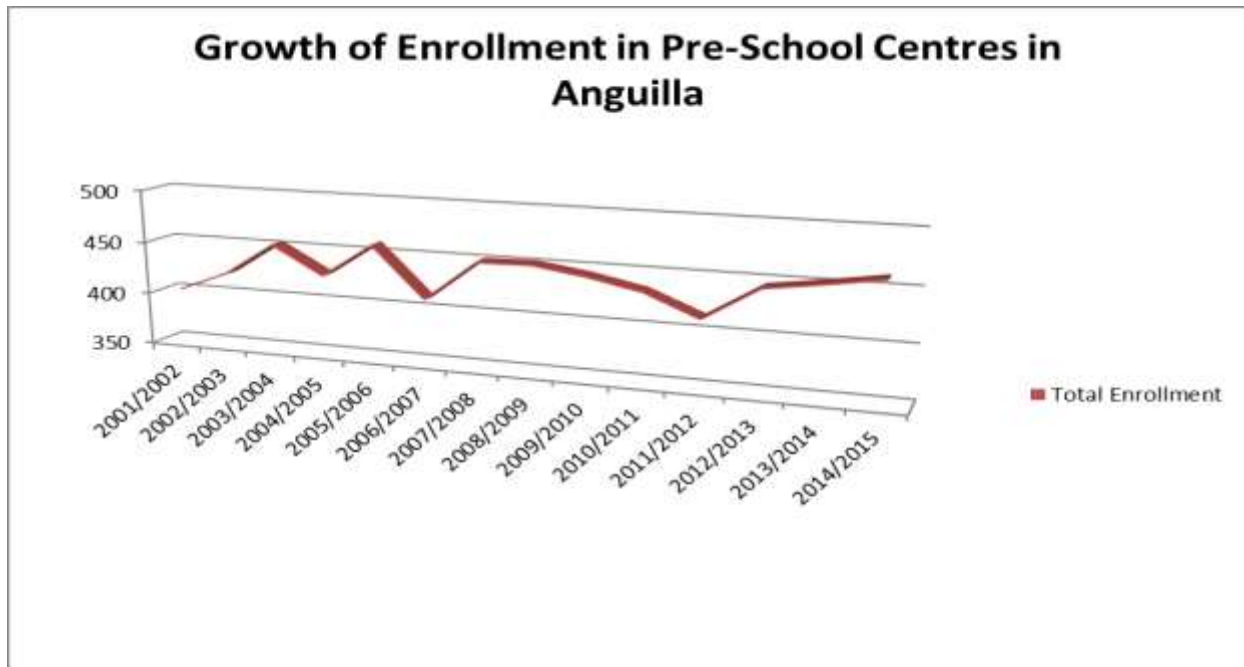
Table 1.2: Percentage of Males and Females in Preschools Centres 2001/02-2014/15

Year	Total Enrolment	No of Boys	Percentage of Boys	No of Girls	Percentage of Girls	Boy/Girl Ratio
2001/2002	403	195	48%	208	52%	0.9
2002/2003	422	207	49%	215	51%	1.0
2003/2004	453	229	51%	224	49%	1.0
2004/2005	427	215	50%	212	50%	1.0
2005/2006	459	232	51%	227	49%	1.0
2006/2007	412	218	53%	194	47%	1.1
2007/2008	450	221	49%	229	51%	1.0
2008/2009	451	233	52%	218	48%	1.1
2009/2010	444	243	55%	201	45%	1.2
2010/2011	434	226	52%	208	48%	1.1
2011/2012	414	208	50%	206	50%	1.0
2012/2013	445	212	48%	233	52%	0.9
2013/2014	452	225	50%	227	50%	1.0
2014/2015	460	231	50%	229	50%	1.0

Figure 1.2: Percentage of Males verses Females in Pre-schools Centres in Anguilla
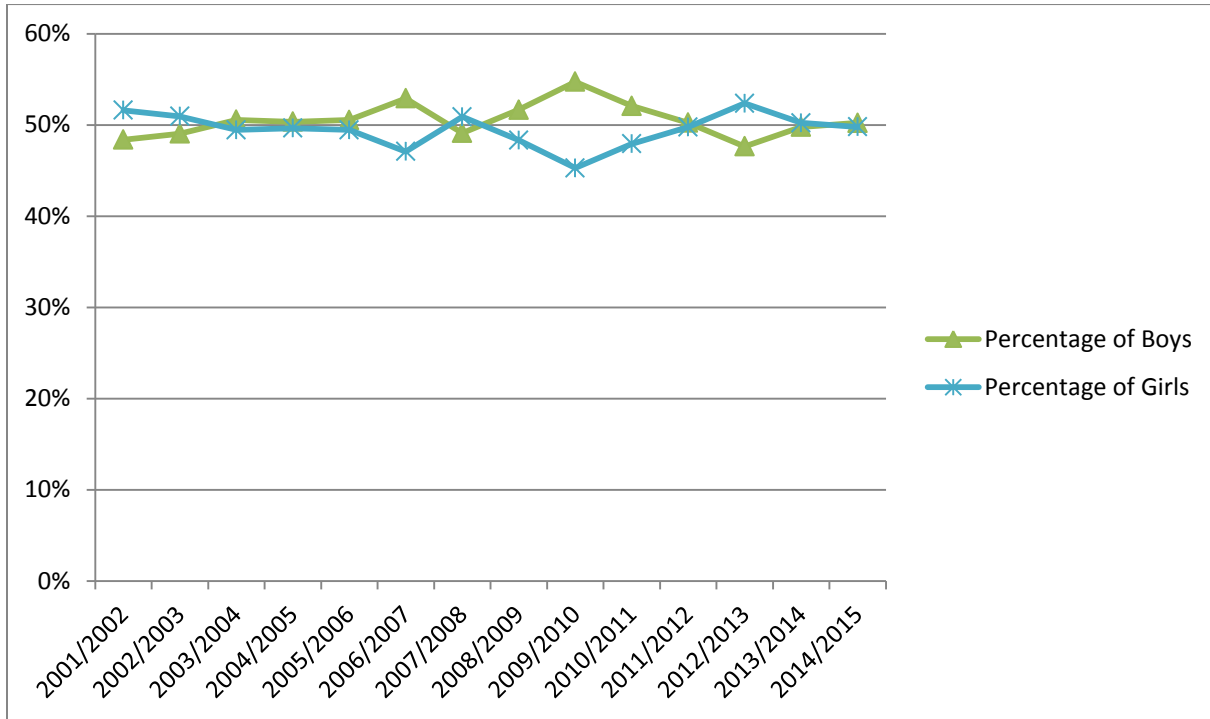
Table 1.3: Showing students enrollment by Age and Sex for 2012-2013, 2013 -2014 and 2014-2015

		2012-2013					2013-2014					2014-2015				
		No. of	3 years		4 years		Total	No. of	3 years		4 years		Total	No. of	3 years		4 years		Total
Name of School	Address	teachers	Male 12/13	Female 12/13	Male 12/13	Female 12/13	12/13	teachers	Male 13/14	Female 13/14	Male 13/14	Female 13/14	13/14	teachers	Male 14/15	Female 14/15	Male 14/15	Female 14/15	14/15
Bethel Methodist	South Hill	4	10	14	13	11	48	4	17	17	8	15	57	4	23	15	10	19	67
Central Christian	Rey Hill	4	8	12	7	6	33	4	8	7	9	12	36	4	8	7	10	6	31
Church of God of Holiness	The Valley																		
Ebenezer	The Valley	3	4	5	4	12	25	2	3	4	7	7	21	2	3	8	2	5	18
First Steps Montesorri Academy	Old Ta	2	5	2	3	5	15	2	2	3	3	1	9						
Island Harbour Christian	Island Harbour	4	10	5	4	6	25	4	7	6	11	3	27	4	5	5	7	6	23
Life Impact-Rainbow Preschool	West End	2	2	0	2	1	5	1	3	1	3	2	9	2	3	4	1	4	12
Liz	Old Ta	2	4	2	3	0	9												
Maranatha	Blowing Point	1	5	6	1	3	15	2	4	5	5	4	18	2	3	4	5	6	18
Prophecy	The Quarter	8	17	28	26	18	89	7	16	18	12	18	64	8	20	15	18	17	70
St. Augustine's	East End																		
St. Mary's	The Valley	11	46	54	31	42	173	11	42	42	49	47	180	11	44	43	43	38	168
The Outreach Preschool	Cauls Bottom	1	5	0	0	0	5	2	4	9	4	1	18	2	9	11	4	6	30
James Ronald Webster Early Childhood Development Centre	East End							1	2	0	1	1	4	2	7	4	1	1	13
Omololu International School	The Valley	1	0	0	2	1	3	1	3	2	2	2	9	1	4	4	1	1	10
Total		43	116	128	96	105	445	41	111	114	114	113	452	42	129	120	102	109	460

Figure 1.3.1: Showing 3 years old Male vs Female students enrollment by school for 2014/ 2015
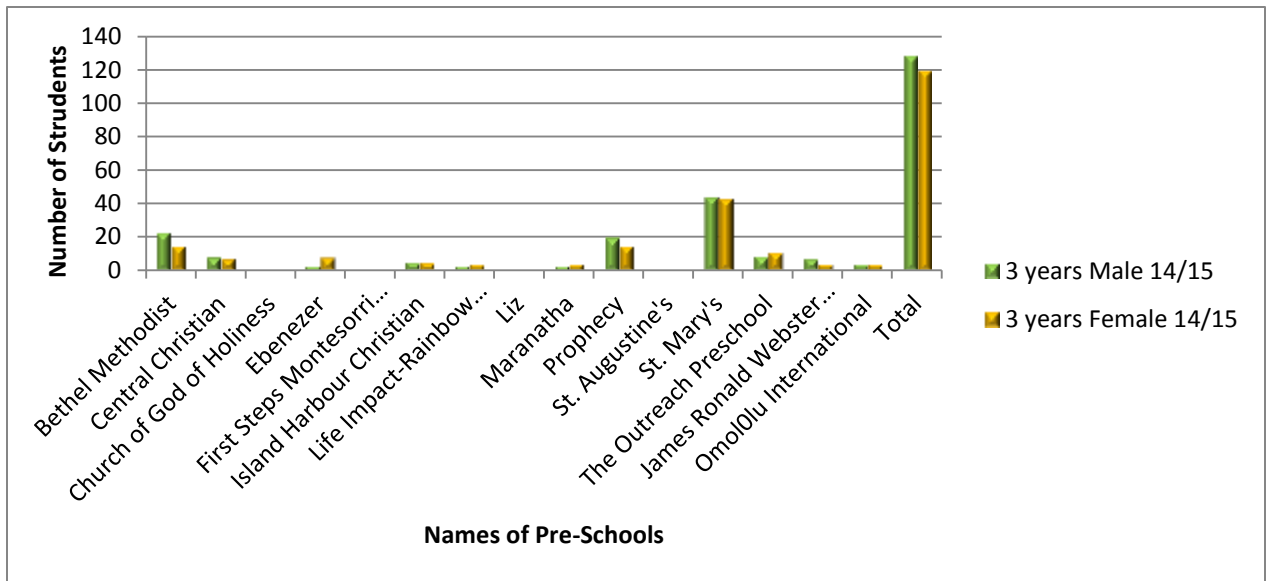
Figure 1.3.2: Showing 3 years old enrollment by school for 2012/ 2013 to 2014/ 2015
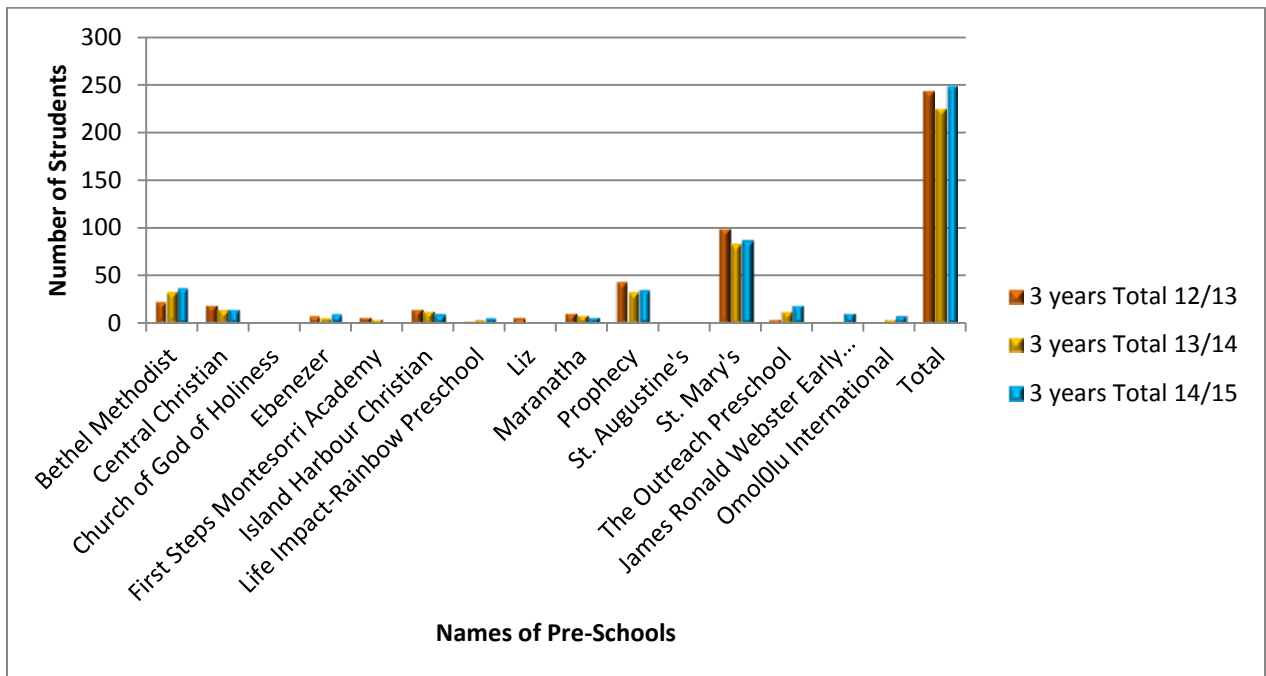
Figure 1.3.3: Showing 4 years old Male vs Female students enrollment by school for 2014/2015
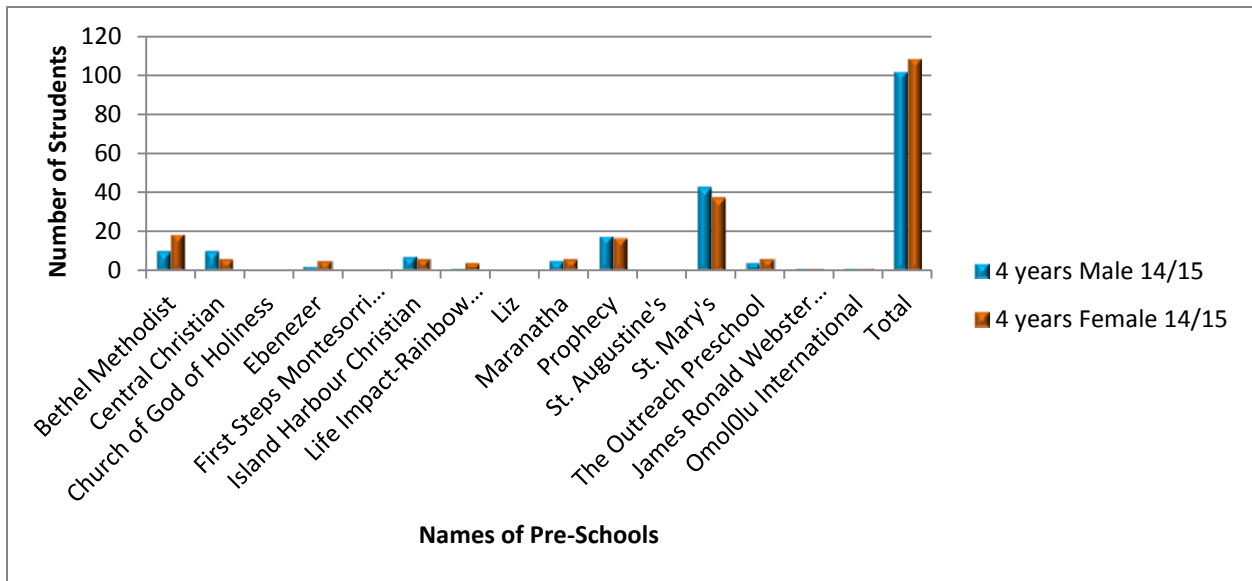
Figure 1.3.4: Showing 4 years old enrollment by school for 2012/2013 to 2014/2015
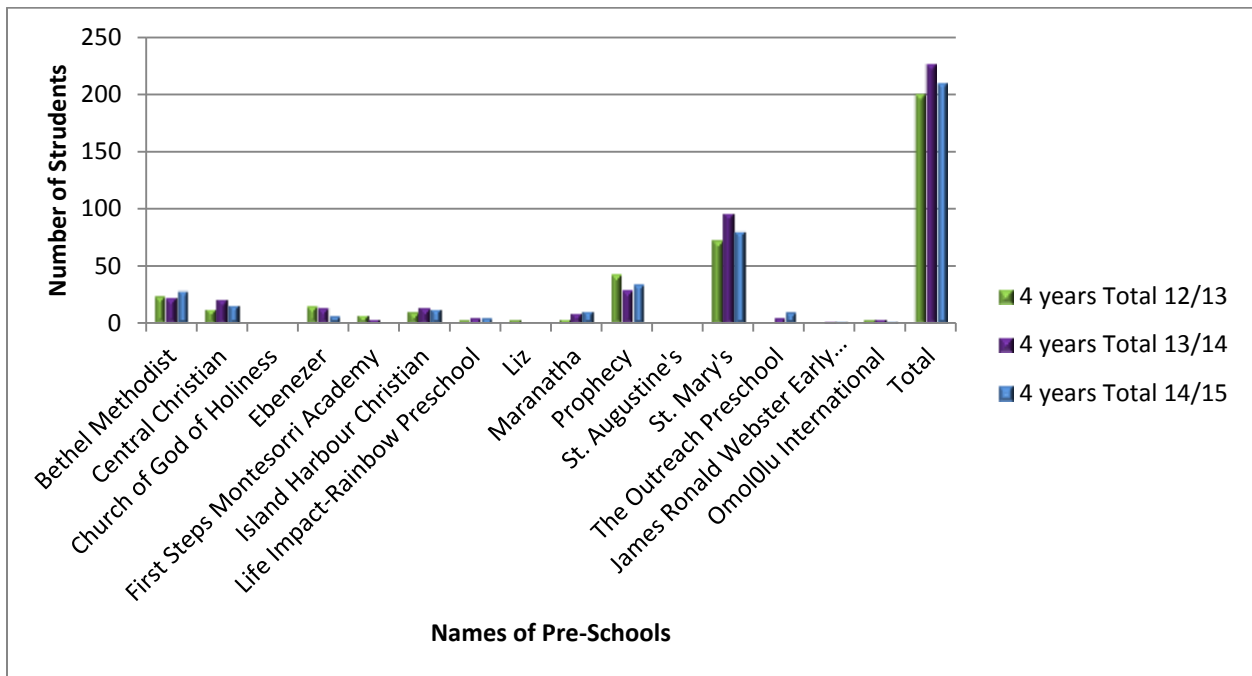
Table 1.4 -: Individual School Enrolment 2001/02 to 2014/15

Pre-school	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
St Augustines	7	20	20	19	18	7	15	13	8					
Omololu International School	24	18	16	37	14	9	14	20	14	18	13	3	9	10
Liz	38	32	29	28	38	39	31	15	11	7	7	9		
Church of God (Holiness)	15	23	22	26	27	19	23	21	14	10				
First Steps Montesorri Academy											9	15	9	
Life Impact-Rainbow Preschool												5	9	12
The Outreach Preschool												5	18	30
James Ronald Webster Early Childhood Development Centre													4	13
Island Harbour Christian	34	38	28	37	33	27	30	34	32	34	25	25	27	23
Central Christian	22	24	32	34	37	37	36	36	35	35	31	33	36	31
Ebenezer Methodist	-	-	-	37	61	43	37	36	34	27	28	25	21	18
Bethel Methodist	33	44	57	35	43	36	42	49	47	48	47	48	57	67
Marantha Methodist	14	17	19	13	20	17	12	15	23	16	13	15	18	18
Prophecy	79	76	82	82	82	94	92	88	96	105	102	89	64	70
St Mary's	102	101	114	79	86	84	118	124	130	134	139	173	180	168
TOTAL	**368**	**393**	**419**	**427**	**459**	**412**	**450**	**451**	**444**	**434**	**414**	**445**	**452**	**460**

Figure 1.4.1: Growth of enrollment for Smaller Pre-schools in Anguilla
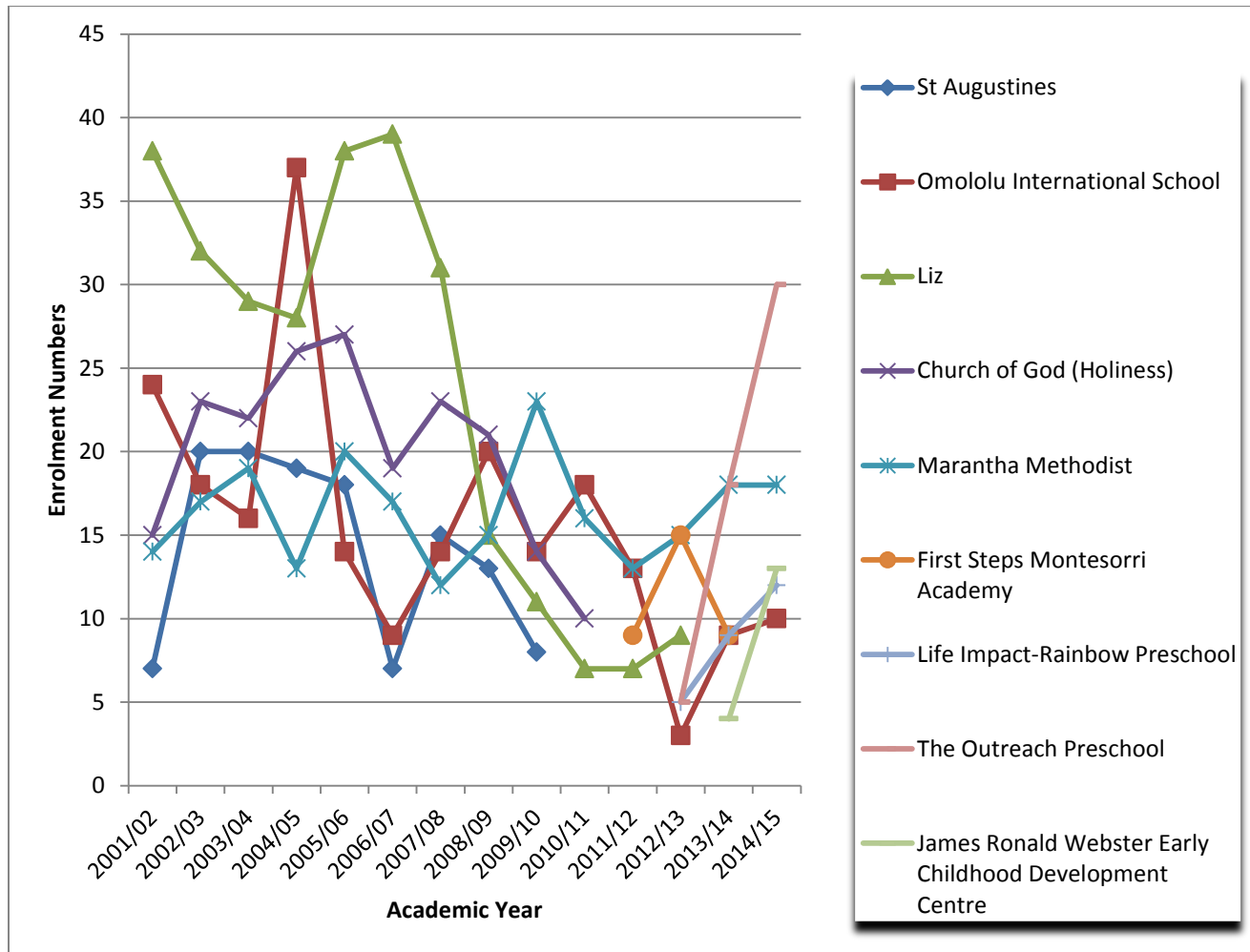
Figure 1.4.2: Growth of enrollment for Medium sized Pre-schools in Anguilla
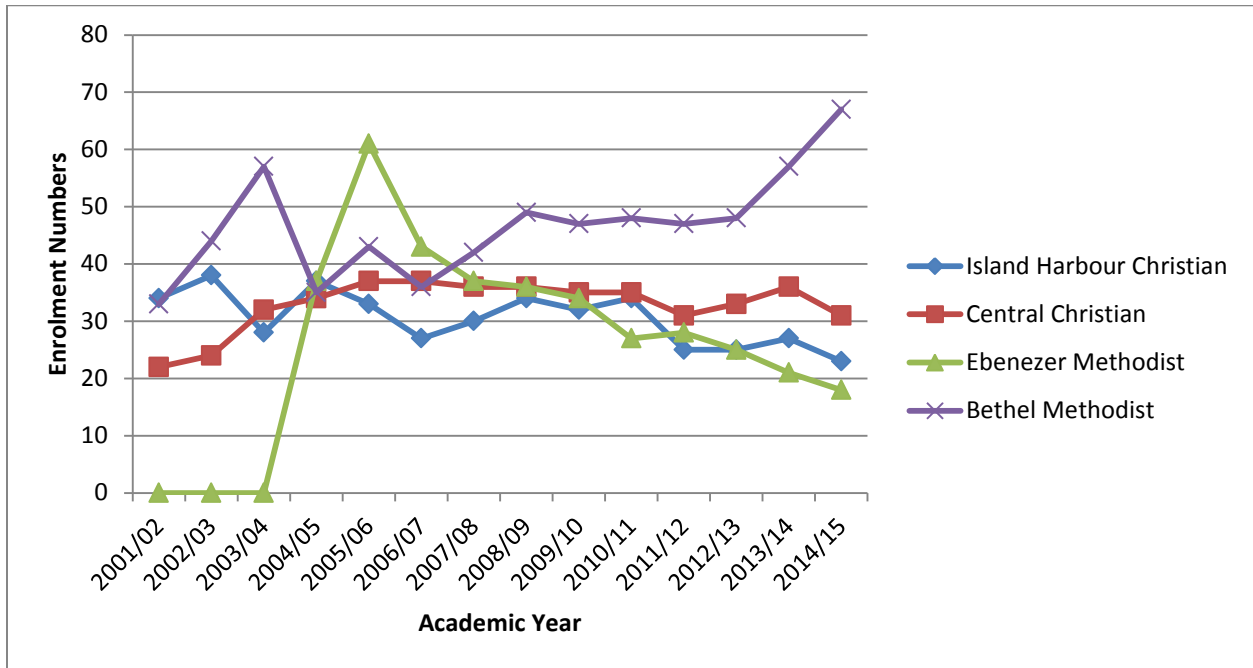
Figure 1.4.3: Growth of enrollment for Larger Pre-schools in Anguilla
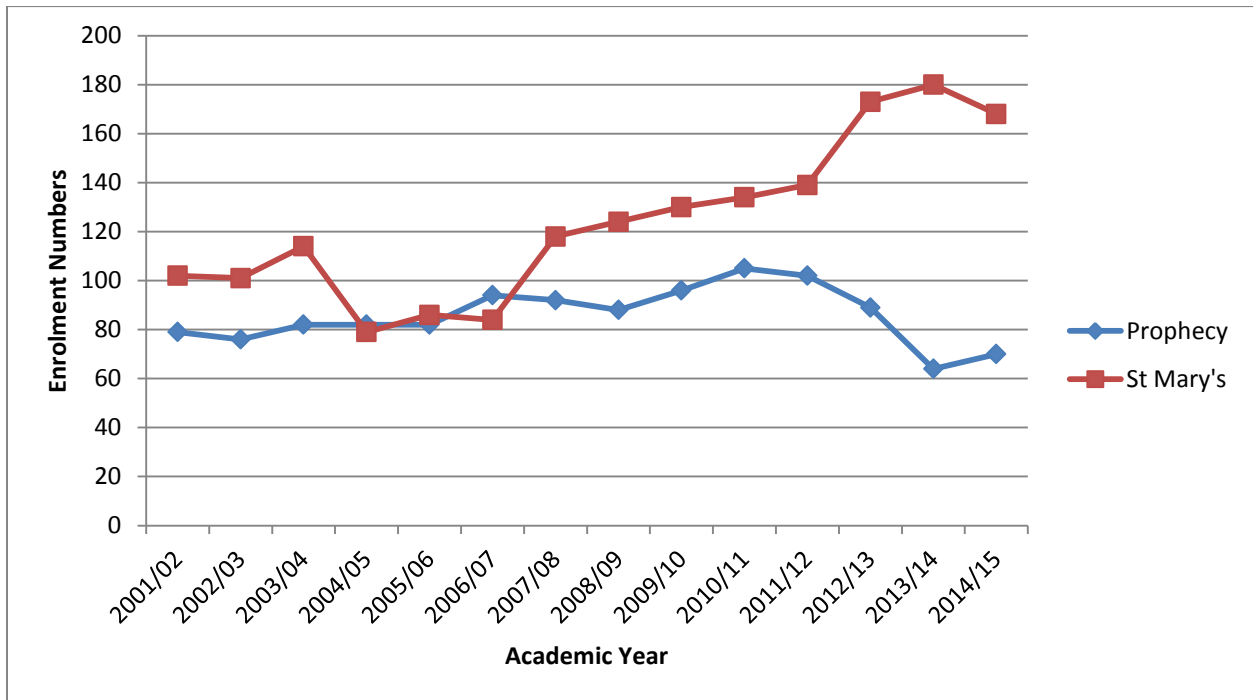
Staffing for Preschools

During this period, the number of Preschool teachers increased from 41 during 2013-2014 academic year to 42 teachers in this reporting period (2014-2015).

The teacher student ratio was 1:11, with Bethel Methodist having the highest ratio (1:17) and Omololu International School with the lowest (1:5).

Of the 42 teachers employed, 36% (15 teachers) were trained teachers compared to 39% (16 teachers) in 2013 - 2014. The majority of them, 64% (27 teachers) compared to 61%, (25 teachers) in 2013 – 2014 are untrained.

Table 1.5-: Pre-school Centres according to Child/Teacher Ratio

Pre-school	2012-2013			2013-2014			2014-2015		
	No of students	No of Teachers	Teacher/ Pupil ratio 12/13	No of students	No of Teachers	Teacher/ Pupil ratio 13/14	No of students	No of Teachers	Teacher/ Pupil ratio 14/15
St Augustines									
Liz	9	2	5						
Church of God (Holiness)									
First Steps Montesorri Academy	15	2	8	9	2	5			
Marantha Methodist	15	1	15	18	2	9	18	2	9
Island Harbour Christian	25	4	6	27	4	7	23	4	6
Central Christian	33	4	8	36	4	9	31	4	8
Life Impact- Rainbow Preschool	5	2	3	9	1	9	12	2	6
The Outreach Preschool	5	1	5	18	2	9	30	2	15
James Ronald Webster Early Childhood Development Centre				4	1	4	13	2	7
Omololu International School	3	1	3	9	1	9	10	1	10
Ebenezer Methodist	25	3	8	21	2	11	18	2	9
Bethel Methodist	48	4	12	57	4	14	67	4	17
Prophecy	89	8	11	64	7	9	70	8	9
St Mary's	173	11	16	180	11	16	168	11	15
TOTAL	445	43	10	452	41	11	460	42	11

Figure 1.5-: Teacher /Pupil ratio for Pre-School Centres in Anguilla
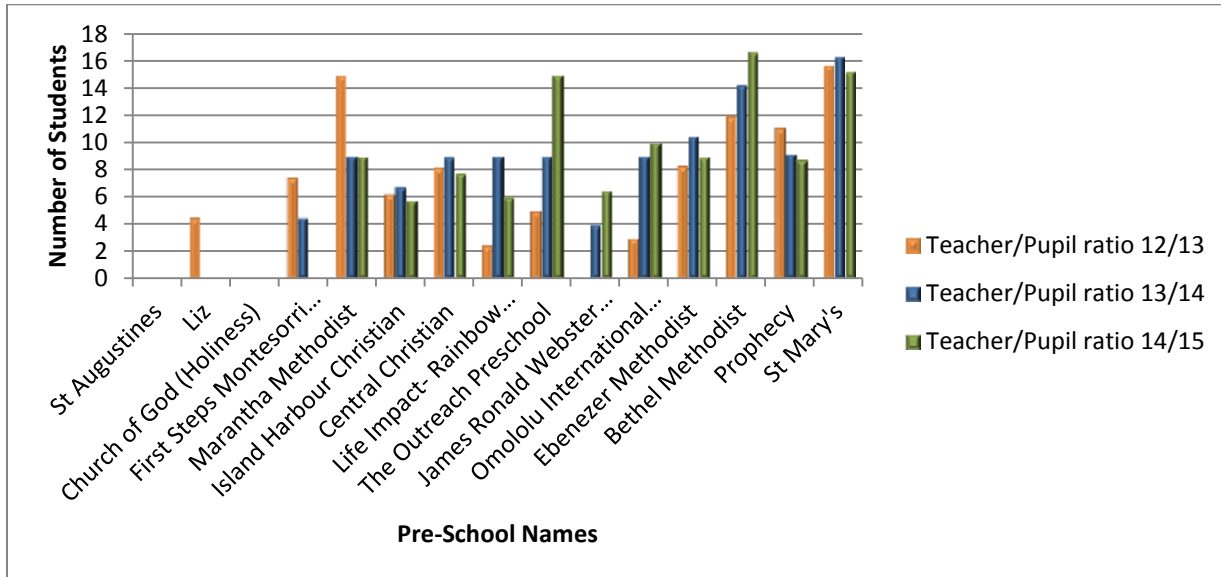
Table 1.6 -: Showing number of Trained Teachers at Each Pre-School 2012-2013 to 2014-2015

Name of School	2012 – 2013			2013 – 2014			2014 – 2015		
	No. of teachers	Status		No. of teachers	Status		No. of teachers	Status	
		Trained 12/13	Untrained 12/13		Trained 13/14	Untrained 13/14		Trained 14/15	Untrained 14/15
Bethel Methodist	4	2	2	4	2	2	4	1	3
Central Christian	4	0	4	4	0	4	4	0	4
Church of God of Holiness									
First Steps Montessori Academy	2	1	1	2	1	1			0
Ebenezer	3	1	2	2	1	1	2	1	1
Island Harbour Christian	4	1	3	4	1	3	4	1	3
Life Impact- Rainbow Preschool	2	1	1	1	1	0	2	2	0
Liz	2	1	1						
Maranatha	1	1	0	2	1	1	2	1	1
Prophecy	8	2	6	7	2	5	8	2	6
St. Augustine's									
St. Mary's	11	7	4	11	7	4	11	7	4
The Outreach Preschool	1	0	1	2	0	2	2	0	2
James Ronald Webster Early Childhood Development Centre				1	0	1	2	0	2
Omololu International School	1	0	1	1	0	1	1	0	1
Total	43	17	26	41	16	25	42	15	27
National	100%	40%	60%	100%	39%	61%	100%	36%	64%

Figure 1.6 .1-: Showing number of Trained Teachers at Each Pre-School 2012/13 to 2014/15
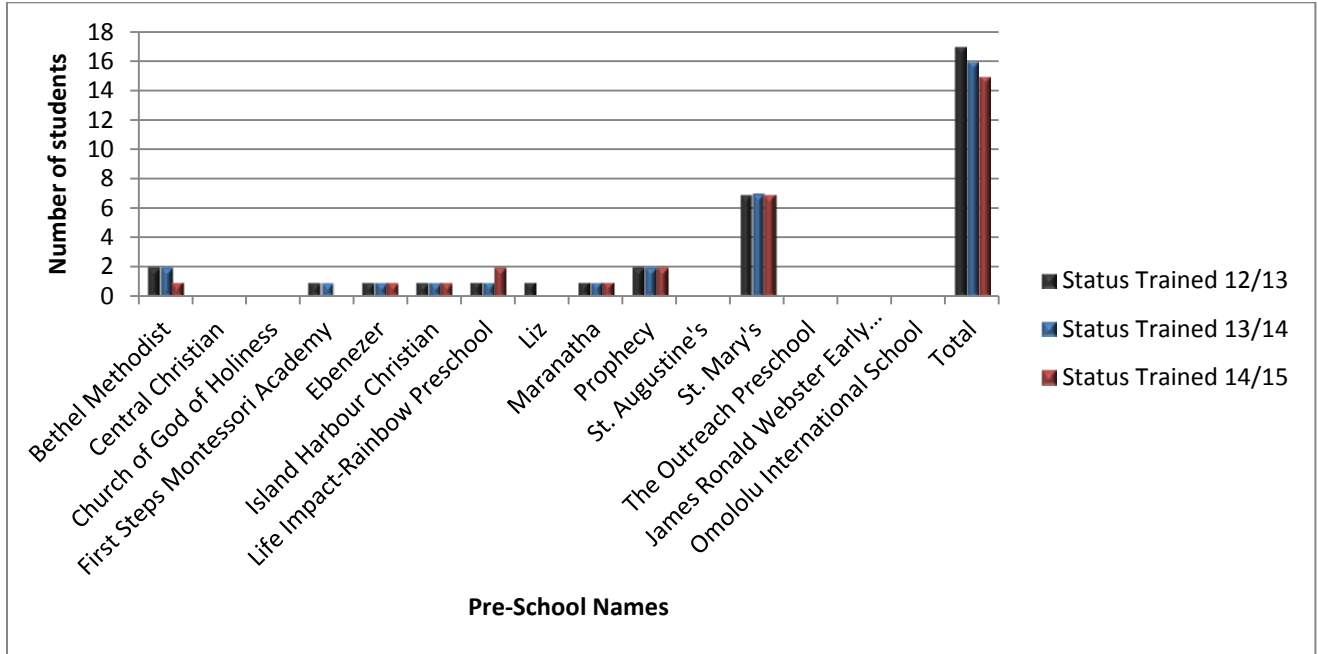
Figure 1.6.2 -: Showing number of Untrained Teachers at Each Pre-School 2012/13 to 2014/15
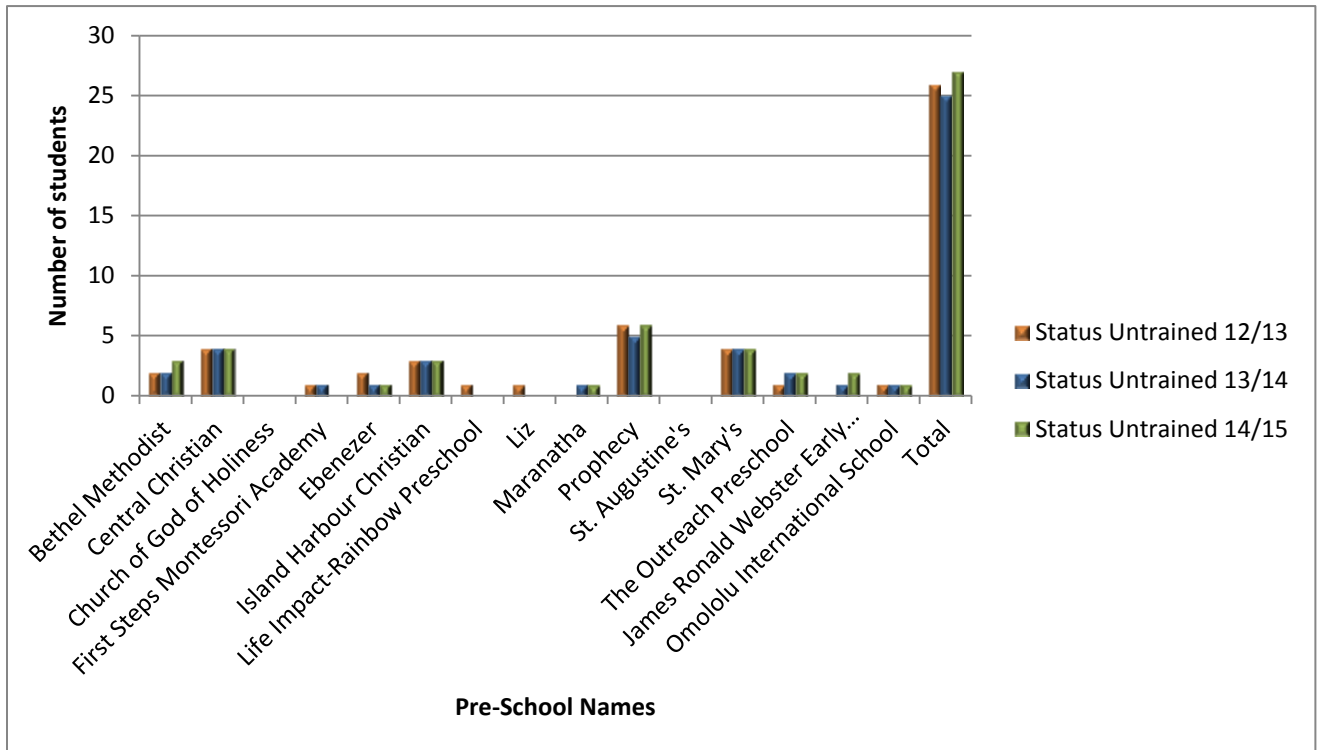
PRIMARY EDUCATION

PRIMARY EDUCATION

Enrollment

There are eight (8) primary schools on the island, of which, six (6) are public primary schools and two (2) are privately run.

The enrolment for the 2014-2015 academic year was 1,533 students, an increase of 2 students from 2013 – 2014 academic year (see Table 2.7). Public schools registered 1,389 students which increased by 7 students, while private schools recorded a decrease of 5 students bringing the total registered to 144 (compared to 149 for 2013/2014).

The largest school enrolment was recorded at the Valley Primary School which registered a total of 441 students an increase of 5 students over the previous year. The school with the least number of students Omololu International, which is a private school with a roll of 53 students. The private primary school with the largest enrolment was Central Christian with a total of 91 students, an increase of 2 students from the 2013 – 2014 academic year.

Only one of the smaller public schools registered enrolment remained the same as previous academic year. This school was Alwyn Allison Richardson Primary with 149 students. Vivien Vanterpool Primary increased by 12 students, and Morris Vanterpool Primary decreased by 1 student. Two of the three larger schools also recorded decreased rolls, namely Orealia Kelly Primary by 7 students and Adrian T. Hazell Primary by 2 students. Valley Primary enrolment increased by 5 students (see Table 2. 3).

Over the years (see Table 2.5 & Figure 2.5), the ratio of boys to girls in public schools has remained approximately 1 to 1. For the 2014 - 2015 academic year, the boys accounted for 50% (693 students) and girls for 50% (696 students) of the enrolment.

The public schools registering the highest percentage of boys (see Table 2.7 & Figure 2.7.1) were Morris Vanterpool Primary with 54% (52 out of 96 students) and Alwyn Allison Primary 52% (78 out of 149 students). The lowest percentage of boys i.e. 48% were registered at Vivien Vanterpool Primary (49 out of 102 students) and Orealia Kelly Primary (153 out of 320 students).

In the private schools, (see Table 2.6 and Figure 2.6) the ratio was also 1 to 1 with boys accounting for 55% of the enrollment (79 boys) and 65 girls, which represent 45%. The private school registering the highest percentage of boys was Omololu International with 58% (31 out of 53 students). The school with the lowest enrolment of boys in all the primary schools (private and public) was Vivien Vanterpool and Orealia Kelly Primary (see Table 2.7 and Figure 2.7.1)

The Grade level (Nationally) with the largest enrollment was Grade 3 with 233 students (210 in public schools, 23 in private schools) and the grade level with the smallest enrolment was Grade 4 with 193 students (171 in public schools and 22 in private schools).

Grades 3 and 5 recorded the largest enrollment in the private schools with 23 students. See Table 2.8 for enrolments in each grade for all schools.

Table 2.1: Enrollment, Number of Class Teachers and Pupil/Teacher Ratio for Public Primary Schools 2006/2007 - 2014/2015

Year	Total Enrollment	No. of Class Teachers	Pupil/Teacher Ratio
2006/2007	1429	67	21
2007/2008	1467	74	20
2008/2009	1427	70	20
2009/2010	1430	72	20
2010/2011	1460	72	20
2011/2012	1460	76	19
2012/2013	1417	77	18
2013/2014	1382	77	18
2014/2015	1389	80	17

Figure 2.1: Showing Growth of Enrollment in Public Schools
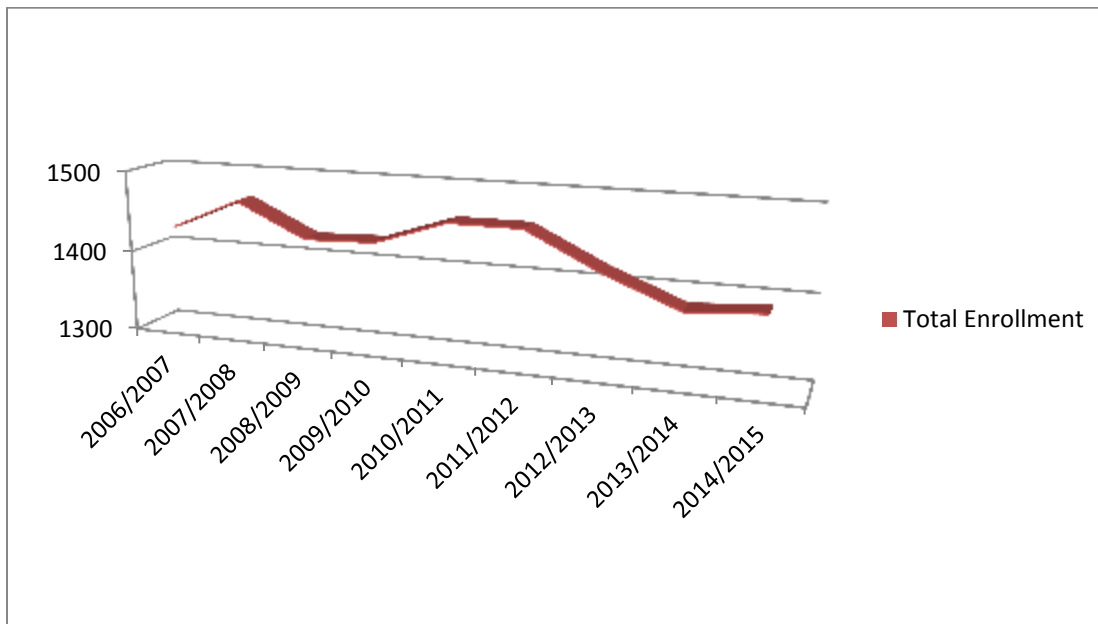
Table 2.2: Enrolment for Private Schools 2008/2009 - 2014/2015

Year	Total Enrollment
2008/2009	165
2009/2010	181
2010/2011	187
2011/2012	180
2012/2013	133
2013/2014	149
2014/2015	144

Figure 2.2: Showing Growth of Enrollment in Private Schools
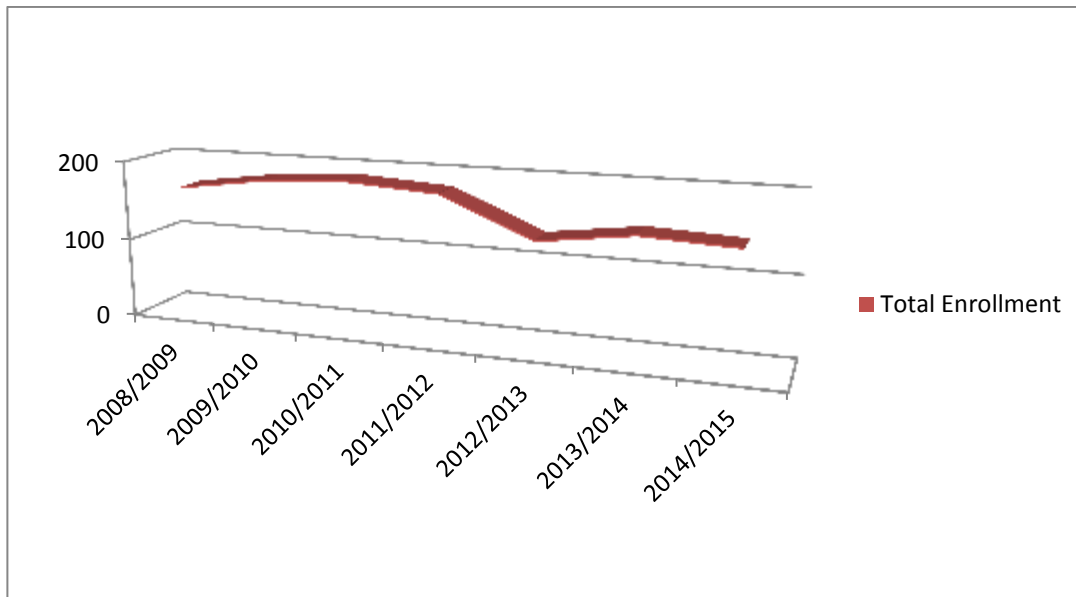
Table 2.3: Enrollment in Individual Public Primary Schools 2006/2007-2014/2015

Year	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Alwyn Alison	118	120	119	136	131	143	149	149	149
Vivien Vanterpool	106	106	105	110	108	112	110	90	102
Morris Vanterpool	123	129	133	134	123	122	108	97	96
Adrian T. Hazell	322	332	306	285	302	305	289	283	281
Orealia Kelly	362	363	356	355	366	349	332	327	320
Valley	398	417	408	410	430	429	429	436	441

Figure 2.3.1: Growth of Enrollment in Smaller Public Primary Schools
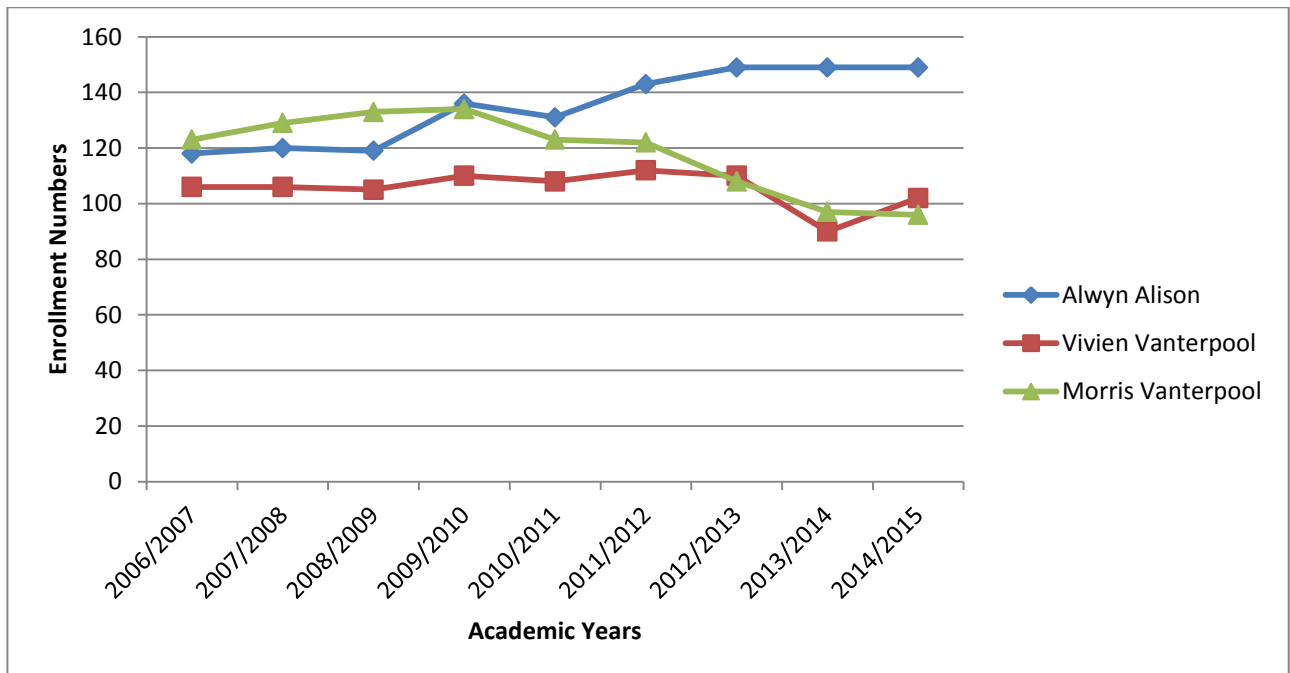
Figure 2.3.2: Growth of Enrollment in Larger Public Primary Schools
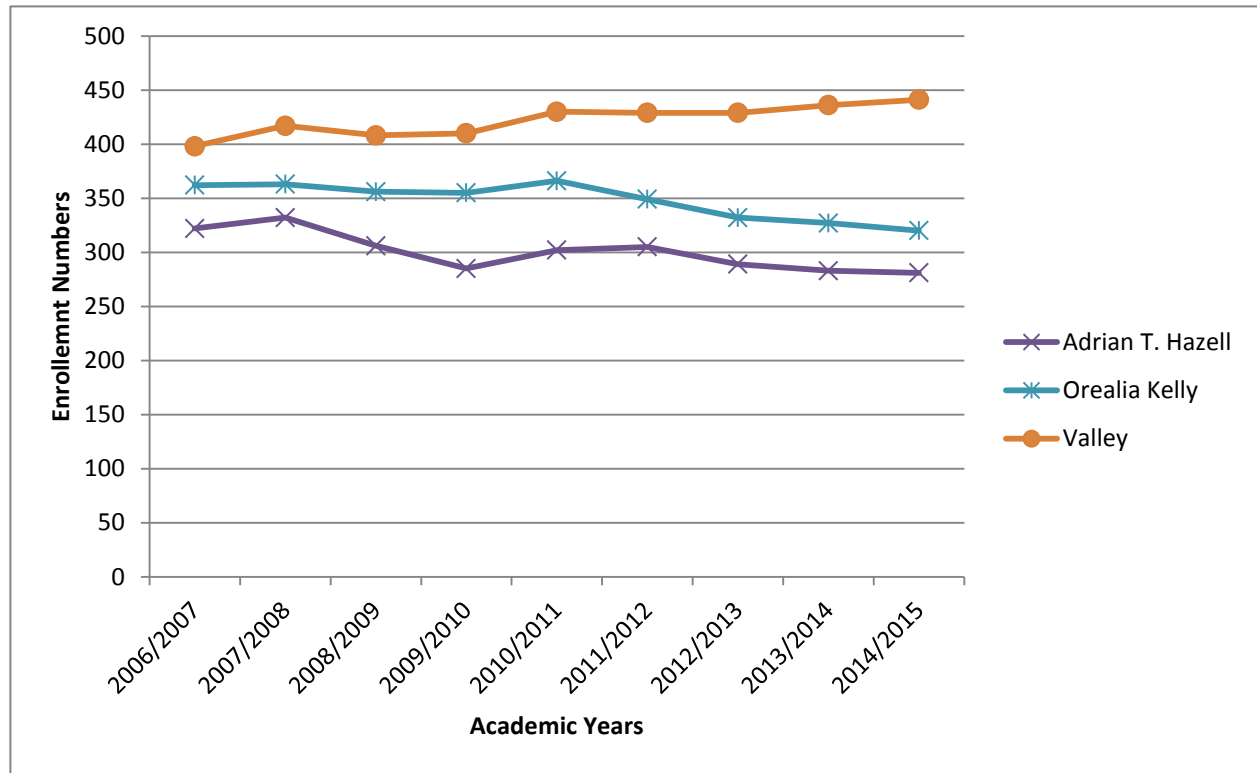
Table 2.4: Enrollment in Individual Private Primary Schools 2006/2007-2014/2015

Year	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Central Christian	105		130	130	132	120	105	89	91
Omololu International	13	28	35	51	55	60	28	60	53

Figure 2.4: Growth of Enrollment in Smaller Private Primary Schools
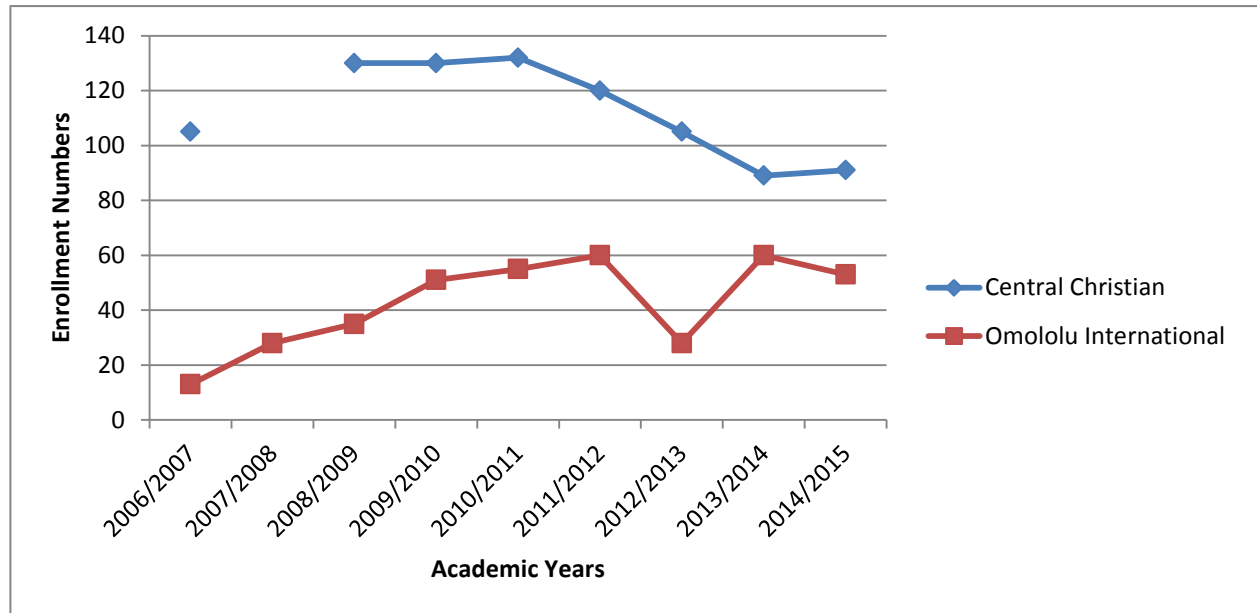
Table 2.5: Number of Males and Females enrolled in Public Primary Schools 2006/07-2014/15

Year	Total Enrolment	No of Boys	Percentage of Boys	No of Girls	Percentage of Girls
2006/2007	1429	742	52%	687	48%
2007/2008	1467	745	51%	722	49%
2008/2009	1427	739	52%	688	48%
2009/2010	1430	734	51%	696	49%
2010/2011	1460	759	52%	701	48%
2011/2012	1460	756	52%	704	48%
2012/2013	1417	732	52%	685	48%
2013/2014	1382	709	51%	673	49%
2014/2015	1389	693	50%	696	50%

Figure 2.5: Percentage share of Males versus Females at Public Primary Schools in Anguilla
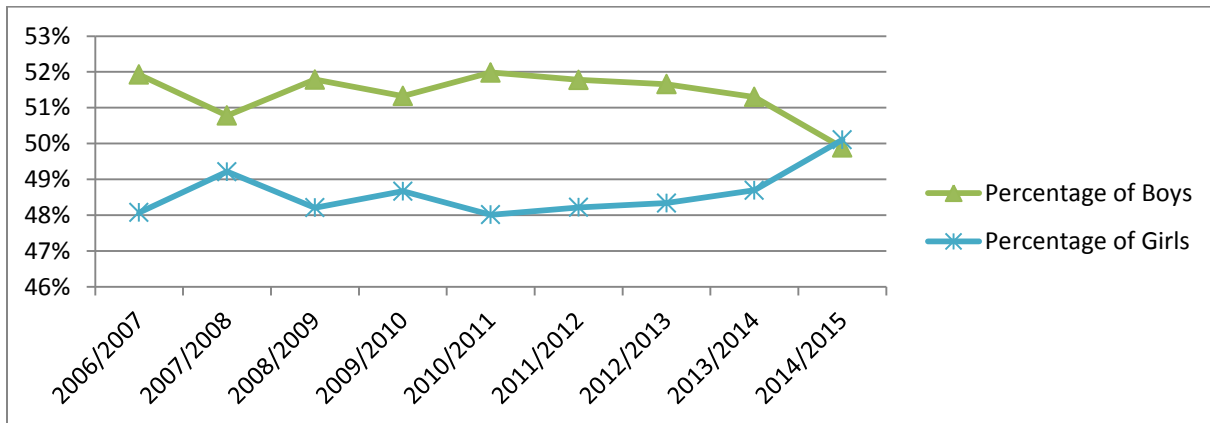
Table 2.6: Number of Males and Females enrolled in Private Primary Schools 2008/2009-2014/2015

Year	Total Enrolment	No of Boys	Percentage of Boys	No of Girls	Percentage of Girls
2008/2009	165	77	47%	88	53%
2009/2010	181	83	46%	98	54%
2010/2011	187	93	50%	94	50%
2011/2012	180	86	48%	94	52%
2012/2013	133	63	47%	70	53%
2013/2014	149	82	55%	67	45%
2014/2015	144	79	55%	65	45%

Figure 2.6: Percentage share of Males versus Females at Private Primary Schools
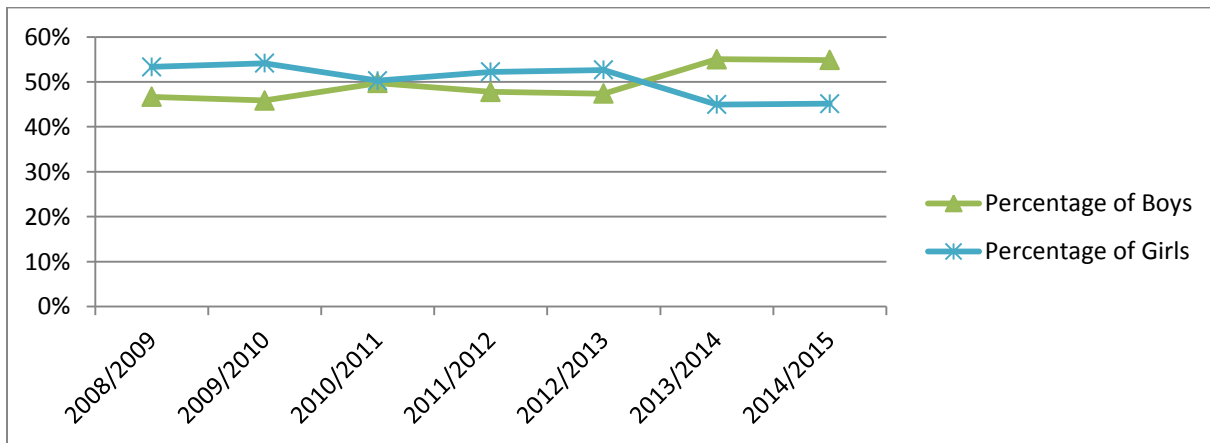
Table 2.7: Enrolment in Primary Schools by Sex

SCHOOL	2012-2013					2013-2014					2014-2015				
	Enrolment	No. of Boys	Percentage of boys 12/13	No. of Girls	Percentage of girls 12/13	Enrolment	No. of Boys	Percentage of boys 13/14	No. of Girls	Percentage of girls 13/14	Enrolment	No. of Boys	Percentage of boys 14/115	No. of Girls	Percentage of girls 14/15
Central Christian	105	49	47%	56	53%	89	44	49%	45	51%	91	48	53%	43	47%
Vivien Vanterpool	110	56	51%	54	49%	90	42	47%	48	53%	102	49	48%	53	52%
Orealia Kelly	332	168	51%	164	49%	327	172	53%	155	47%	320	153	48%	167	52%
Valley	429	215	50%	214	50%	436	218	50%	218	50%	441	217	49%	224	51%
Alwyn Alison	149	83	56%	66	44%	149	86	58%	63	42%	149	78	52%	71	48%
Adrian T Hazell	289	147	51%	142	49%	283	138	49%	145	51%	281	144	51%	137	49%
Omololu International	28	14	50%	14	50%	60	38	63%	22	37%	53	31	58%	22	42%
Morris Vanterpool	108	63	58%	45	42%	97	53	55%	44	45%	96	52	54%	44	46%
National	1550	795	52%	755	48%	1531	791	53%	740	47%	1533	772	52%	761	48%

Figure 2.7.1-: Percentage share of girls and boys in each Primary Schools 2014-2015
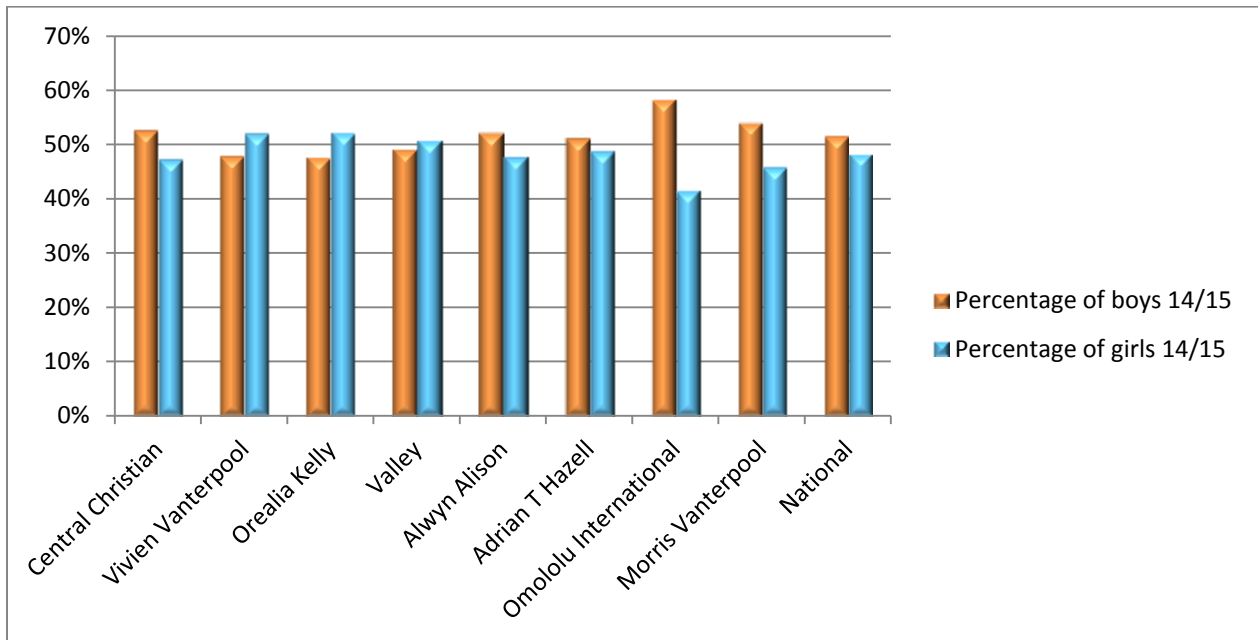
Figure 2.7.2-: Percentage share of boys in each Primary Schools 2012-2013, 2013-2014, and 2014-2015
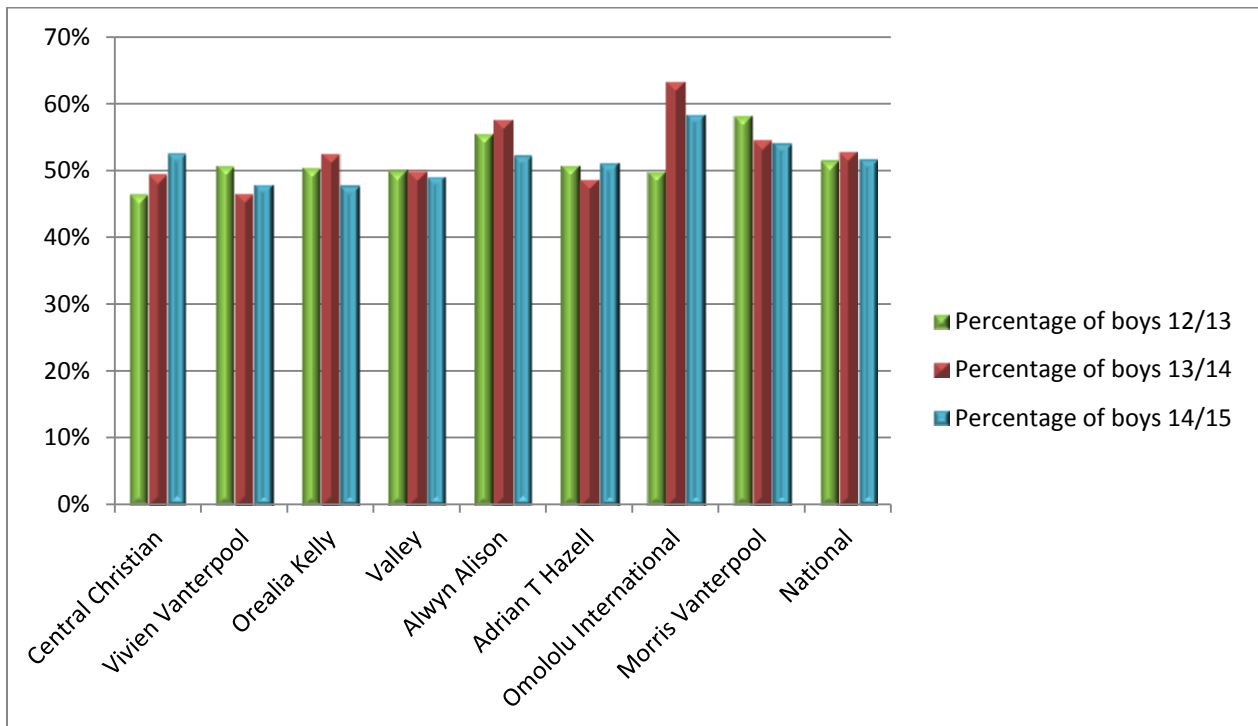
Figure 2.7.3-: Percentage share of girls in each Primary Schools 2012-2013, 2013-2014, and 2014-2015
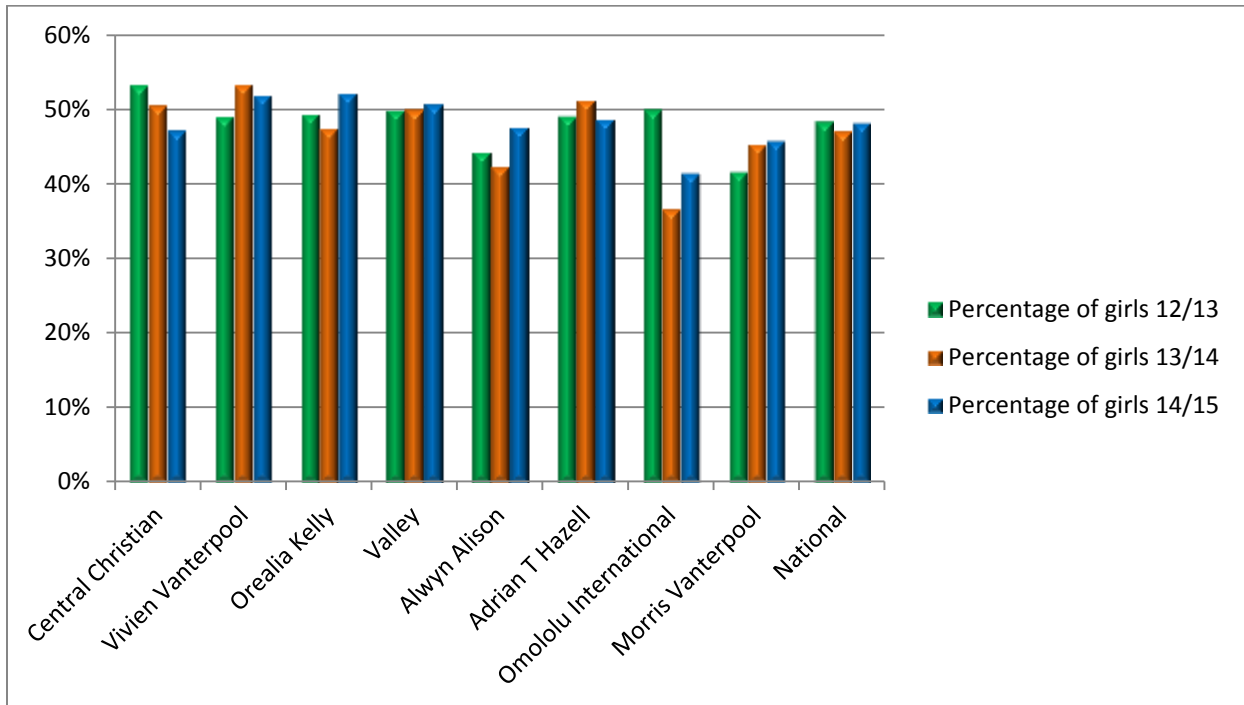
Table 2.8-: Enrollment in each grade for all Schools as at September 2014

GRADE	SEX	ADRIAN T. HAZELL PRIMARY	VALLEY PRIMARY	MORRIS VANTERPOOL PRIMARY	ORELIA KELLY PRIMARY	ALWYN ALISON PRIMARY	VIVIEN VANTERPOOL PRIMARY	DOVE CENTER	CENTRAL CHRISTIAN SCHOOL	OMOLOLU INTERNATIONAL	COMBINATION OF THE PUBLIC SCHOOL & CENTER TOTALS	COMBINATION OF THE PRIVATE SCHOOL TOTALS
Kindergarten	M	22	33	12	17	7	10	0	8	3	101	11
	F	23	31	4	29	17	5	0	7	2	109	9
Grade I	M	14	29	7	22	12	1	0	6	8	85	14
	F	20	46	8	26	11	8	0	6	3	119	9
Grade II	M	20	38	4	25	10	13	0	4	2	110	6
	F	22	22	6	16	7	9	0	5	4	82	9
Grade III	M	29	34	8	23	12	6	0	5	5	112	10
	F	17	38	7	20	9	7	0	8	5	98	13
Grade IV	M	12	28	7	22	9	7	0	10	4	85	14
	F	23	19	5	28	5	6	0	5	3	86	8
Grade V	M	24	19	4	22	15	8	0	7	6	92	13
	F	18	30	11	21	9	10	0	8	2	99	10
TOTAL JUNIORS	M	121	181	42	131	65	45	0	40	28	585	68
	F	123	186	41	140	58	45	0	39	19	593	58
Grade VI	M	23	29	10	16	9	4	0	8	3	91	11
	F	14	38	3	26	11	8	0	4	3	100	7
S.N	M	0	0	0	6	9	0	4	0	0	19	0
	F	0	0	0	1	11	0	2	0	0	14	0
OVERALL TOTAL	M	144	217	52	153	74	49	4	48	31	693	79
	F	137	224	44	167	69	53	2	43	22	696	65
COMBINED TOTAL		281	441	96	320	143	102	6	91	53	1389	144

Primary Staffing (Public Schools)

For the 2014 - 2015 academic year, the Grade teachers for the Public Primary Schools totaled 80. The teacher/ pupil ratio nationally (on public schools only) was 1 to 17 which decreased from the previous year. It ranged from 1 to 20 at Orealia Kelly to 1 to 14 at Morris Vanterpool Primary. See Table 2.9 & Figure 2.9 for more information.

Of the 80 Grade Teachers, 73% (58 teachers) were certificated teachers, 3% (2 teachers) completed the training course but did not pass the exams for all subjects and therefore remained uncertified, and 25% (20 teachers) were untrained (see Table 2.10).

The school with the highest percentage of trained teachers was Adrian T. Hazell Primary with 94% (16 out of 17 teachers) followed by Alwyn Allison Primary with 78% (7 out of 9 teachers), while the schools with the lowest percentage were Morris Vanterpool and Vivien Vanterpool both with 43% (4 out of 7 teachers). More information on staff deployment is presented in Table 2.10 and Figure 2.10.1.

Table 2.11 shows the total number of persons on staff at the public primary level for 2014 -2015, which was 127. This recorded an increase of 3 persons over the previous year.

Table 2.9: Public Primary Schools Pupil/Teacher Ratio

Year	2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
	No. of Students	No. of Class Teachers	Pupil/Teacher Ratio 10/11	No. of Students	No. of Class Teachers	Pupil/Teacher Ratio 11/12	No. of Students	No. of Class Teachers	Pupil/Teacher Ratio 12/13	No. of Students	No. of Class Teachers	Pupil/Teacher Ratio 13/14	No. of Students	No. of Class Teachers	Pupil/Teacher Ratio 14/15
Vivien Vanterpool	108	7	15	112	7	16	110	7	16	90	7	13	102	7	15
Adrian T. Hazell	302	15	20	305	16	19	289	16	18	283	16	18	281	17	17
Morris Vanterpool	123	7	18	122	7	17	108	7	15	97	7	14	96	7	14
Alwyn Alison	131	7	19	143	8	18	149	8	19	149	8	19	143	9	16
Valley	430	21	20	429	22	20	429	23	19	436	23	19	441	24	18
Orealia Kelly	366	15	24	349	16	22	332	16	21	327	16	20	320	16	20
Nationally	1460	72	20	1460	76	19	1417	77	18	1382	77	18	1383	80	17

Figure 2.9: Showing Public Primary Schools Pupil/Teacher ratio
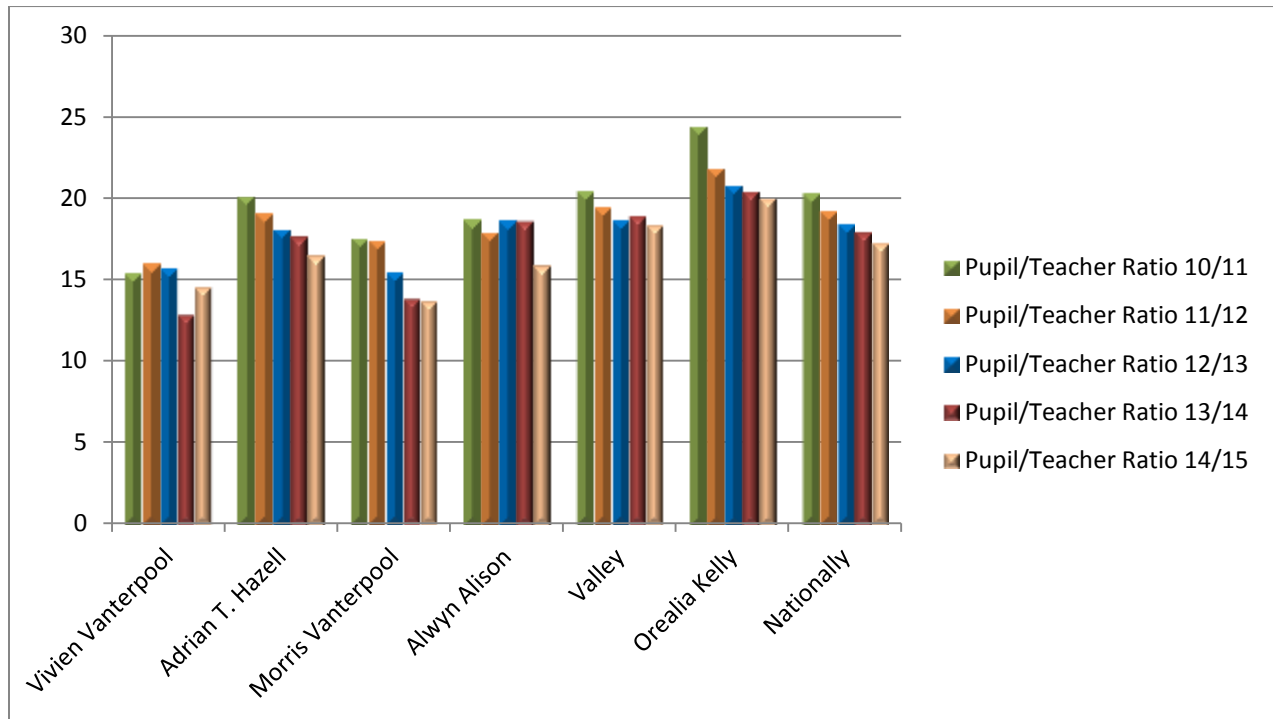
Table 2.10: Numbers of trained and untrained teachers in each school 2013-2014 and 2014 -2015

School Name	2013-2014							2014-2015						
	Total Number of Class Teachers	Number of trained certificated teachers	Percentage of trained certificated teachers	Number of trained uncertificated teachers	Percentage of trained uncertificated teachers	Number of untrained teachers	Percentage of untrained teachers	Total Number of Class Teachers	Number of trained certificated teachers	Percentage of trained certificated teachers	Number of trained uncertificated teachers	Percentage of trained uncertificated teachers	Number of untrained teachers	Percentage of untrained teachers
Vivien Vanterpool	7	4	57%	0	0%	3	43%	7	4	57%	0	0%	3	43%
Morris Vanterpool	7	3	43%	0	0%	4	57%	7	4	57%	0	0%	3	43%
Orealia Kelly	16	13	81%	1	6%	2	13%	16	10	63%	1	6%	5	31%
Adrian T. Hazell	16	14	88%	0	0%	2	13%	17	16	94%	0	0%	1	6%
Valley	23	15	65%	1	4%	7	30%	24	17	71%	1	4%	6	25%
Alwyn Alison	8	5	63%	0	0%	3	38%	9	7	78%	0	0%	2	22%
NATIONAL	77	54	70%	2	3%	21	27%	80	58	73%	2	3%	20	25%

Figure 2.10.1: Showing percentage of trained certificated teachers in each school 2014-2015

Figure 2.10.2: Showing percentage of trained certificated teachers in each school 2013-2014
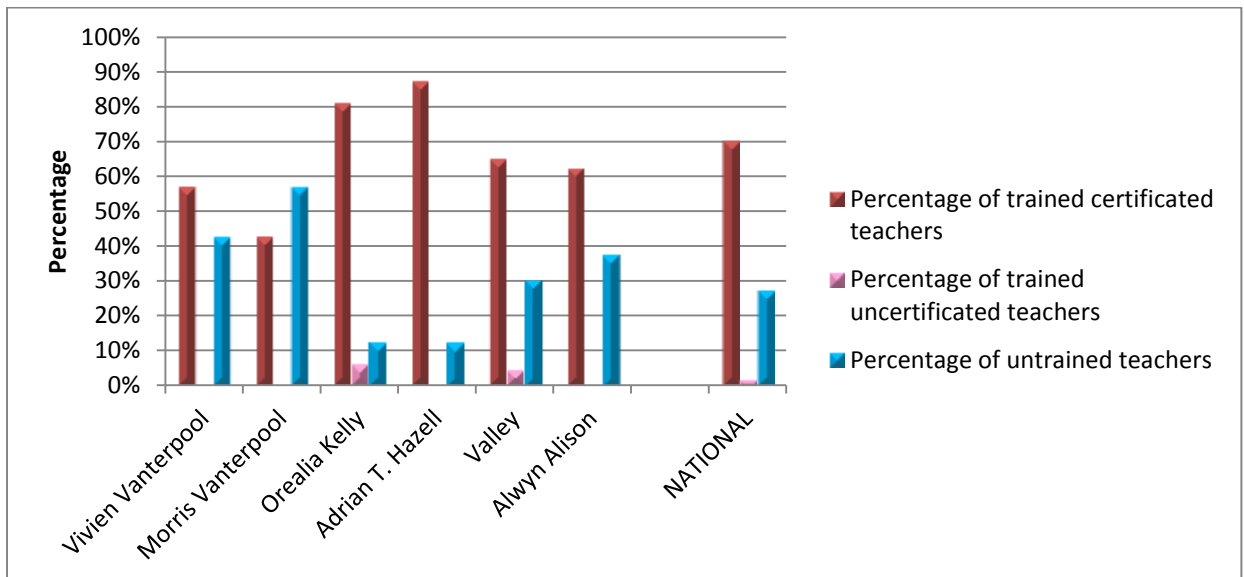
Table 2.11: Showing Staff at the Public Primary Level 2014-2015

Position	Number	Percentage
Principals	6	
Deputy Principals (also class teachers)	6	
Class Teachers		**Percentage**
Trained certificated Teachers (including Deputies)	58	73%
Trained uncertificated Teachers	2	3%
Untrained Teachers	20	25%
Total Teachers	**80**	**100%**
Guidance Counsellors	3	
Teaching Assistants	13	
Pupil Assistants	3	
Physical Education	3	
Art and Craft	3	
Music	3	
ICT	3	
Speech Therapist	1	
ESL	1	
Spanish	1	
Remedial Reading	3	
Reading Recovery	2	
Maintenance	2	
Custodians	6	
Total Staff	**127**	

N.B: Please note that Deputy Principals are classroom teachers and Music Teachers are shared with Secondary.

Primary Attendance

Attendance for the year (92.02%) fell below the National target of 95% for the primary level. This was the third lowest attendance recorded over six years. For 2013-2014 attendance was 93.48%, 2012-2013 attendance was 92.59%, 2011-2012 attendance was 91.25%, 2010 -2011 attendance was 92.35% and for 2009-2010, attendance was 90.80%.

The term with the highest attendance was Term 1 with an average of 94.67%, while the term recording the lowest attendance was Term 2 with an average attendance of 90.78%.

The school with the highest level of attendance was Morris Vanterpool Primary with 93.33%, while the school registering the lowest attendance was Alwyn Allison R Primary School (90.00%).

Table 2.12: TOTAL PUPLIL ATTENDANCE - PRIMARY SCHOOLS

FOR MICHAELMAS 2014					
SCHOOL	ROLL	NO. OF SESSIONS	TOTAL ATTENDANCE	AVERAGE	PERCENTAGE
Adrian T. Hazell Primary	279	120	29747	248	93.14
Valley Primary	440	128	52707	412	93.48
Morris Vanterpool Primary	97	128	11796	92	95.50
Orelia Kelly Primary	321	128	39186	306	95.49
Alwyn Alison Primary	144	128	17199	134	93.41
Vivien Vanterpool Primary	101	128	12596	98	97.01
National Average for Michaelmas term	230	127	27205	215	94.67
TOTAL ENROLMENT	1382				

Education Department - Target Pupil Attendance is 95%

Table 2.13: TOTAL PUPLIL ATTENDANCE - PRIMARY SCHOOLS

SCHOOL	ROLL	NO. OF SESSIONS	TOTAL ATTENDANCE	AVERAGE	PERCENTAGE
FOR LENTEN 2015					
Adrian T. Hazell Primary	285	111	**28489**	257	90.94
Valley Primary	442	109	**43287**	397	90.08
Morris Vanterpool Primary	96	107	**9451**	88	92.00
Orelia Kelly Primary	321	114	**33073**	290	90.60
Alwyn Alison Primary	151	112	**14790**	132	89.10
Vivien Vanterpool Primary	100	112	**10297**	92	91.98
National Average for Lenten term	233	111	**23231**	209	90.78
TOTAL ENROLMENT	1395				

Education Department - Target Pupil Attendance is 95%

Table 2.14: TOTAL PUPLIL ATTENDANCE - PRIMARY SCHOOLS

SCHOOL	ROLL	NO. OF SESSIONS	TOTAL ATTENDANCE	AVERAGE	PERCENTAGE
FOR TRINITY 2015					
Adrian T. Hazell Primary	283	96	**25071**	254	91.95
Valley Primary	439	94	**38019**	385	92.09
Morris Vanterpool Primary	98	96	**8728**	87	92.48
Orelia Kelly Primary	324	98	**28642**	278	90.45
Alwyn Alison Primary	150	98	**12964**	126	87.49
Vivien Vanterpool Primary	100	98	**8811**	85	89.16
National Average for Trinity term	232	97	**20373**	203	90.60
TOTAL ENROLMENT	1394				

Education Department - Target Pupil Attendance is 95%

Table 2.15: OVERALL PUPIL ATTENDANCE - PRIMARY SCHOOLS

			2014- 2015		
SCHOOL	ROLL	NO. OF SESSIONS	TOTAL ATTENDANCE	AVERAGE	PERCENTAGE
Adrian T. Hazell Primary	847	327	**83307**	253	92.01
Valley Primary	1321	331	**134013**	398	91.88
Morris Vanterpool Primary	291	331	**29975**	89	93.33
Orelia Kelly Primary	966	340	**100901**	291	92.18
Alwyn Alison Primary	445	338	**44953**	131	90.00
Vivien Vanterpool Primary	301	338	**31704**	92	92.72
Overall National Average	695	334	**70809**	209	92.02
TOTAL ENROLMENT	4171				

Education Department - Target Pupil Attendance is 95%

Academic Performance

Reading

The reading results for this academic year revealed that in Grade 6, 93% of the students were functionally literate (3% up from last year) while 68% of the students were reading at their chronological age and above. This showed a 11% increase over the previous year's performance of 58%.

In Grade 5, functional literacy was at 85% which increased by 3% over the previous year. The number of students reading at their chronological age and above however, decreased by 2% with (56% compared with 58% for the 2013-2014 academic year).

In Grade 4,the results revealed that 65% of the students are functional literate (an increase of 2% from the previous year) and 44% of the students reading at Chronological age and above. This showed a decline of 1% over the previous year.

At Grade 3, there was a decrease over the previous year in functional literacy which recorded 46% compared with 53%. However, the number of students reading at chronological age and above (52%) increased by 4% over the previous year.

Table 2.20 gives a five-year breakdown of the national reading results by grades during 2011-2015.

Figure 2.16: GRADE 6 READING TEST RESULTS

% STUDENTS FUNCTIONALLY LITERATE

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Functionally Literate Percentage	84%	82%	84%	84%	83%	86%	87%	90%	93%
Chronological Age Percentage	47%	40%	43%	42%	49%	58%	59%	57%	68%
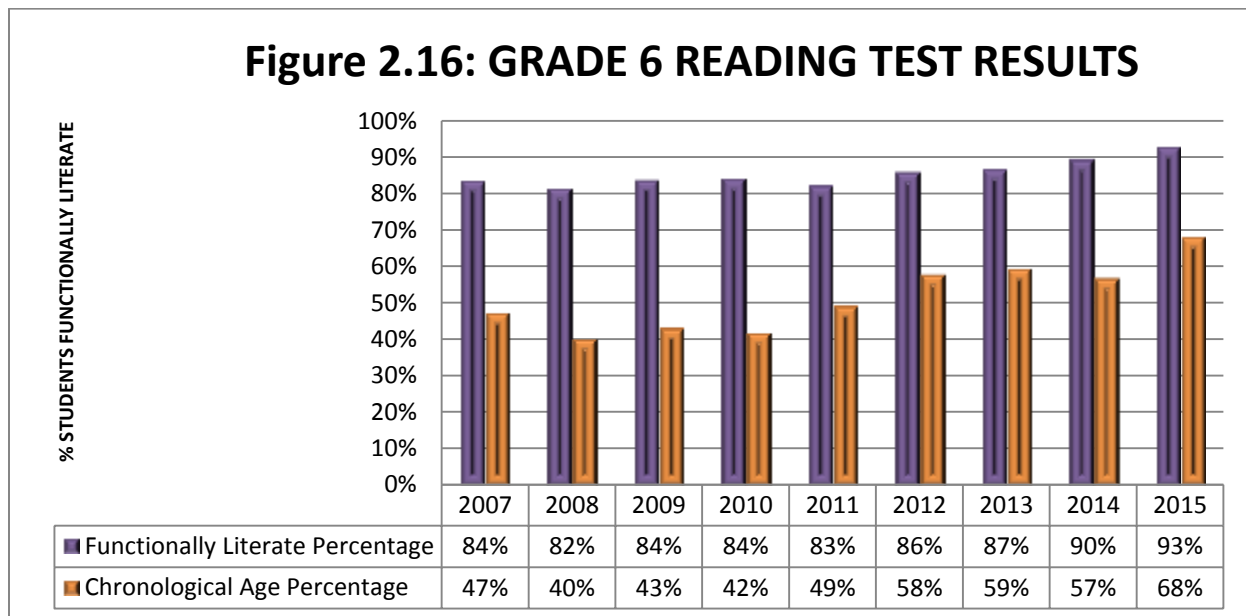
Figure 2.17: GRADE 5 READING TEST RESULTS

% STUDENTS FUNCTIONALLY LITERATE

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Functionally Literate Percentage	71%	68%	72%	69%	80%	75%	82%	82%	85%
Chronological Age Percentage	40%	43%	32%	38%	45%	46%	52%	58%	56%
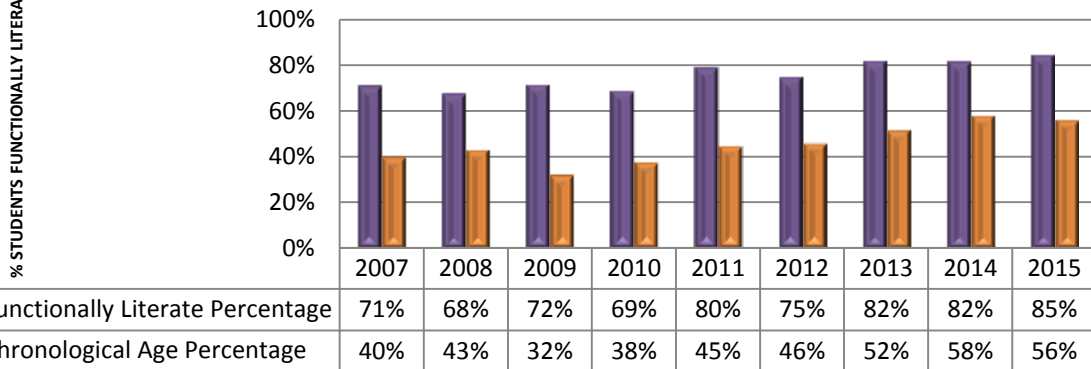
Figure 2.18: GRADE 4 READING TEST RESULTS

% STUDENTS FUNCTIONALLY LITERATE

	Functionally Literate Percentage	Chronological Age Percentage
2011	64%	40%
2012	60%	42%
2013	61%	45%
2014	63%	45%
2015	65%	44%
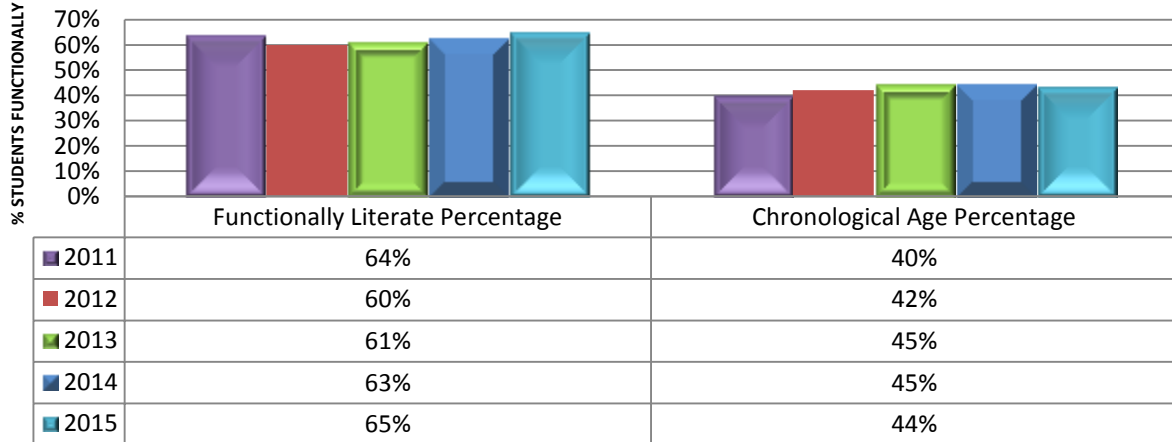
Figure 2.19: GRADE 3 READING TEST RESULTS

% STUDENTS FUNCTIONALLY LITERATE

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Functionally Literate Percentage	46%	45%	44%	33%	44%	41%	50%	53%	46%
Chronological Age Percentage	45%	47%	45%	41%	47%	44%	53%	48%	52%
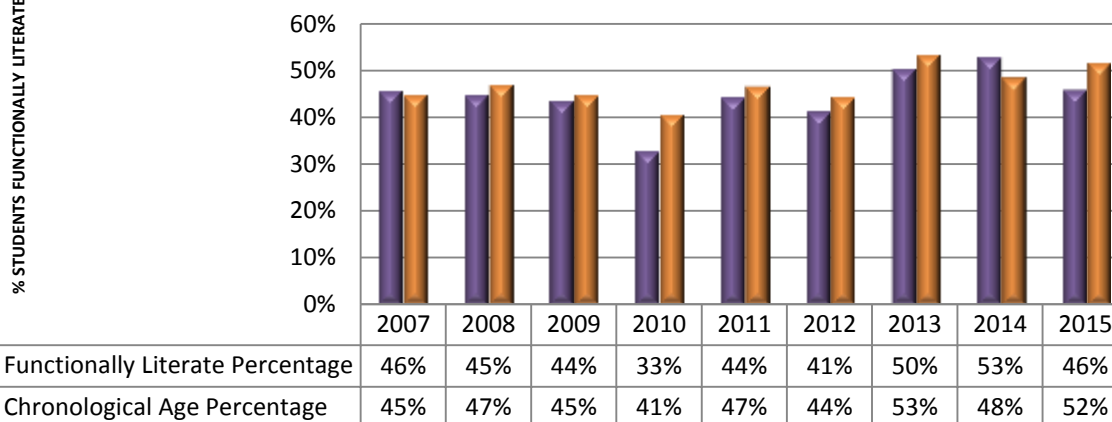
TABLE 2.20:   GRADES 3, 4, 5 & 6: NATIONAL READING RESULTS OVER FIVE YEAR PERIOD 2011-2015

GRADE	Gender	Total Number of Students who sat Examination					Number of Students Reading at Chronological Age and Above					Percentage of Students Performing at Chronological Age and above					Number of Students Functionally Literate (Reading Age 9.0)					Percentage of Students Functionally Literate (Reading Age 9.0)				
		2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
	Females	111	105	111	95	105	60	58	67	56	56	54%	55%	60%	59%	53%	58	53	64	52	49	52%	50%	58%	55%	47%
	Males	114	120	95	101	104	45	42	43	39	52	39%	35%	45%	39%	50%	42	40	40	34	47	37%	33%	42%	34%	45%
THREE	Total	225	225	206	196	209	105	100	110	95	108	47%	44%	53%	48%	52%	100	93	104	86	96	44%	41%	50%	44%	46%
	Females	108	92	91	103	84	53	43	50	53	43	49%	47%	55%	51%	51%	74	62	64	72	59	69%	67%	70%	70%	70%
	Males	112	108	101	89	83	35	41	37	33	30	31%	38%	37%	37%	36%	67	58	54	49	50	60%	54%	53%	55%	60%
FOUR	Total	220	200	192	192	167	88	84	87	86	73	40%	42%	45%	45%	44%	141	120	118	121	109	64%	60%	61%	63%	65%
	Females	119	121	102	99	109	59	65	64	64	75	50%	54%	63%	65%	69%	98	98	90	86	97	82%	81%	88%	87%	89%
	Males	125	113	112	97	97	51	43	47	50	41	41%	38%	42%	52%	42%	96	78	86	75	78	77%	69%	77%	77%	80%
FIVE	Total	244	234	214	196	206	110	108	111	114	116	45%	46%	52%	58%	56%	194	176	176	161	175	80%	75%	82%	82%	85%
	Females	102	121	121	100	96	61	80	75	64	74	60%	66%	62%	64%	77%	92	109	110	96	93	90%	90%	91%	96%	97%
	Males	121	124	111	111	93	49	62	63	56	55	40%	50%	57%	50%	59%	92	102	92	93	83	76%	82%	83%	84%	89%
SIX	Total	223	245	232	211	189	110	142	138	120	129	49%	58%	59%	57%	68%	184	211	202	189	176	83%	86%	87%	90%	93%

Grade 4 Standardised Test Results

Each year the Department of Education (DOE) usually administers three standardised tests (Numeracy, Literacy, and ICT) to Grade 4 students since Test of Standards is not done in this grade. However, as the content of the standardised tests does not match the revised curriculum new examinations are being introduced beginning with Literacy. The other subject areas will follow suit.

In Numeracy, the percentage of students performing at or above their chronological age performance (36.4%) has shown a slight increase of 2.7% over the previous year, which had registered 33.7%.

Literacy performance at or above the 50% Standard showed that 50.3% of the students met the criteria. Female performed better than males by 26.9%. Females recorded 63.5% (54 out of 85 students) and males 36.6% (30 out of the 82 students).

No ICT examination was administered during this academic period however, there is still information provided on the previous year's examinations. Last year DOE implemented a new ICT curriculum. Due to this, the DOE made the decision to forego the Grade 4 test until the new assessment can be put in place.

Table 2.28 gives a breakdown of data relating to Grade 4 Standardised test results and Table 2.29 gives a breakdown of the national results.

Figure 2.21 : Showing percentage of students performing at Chronological Age and above in Numeracy by school 2010 -2015
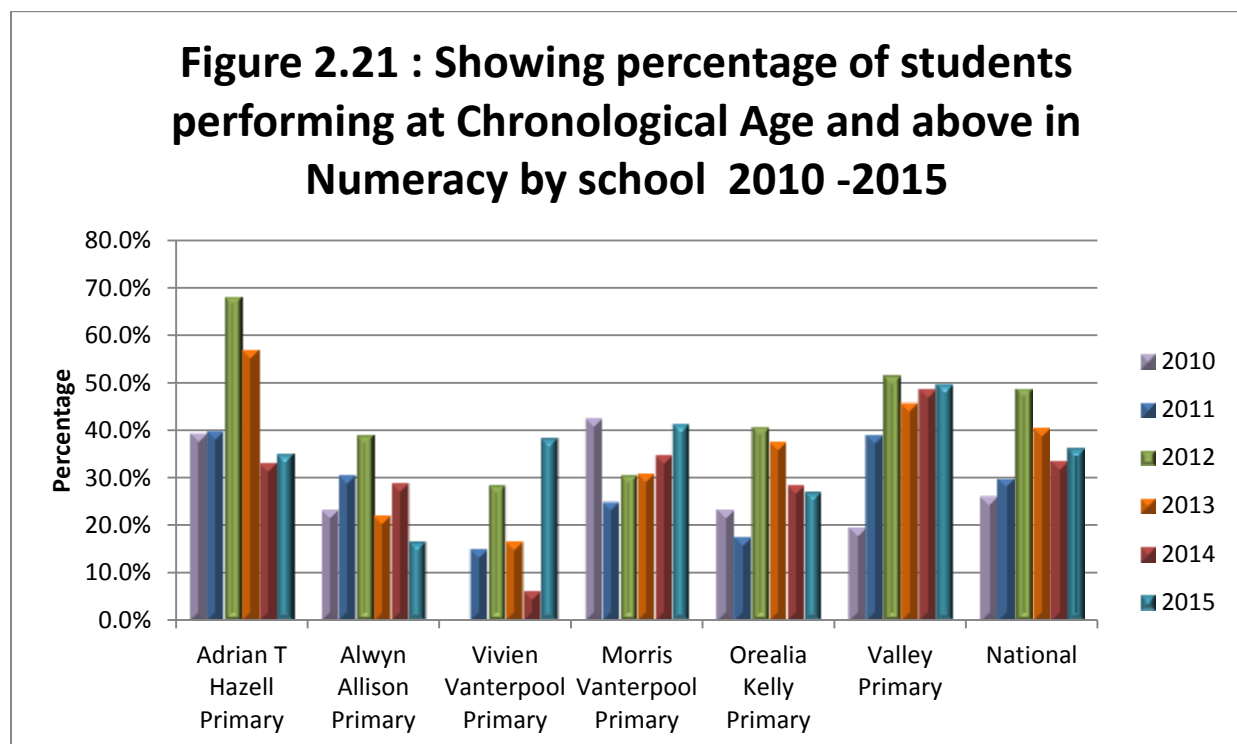
Figure 2.22: Percentage Nationally of students performing at or above their chronological age and above in Numeracy 2010-2015
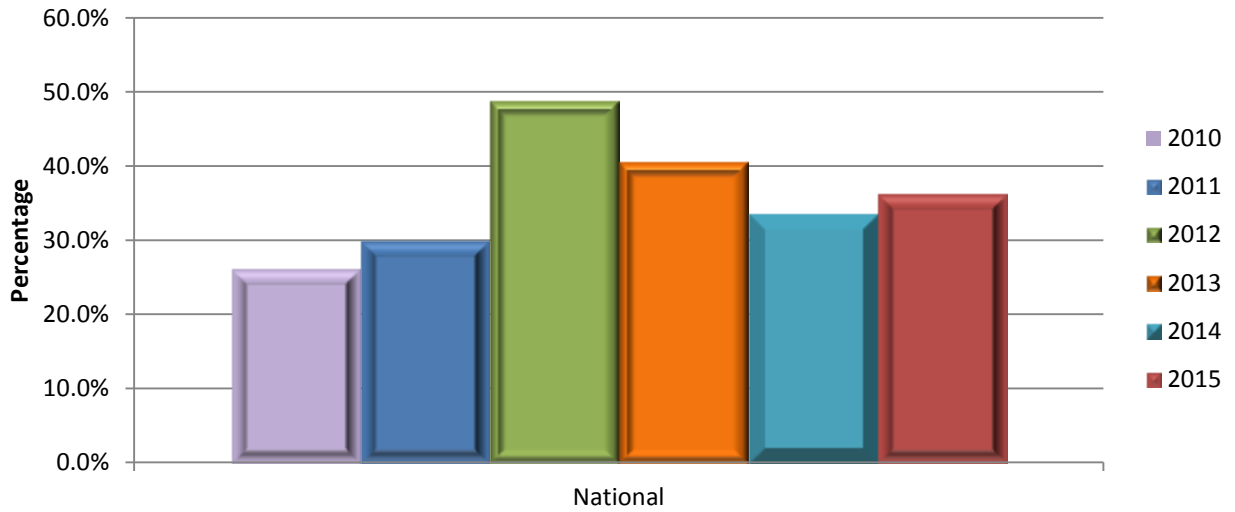
Figure 2.23: Percentage of Students Performing at or above Standard (50%) in Literacy 2015
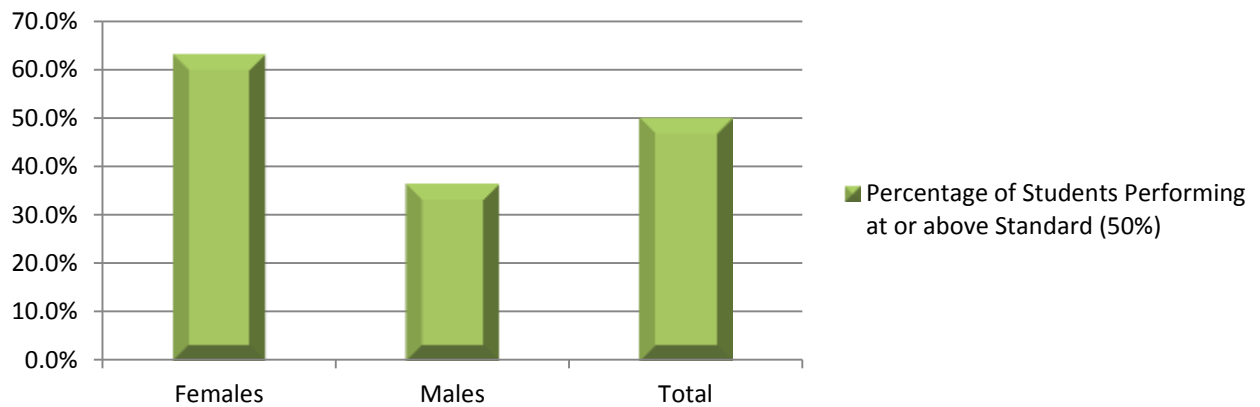
Figure 2.24: Showing percentage of students performing at Chronological Age and above in Literacy by school 2010-2014
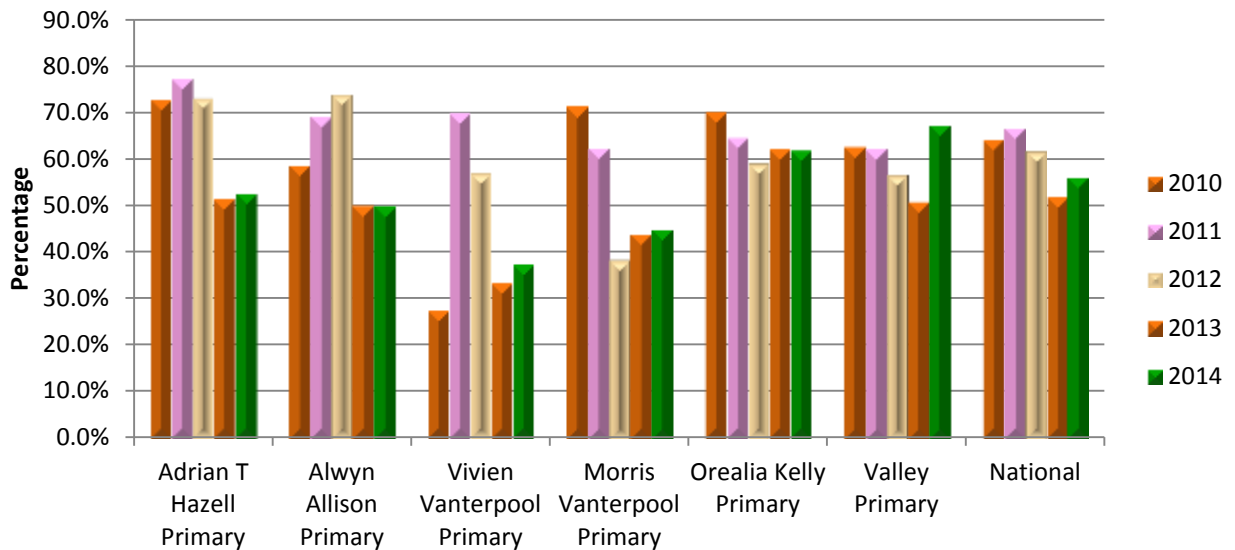
Figure 2.25: Percentage Nationally of students performing at or above their chronological age and above in Literacy 2010-2014
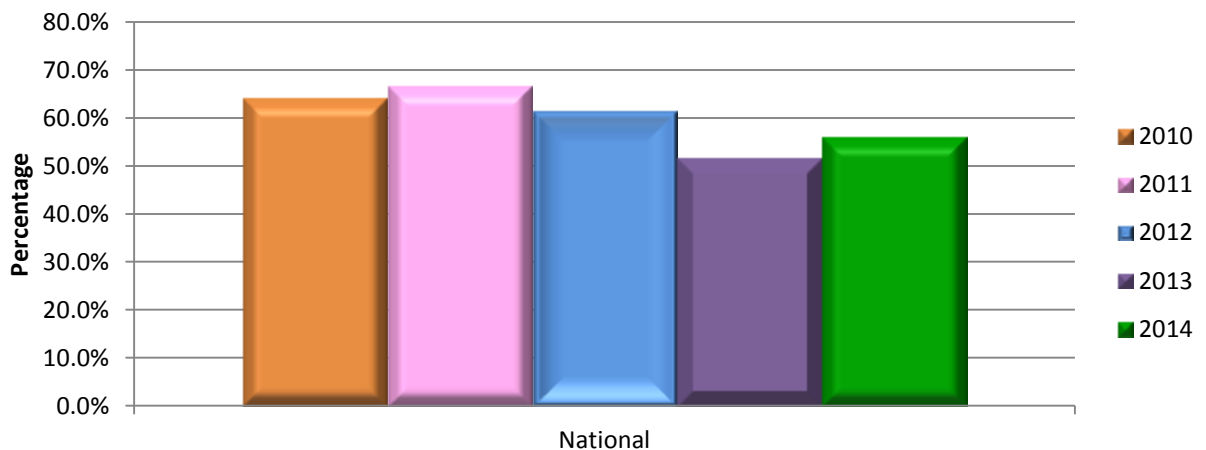
Figure 2.26: Showing percentage of students performing at Chronological Age and above in ICT by school 2010-2014
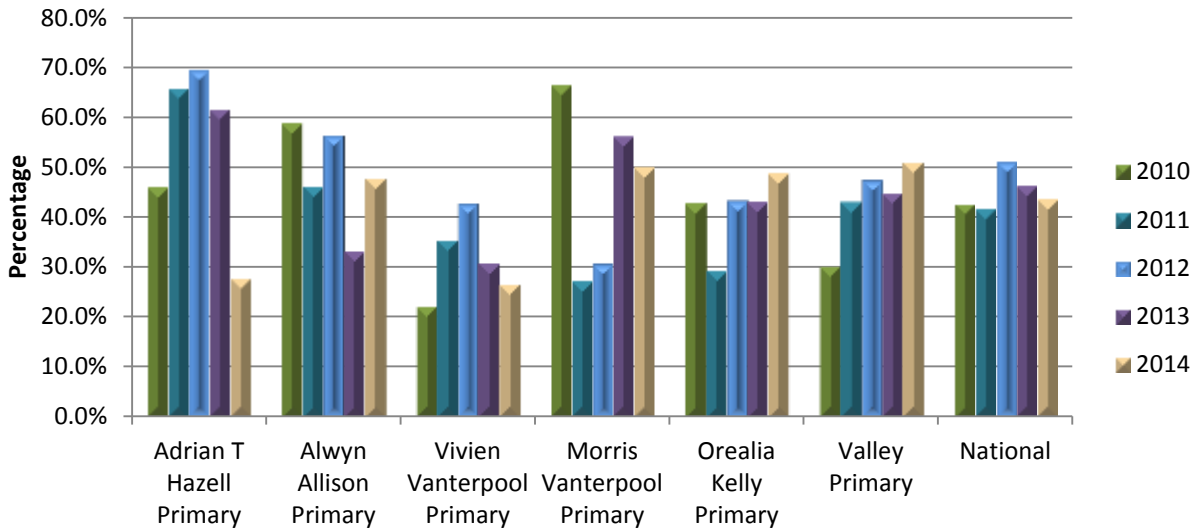
Figure 2.27: Percentage Nationally of students performing at or above their chronological age and above in ICT 2010-2014
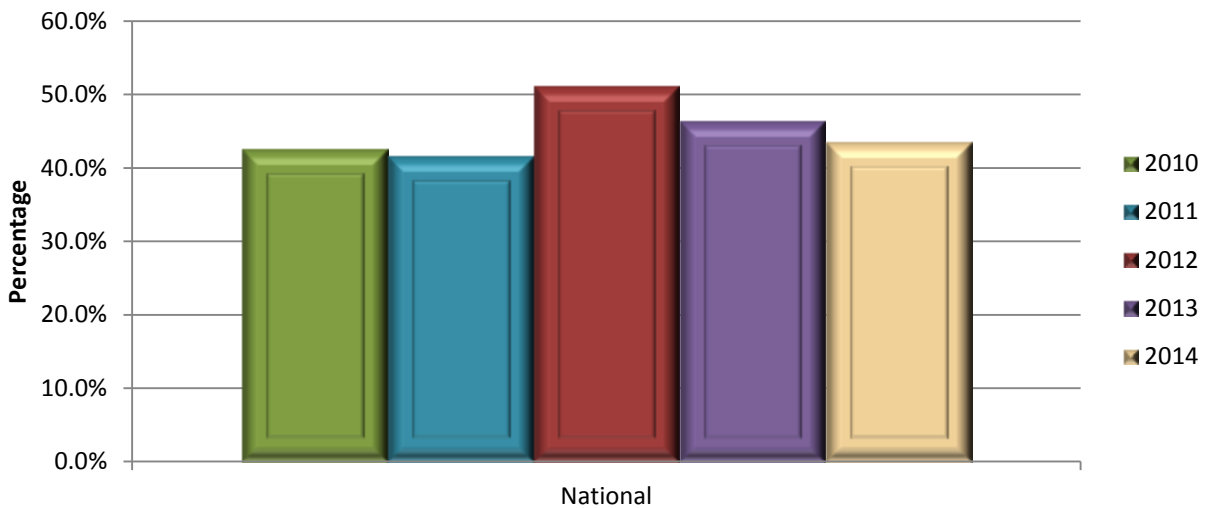
TABLE 2.28: GRADE 4: STANDARDISED RESULTS FOR OVER FIVE YEAR PERIOD 2011-2015

Subject	Gender	Total Number of Students who sat Examination					Number of Students Performing at Chronological Age and above					Percentage of Students Performing at Chronological Age and above				
		2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Numeracy (Mathematics): National	Females	107	88	90	97	83	32	48	40	33	33	29.9%	54.5%	44.4%	34.0%	39.8%
	Males	110	100	97	90	82	33	44	36	30	27	30.0%	44.0%	37.1%	33.3%	32.9%
	Total	217	188	187	187	165	65	92	76	63	60	30.0%	48.9%	40.6%	33.7%	36.4%
Literacy: National	Females	107	88	90	97		84	60	60	61		78.5%	68.2%	66.7%	62.9%	
	Males	110	100	97	90		61	56	37	44		55.5%	56.0%	38.1%	48.9%	
	Total	217	188	187	187		145	116	97	105		66.8%	61.7%	51.9%	56.1%	
ICT : National	Females	103	89	88	98		50	47	50	44		48.5%	52.8%	56.8%	44.9%	
	Males	103	104	97	88		36	52	36	37		35.0%	50.0%	37.1%	42.0%	
	Total	206	193	185	186		86	99	86	81		41.7%	51.3%	46.5%	43.5%	

TABLE 2.29: GRADE 4: NATIONAL LITERACY RESULTS FOR 2015

Subject	Gender	Total Number of Students who sat Examination	Number of Students Performing at or above Standard (50%)	Percentage of Students Performing at or above Standard (50%)
		2015	2015	2015
	Females	85	54	63.5%
	Males	82	30	36.6%
Literacy: National	Total	167	84	50.3%

Test of Standards Results

The Department of Education sets yearly targets based upon our 2010 – 2015 Education Development Plan (EDP). The 2015 projected targets for 50% and above in the four core areas tested were as follows: Language Arts 75%, Mathematics 75%, Social Studies 75% and Science 75%. The projected targets for 80% and above in the four core areas tested were Language Arts 20%, Mathematics 20% , Social Studies 20% and Science 20%.

The subject with the highest percentage of students meeting the standard at 80% in Grade 6 was Mathematics (21.0%) and at 50% was Language with (75.9%). The subject with the least number of students meeting the standards was Social Studies with (7.2%) at 80% and (54.4%) at 50%. Our 50% and above national target was met for Language. Our national target for 80% and above was met for Mathematics.

On the Grade 5 test, the National target for 50% and 80% and above were not met in any of the subject areas tested. The subject with the lowest performance was Social Studies with (48.5%) scoring 50% and above and (2.6%) scoring 80% and above. The subject with the highest number of students gaining 50% was Language with 64.3% of the students and the subject with the highest number of students gaining 80% was Mathematics with 8.7%.

For Grade 3, the National target for 50% and 80% and above were not met in any of the subject areas tested. The subject with the lowest performance was Mathematics with (37.9%) scoring 50% and above and (3.4%) scoring 80% and above. The subject with the highest number of students gaining 50% was Science with 65.5% of the students and the subject with the highest number of students gaining 80% was also Science with 8.7%.

FIGURE 2.30: PERCENTAGE PUPILS IN GRADE 6 MEETING THE STANDARDS OF 50%

	Lang	Math	Socs	Sci
2010 meeting standard (50% and above)	59.3	62.8	59.3	65.8
2011 meeting standard (50% and above)	64.5	63.2	55.9	62.7
2012 meeting standard (50% and above)	70.4	70.8	60.8	64.2
2013 Meeting Standard (50% and above)	72.6	70.9	62.6	70.9
2014 meeting standard (50% and above)	71.2	62.3	56.6	67.5
2015 meeting standard (50% and above)	75.9	66.7	54.4	59.0
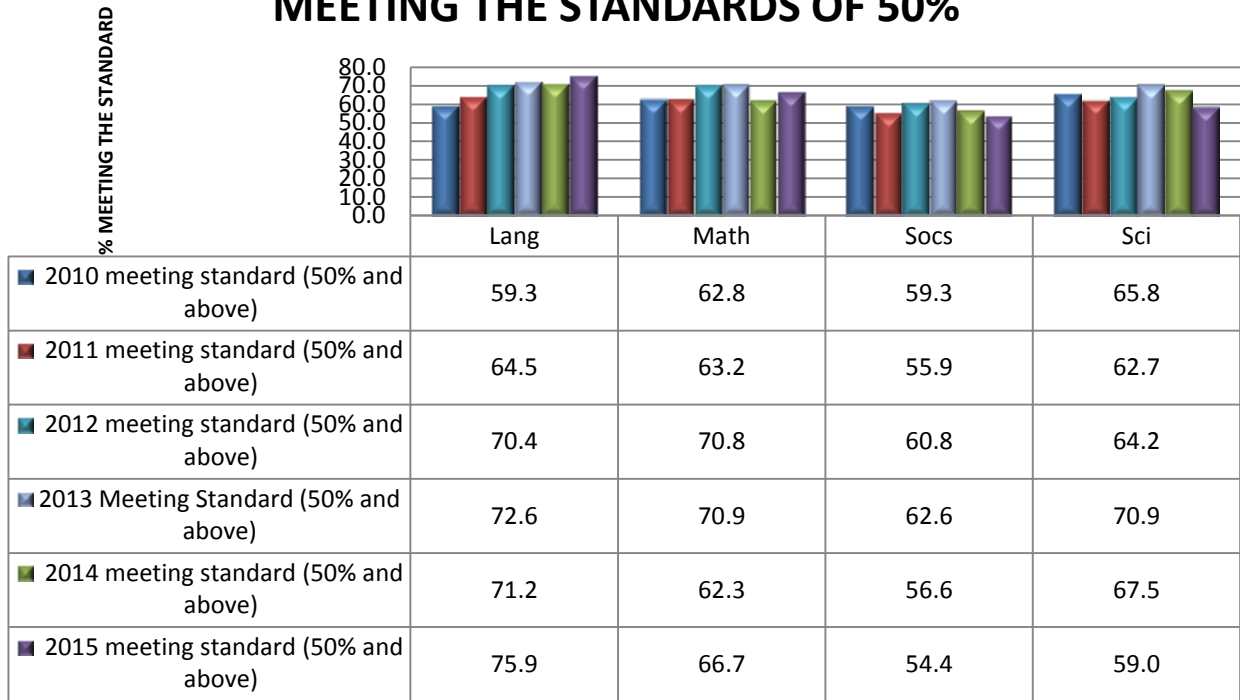
FIGURE 2.31: PERCENTAGE PUPILS IN GRADE 6 MEETING THE STANDARDS OF 80%

	Lang	Math	Socs	Sci
2010 meeting standard (80% and above)	6.5	15.6	6.0	11.6
2011 meeting standard (80% and above)	10.0	14.5	5.5	6.8
2012 meeting standard (80% and above)	12.1	23.3	5.8	13.3
2013 meeting standard (80% and above)	11.3	29.1	8.7	15.2
2014 meeting standard (80% and above)	10.8	23.1	6.6	10.4
2015 meeting standard (80% and above)	15.9	21.0	7.2	10.3

Figure 2.32: PERCENCENTAGE PUPILS IN GRADE 5 MEETING THE STANDARDS OF 50%

% MEETING THE STANDARDS

	Lang	Math	Socs	Sci
2010 meeting standard (50% and above)	55.5	45.4	55.9	70.5
2011 meeting standard (50% and above)	54.4	50.6	64.4	74.9
2012 meeting standard (50% and above)	46.9	54.4	53.9	79.4
2013 meeting standard (50% and above)	48.8	50.7	60.7	66.4
2014 meeting standard (50% and above)	50.8	48.7	56.8	64.8
2015 meeting standard (50% and above)	64.3	51.0	48.5	57.1

Figure 2.33: PERCENCENTAGE PUPILS IN GRADE 5 MEETING THE STANDARDS OF 80%

% MEETING THE STANDARDS

	Lang	Math	Socs	Sci
2010 meeting standard (80% and above)	7.0	5.7	5.3	13.2
2011 meeting standard (80% and above)	5.0	9.2	7.5	15.9
2012 meeting standard (80% and above)	3.1	12.3	4.4	15.4
2013 meeting standard (80% and above)	5.2	13.7	5.2	9.5
2014 meeting standard (80% and above)	8.0	12.6	9.5	11.1
2015 meeting standard (80% and above)	4.1	8.7	2.6	4.1

Figure 2.34: PERCENTAGE PUPILS IN GRADE 3 MEETING THE STANDARDS OF 50%

	Lang	Math	Socs	Sci
2010 meeting standard (50% and above)	73.3	48.8	57.9	69.6
2011 meeting standard (50% and above)	77.5	39.9	62.9	71.4
2012 meeting standard (50% and above)	71.2	46.0	55.8	66.0
2013 meeting standard (50% and above)	73.3	46.5	61.4	73.8
2014 meeting standard (50% and above)	68.0	39.6	39.6	63.5
2015 meeting standard (50% and above)	59.2	37.9	59.7	65.5
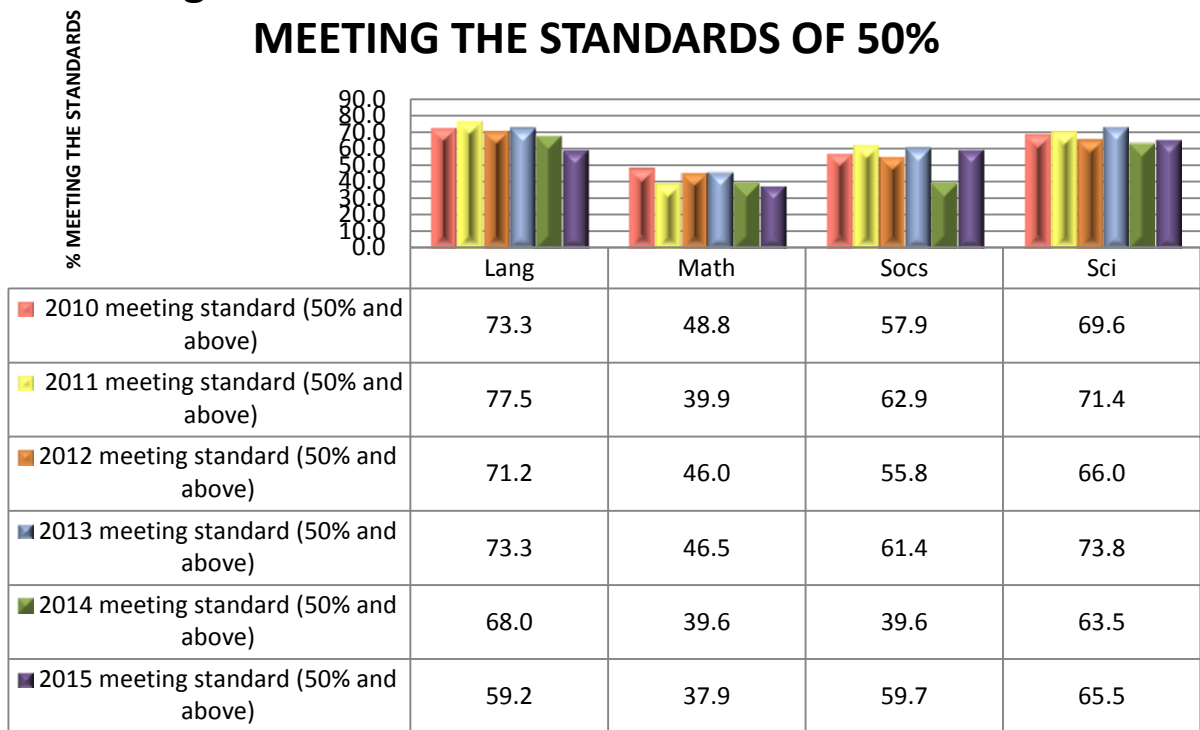
Figure 2.35: PERCENTAGE PUPILS IN GRADE 3 MEETING THE STANDARDS OF 80%

	Lang	Math	Socs	Sci
2010 meeting standard (80% and above)	20.4	8.3	7.5	11.3
2011 meeting standard (80% and above)	18.8	5.2	6.1	6.6
2012 meeting standard (80% and above)	18.1	10.2	3.3	18.6
2013 meeting standard (80% and above)	9.9	9.9	5.9	9.9
2013 meeting standard (80% and above)	17.3	4.1	2.0	12.2
2015 meeting standard (80% and above)	6.8	3.4	6.8	8.7

Comparison of Boys' and Girls' Performance

A comparison of the performance of boys and girls reveal that girls performed better than the boys in all 4 subject areas.

At Grade 6, in Language Arts, 85.0% of girls achieved 50% and above compared with 66.3% of the boys. In Mathematics there was 75.0% of the girls and 57.9% of the boys; Social Studies 64.0% of the girls and 44.2% of the boys and in Science 65.0% of the girls versus 52.6% of the boys (see Figures 2.38, 2.40 and 2.41). Males performance also, decreased over the previous year in all subject areas except Language Arts which increased by 6.5%. Females performance improved in all subject areas. Language Arts increased by 1.4%, Mathematics by 12%, Social Studies and Science by 3.0%. At this level, the targets set were met and exceeded by the girls in Language Arts and Mathematics while boys were unable to meet the required targets for 50% and above.

A similar pattern is revealed in Figures 2.39, 2.42 and 2.43 which shows the performance of boys and girls at 80% and above. The difference in performance is greatest in Language Arts with 22.0% of the girls scoring 80% and above compared with 9.5% of boys (difference of over 12.5%). Mathematics followed with 26.0% of the girls scoring 80% and above compared with 15.8% of the boys. Social Studies followed with 8.0% of the girls scoring 80% and above compared with 6.3% of the boys. Science followed with 11.0% of the girls scoring 80% and above and the boys 9.5%. The targets set were met and exceeded by girls in Language Arts and Mathematics. Grade 6 performance at 80% and above, however, revealed improvement in Social Studies for male performance over the previous year.

At Grade 5 in Language Arts, 72.6% of the girls achieved 50% and above compared with 54.4% of the boys. In Mathematics, the girls also performed better than the boys. The girls' performance was 56.6% compared to 44.4% for boys. In Science 60.4% of the girls compared to 53.3% boys, and in Social Studies 53.8% of the girls versus 42.2% of the boys (see Figures 2.44, 2.46 and 2.47). Male performance improved in Language Arts. However, none of the genders met the 50% and above target. Mathematics and Social Studies posed a challenge for both boys and girls. The lowest performance was recorded in those two subjects.

The results at 80% and above revealed (in Figure 2.45), that the Grade 5 boys performed better at 80% and above than the girls in Mathematics, Science and Social Studies. The difference in performance was greatest in Mathematics, where 12.2% of the boys scored 80% and above compared with 5.7% of the girls (difference of 6.5%). In Science 5.6% of the boys and 2.8% of the girls scored 80% and above and in Social Studies 3.3% of the boys compared to 1.9% of the girls. In Language Arts 5.7% of the girls scored 80% and above compared with 2.2% of the boys. At the 80% and above target, both male and female performances decreased in all subjects areas tested except Mathematics for boys (see Figures 2.48 and 2.49). Neither males nor females met the target set for 80% and above.

An analysis of the performance in Grade 3 (see Figures 2.50, 2.52 and 2.53) reveal that 85.0% of the girls scored 50% and above in Language Arts compared to 55.1% of the boys, in Mathematics 75.0% (girls) compared to 40.8% (boys), in Social Studies 64.0% (girls) compared

to 60.2% (boys), and in Science 65.0% (girls) compared to 62.2% (boys). The girls met and/or exceeded the target at this level for Language Arts and Mathematics. The boys fell short of the target in all subject areas.

At 80% and above, 7.1% of the boys achieved this score for Language Arts compared to 6.5% of the girls and for Science (9.2% compared to 8.3%). At this level, the girls performed better than the boys in Social Studies (9.3% compared to 4.1%) and Mathematics (3.7% compared to 3.1%). Neither males nor females met the target set for 80% and above. (See Figures 2.51, 2.54 and 2.55)

Figure 2.36: OVERALL PERCENTAGE MEETING THE STANDARDS OF 50% AND ABOVE 2015

	Language Arts	Mathematics	Social Studies	Science
2015 M	58.7	47.7	49.1	56.2
2015 F	74.2	53.2	57.2	68.6
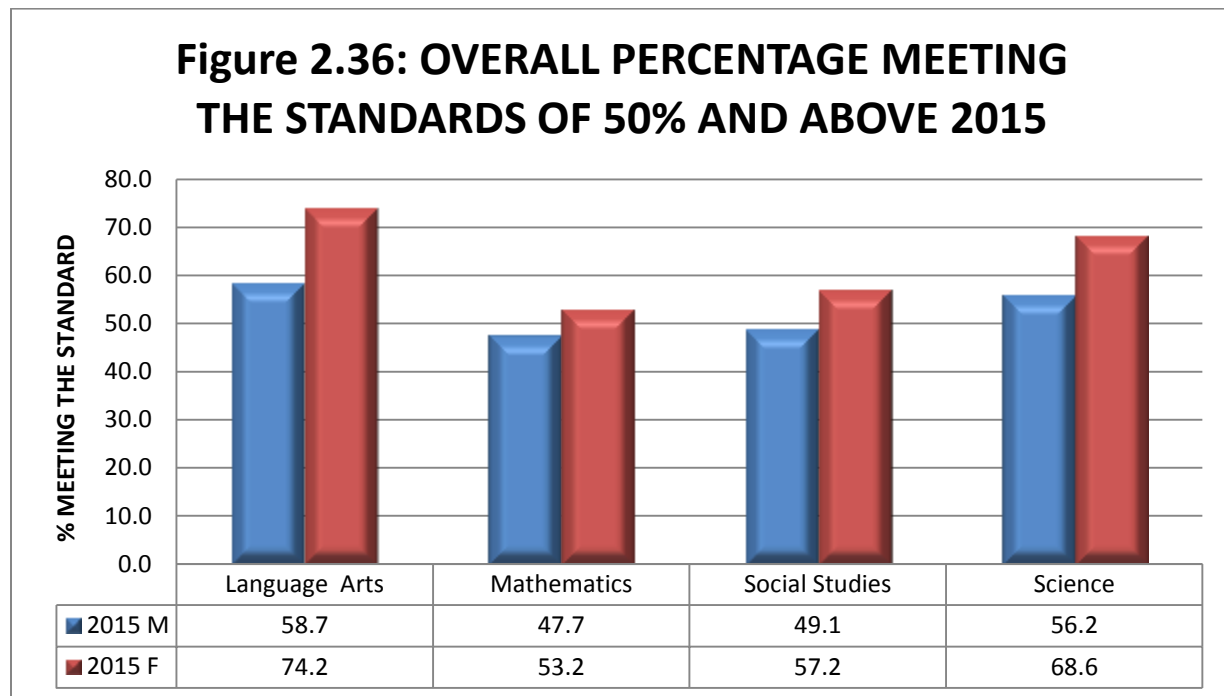
Figure 2.37: OVERALL PERCENTAGE MEETING THE STANDARDS OF 80% AND ABOVE 2015

	Language Arts	Mathematics	Social Studies	Science
2015 M	6.4	10.2	4.6	8.1
2015 F	11.1	11.5	6.4	7.3
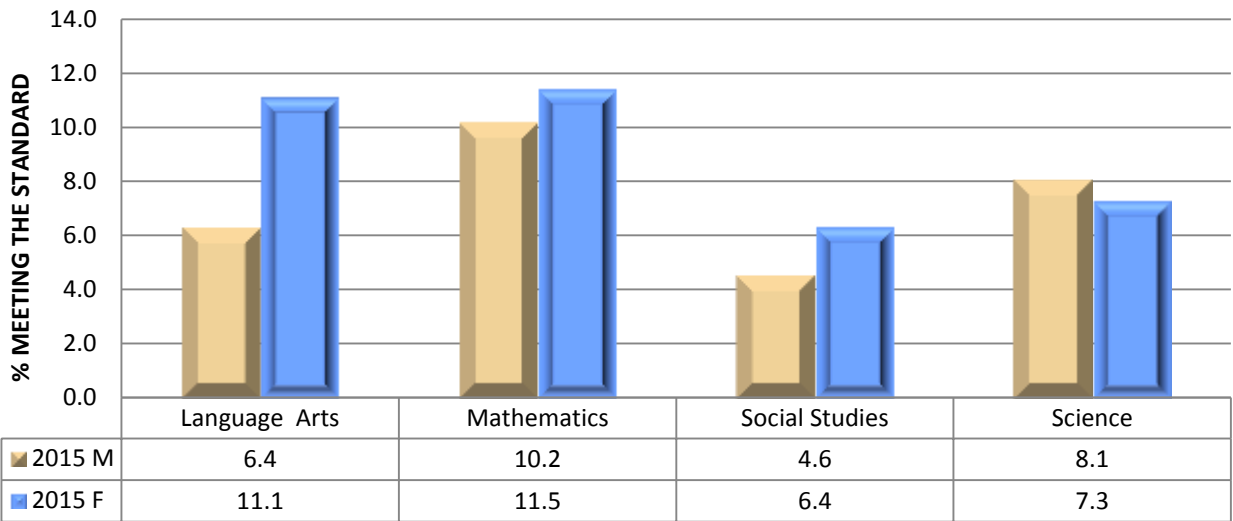
Figure 2.38: PERCENTAGE OF MALES & FEMALES IN GRADE 6 MEETING THE STANDARDS OF 50% AND ABOVE 2015

	Language Arts	Mathematics	Social Studies	Science
2015 M	66.3	57.9	44.2	52.6
2015 F	85.0	75.0	64.0	65.0
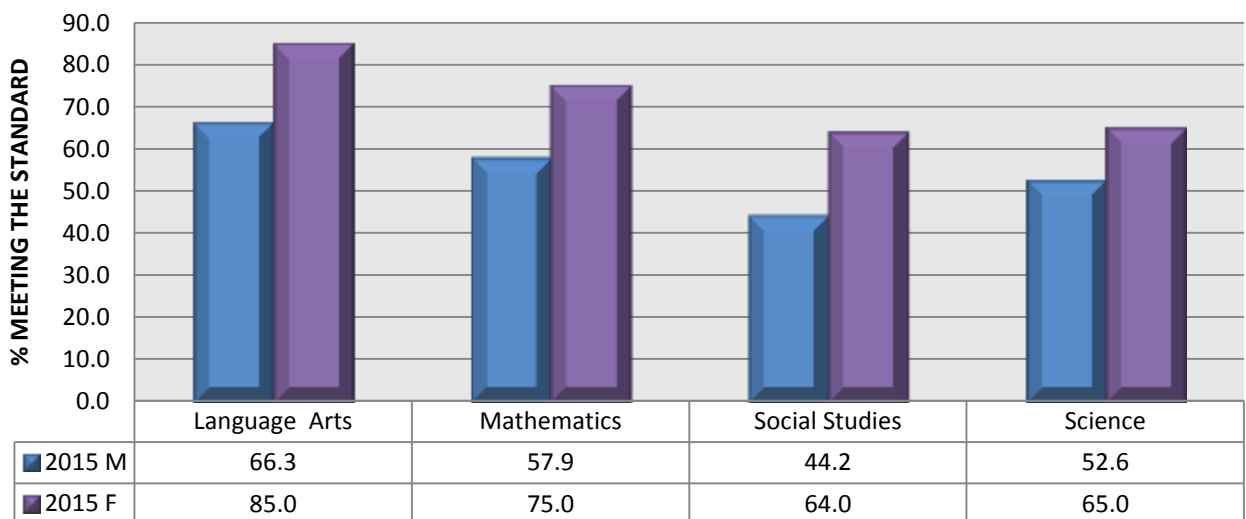
Figure 2.39: PERCENTAGE OF MALES & FEMALES IN GRADE 6 MEETING THE STANDARDS OF 80% AND ABOVE 2015

	Language Arts	Mathematics	Social Studies	Science
2015 M	9.5	15.8	6.3	9.5
2015 F	22.0	26.0	8.0	11.0
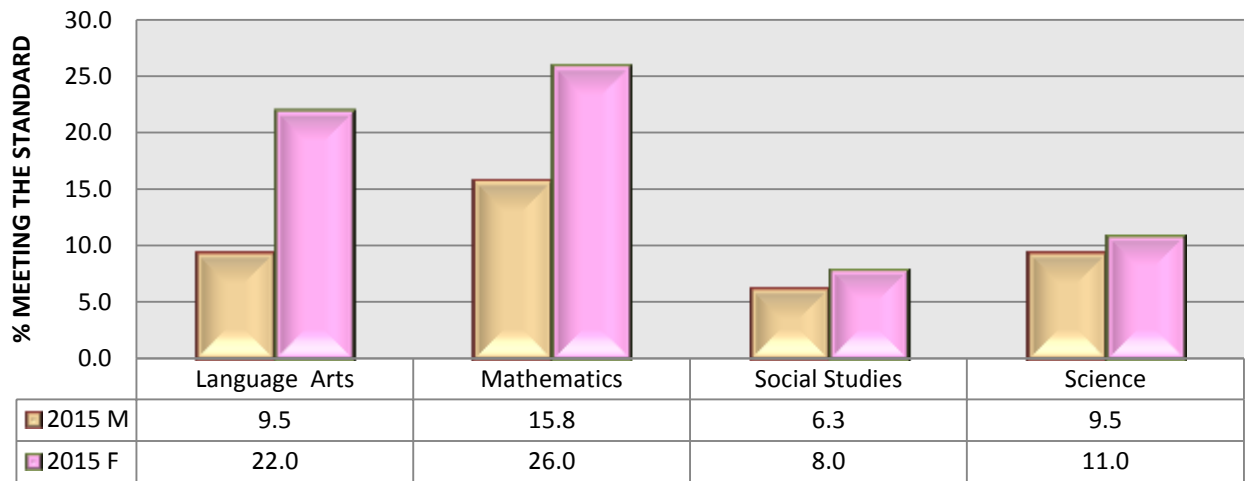
Figure 2.40: PERCENTAGE OF MALES IN GRADE 6 MEETING THE STANDARDS OF 50% AND ABOVE 2010-2015

	Language Arts	Mathematics	Social Studies	Science
2010 M	48.4	61.3	57.0	63.4
2011 M	55.1	56.8	46.6	56.8
2012 M	58.2	59.8	54.9	59.8
2013 M	61.8	62.7	53.6	65.5
2014 M	59.8	61.6	52.7	67.0
2015 M	66.3	57.9	44.2	52.6
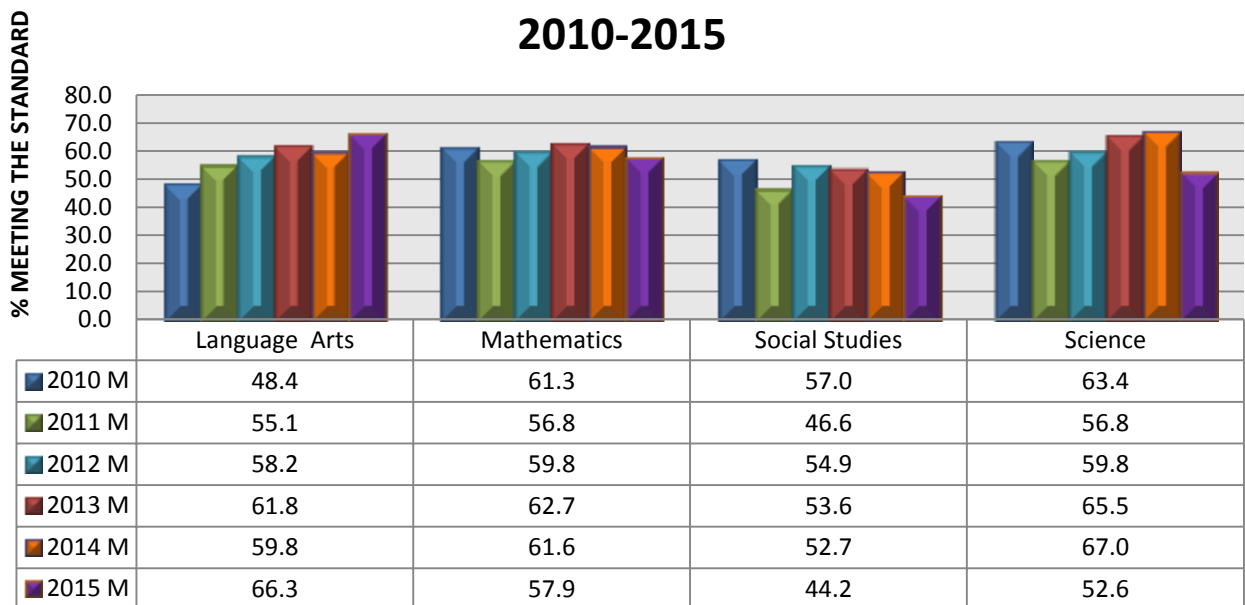
Figure 2.41: PERCENTAGE OF FEMALES IN GRADE 6 MEETING THE STANDARDS OF 50% AND ABOVE 2010-2015

	Language Arts	Mathematics	Social Studies	Science
2010 F	68.9	64.2	61.3	67.9
2011 F	75.5	70.6	66.7	69.6
2012 F	83.1	82.2	66.9	68.6
2013 F	82.5	78.3	70.8	75.8
2014 F	84.0	63.0	61.0	68.0
2015 F	85.0	75.0	64.0	65.0
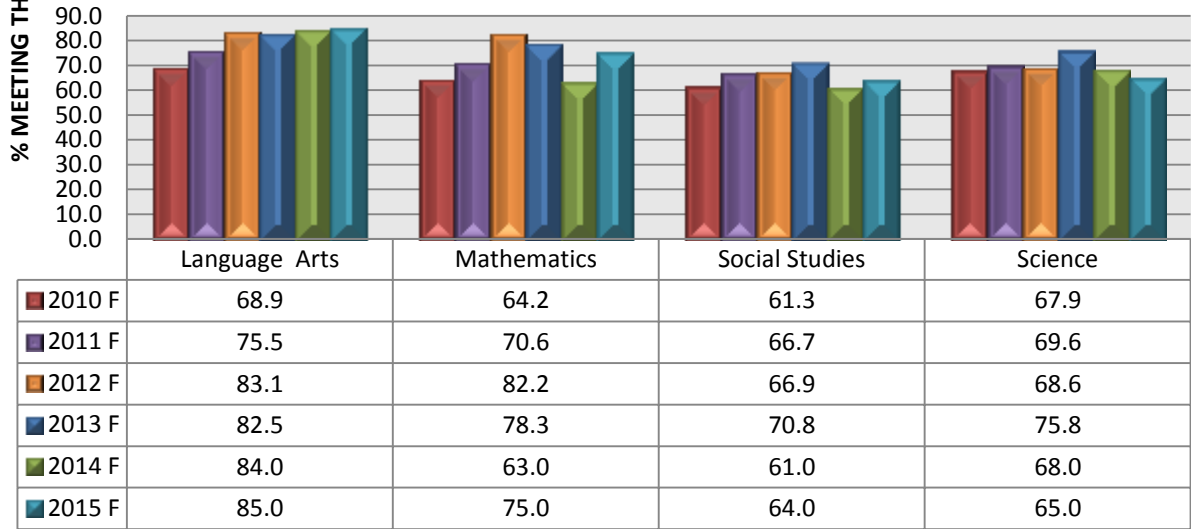
Figure 2.42: PERCENTAGE OF MALES IN GRADE 6 MEETING THE STANDARDS OF 80% AND ABOVE 2010-2015

	Language Arts	Mathematics	Social Studies	Science
2010 M	3.2	12.9	5.4	8.6
2011 M	5.1	10.2	4.2	6.8
2012 M	5.7	14.8	4.9	13.1
2013 M	4.5	24.5	10.0	14.5
2014 M	8.0	23.2	5.4	9.8
2015 M	9.5	15.8	6.3	9.5
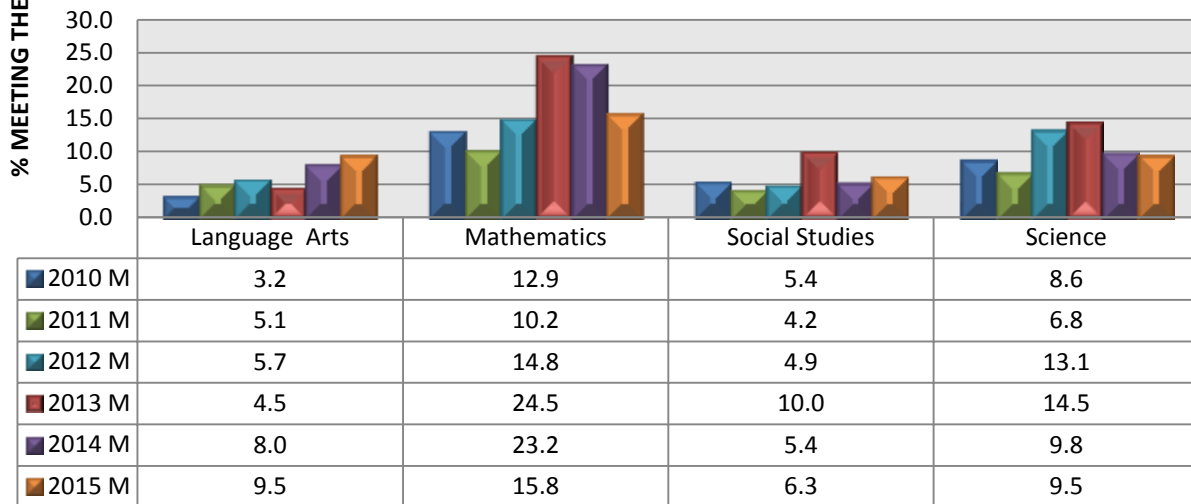
Figure 2.43: PERCENTAGE OF FEMALES IN GRADE 6 MEETING THE STANDARDS OF 80% AND ABOVE 2010-2015

	Language Arts	Mathematics	Social Studies	Science
2010 F	9.4	17.9	6.6	14.2
2011 F	15.7	19.6	6.9	6.9
2012 F	18.6	32.2	6.8	13.6
2013 F	17.5	33.3	7.5	15.8
2014 F	14.0	23.0	8.0	11.0
2015 F	22.0	26.0	8.0	11.0
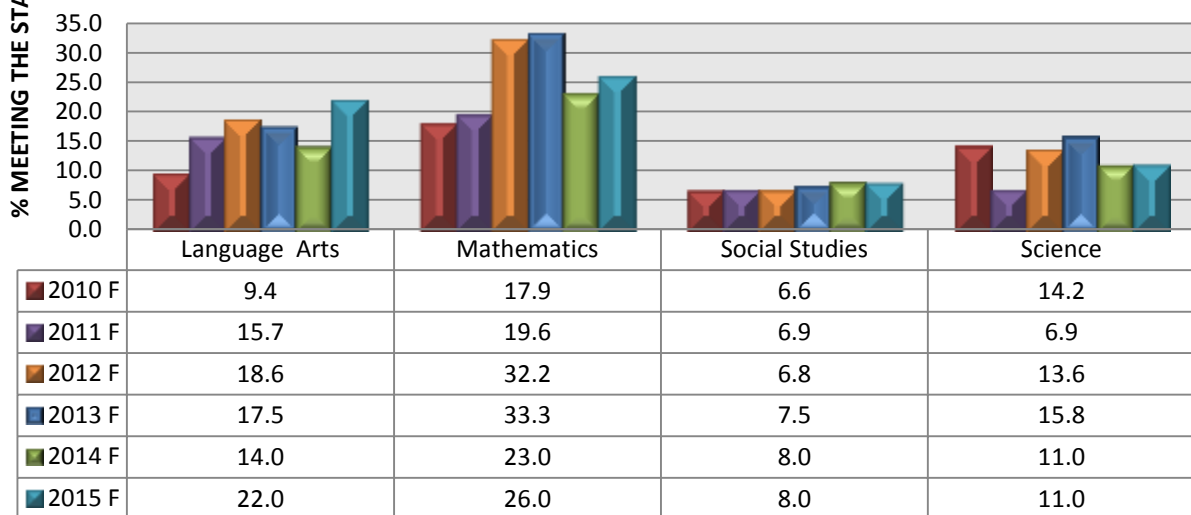
Figure 2.44: PERCENTAGE OF MALES & FEMALES IN GRADE 5 MEETING THE STANDARDS OF 50% AND ABOVE 2015

	Language Arts	Mathematics	Social Studies	Science
2015 M	54.4	44.4	42.2	53.3
2015 F	72.6	56.6	53.8	60.4
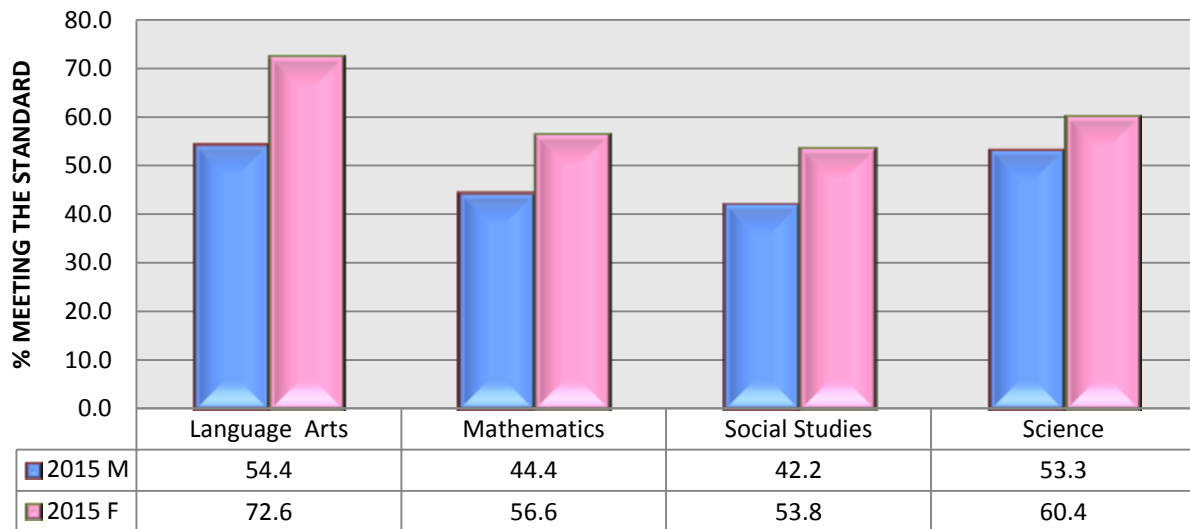
Figure 2.45: PERCENTAGE OF MALES & FEMALES IN GRADE 5 MEETING THE STANDARDS OF 80% AND ABOVE 2015

	Language Arts	Mathematics	Social Studies	Science
2015 M	2.2	12.2	3.3	5.6
2015 F	5.7	5.7	1.9	2.8
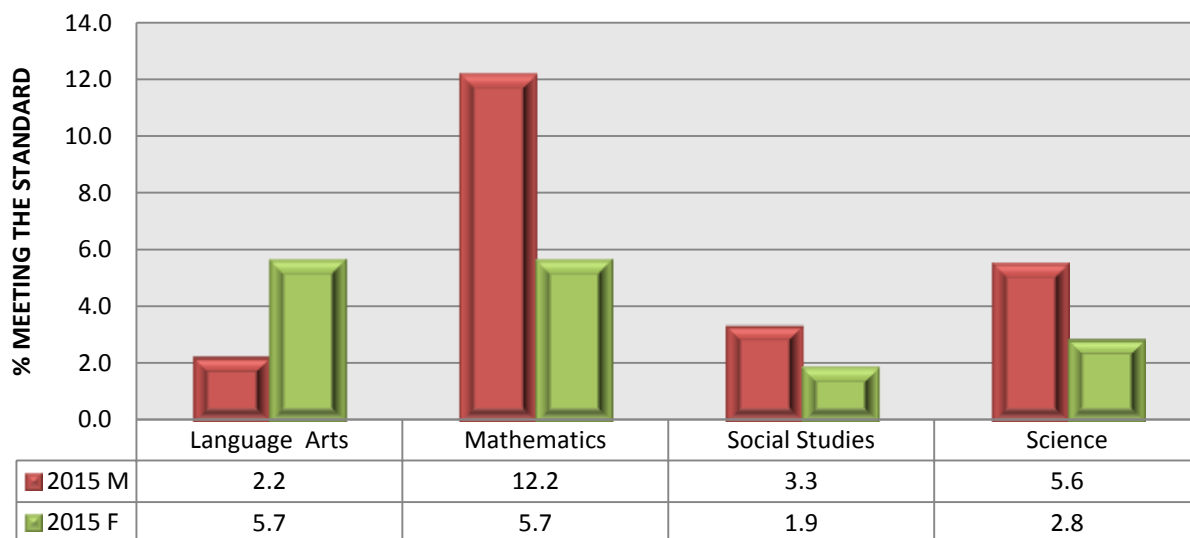
Figure 2.46: PERCENTAGE OF MALES IN GRADE 5 MEETING THE STANDARDS OF 50% AND ABOVE 2010-2015

% MEETING THE STANDARD

	Language Arts	Mathematics	Social Studies	Science
2010 M	43.7	38.7	50.4	66.4
2011 M	47.1	42.9	60.5	71.4
2012 M	32.1	47.7	46.8	75.2
2013 M	34.2	46.8	56.8	64.9
2014 M	37.5	50.0	53.1	61.5
2015 M	54.4	44.4	42.2	53.3
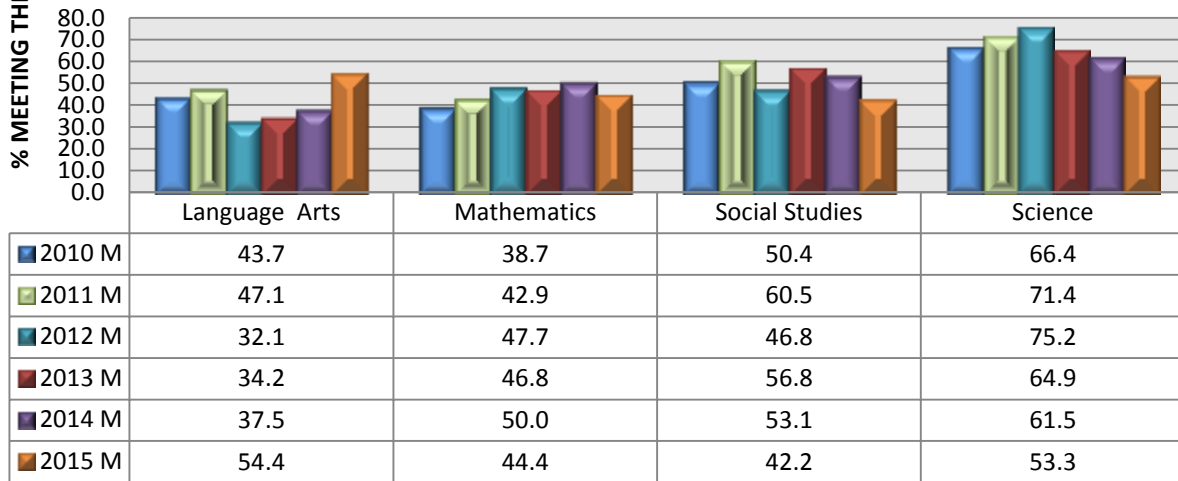
Figure 2.47: PERCENTAGE OF FEMALES IN GRADE 5 MEETING THE STANDARDS OF 50% AND ABOVE 2010-2015

% MEETING THE STANDARD

	Language Arts	Mathematics	Social Studies	Science
2010 F	68.5	52.8	62.0	75.0
2011 F	61.7	58.3	68.3	78.3
2012 F	60.5	60.5	66.9	83.2
2013 F	65.0	55.0	65.0	68.0
2014 F	63.1	47.6	60.2	68.0
2015 F	72.6	56.6	53.8	60.4
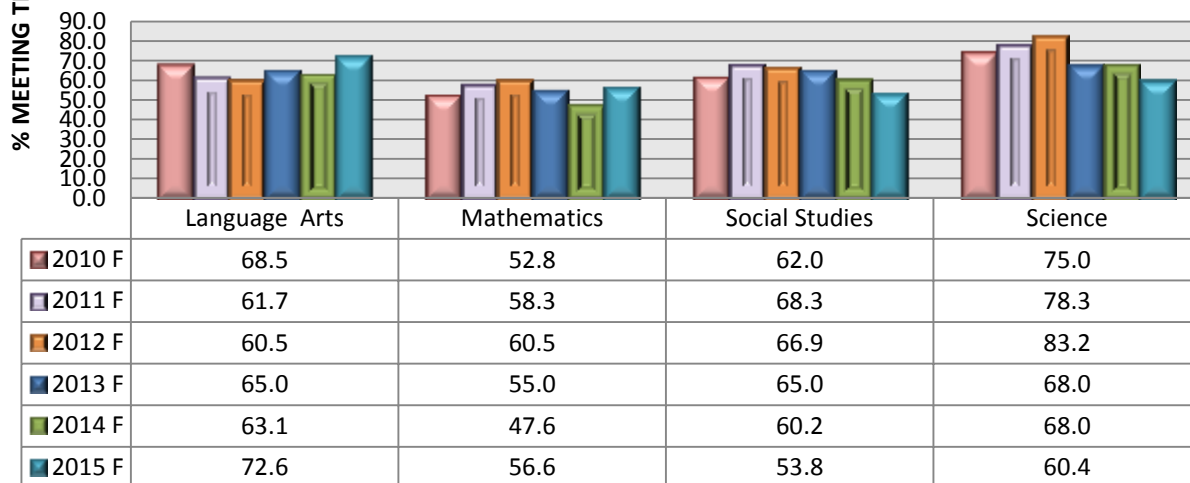
Figure 2.48: PERCENTAGE OF MALES IN GRADE 5 MEETING THE STANDARDS OF 80% AND ABOVE 2010 -2015

	Language Arts	Mathematics	Social Studies	Science
2010 M	5.0	6.7	5.9	12.6
2011 M	4.2	5.0	3.4	13.4
2012 M	2.8	9.2	3.7	15.6
2013 M	1.8	11.7	4.5	9.9
2014 M	5.2	11.5	9.4	10.4
2015 M	2.2	12.2	3.3	5.6
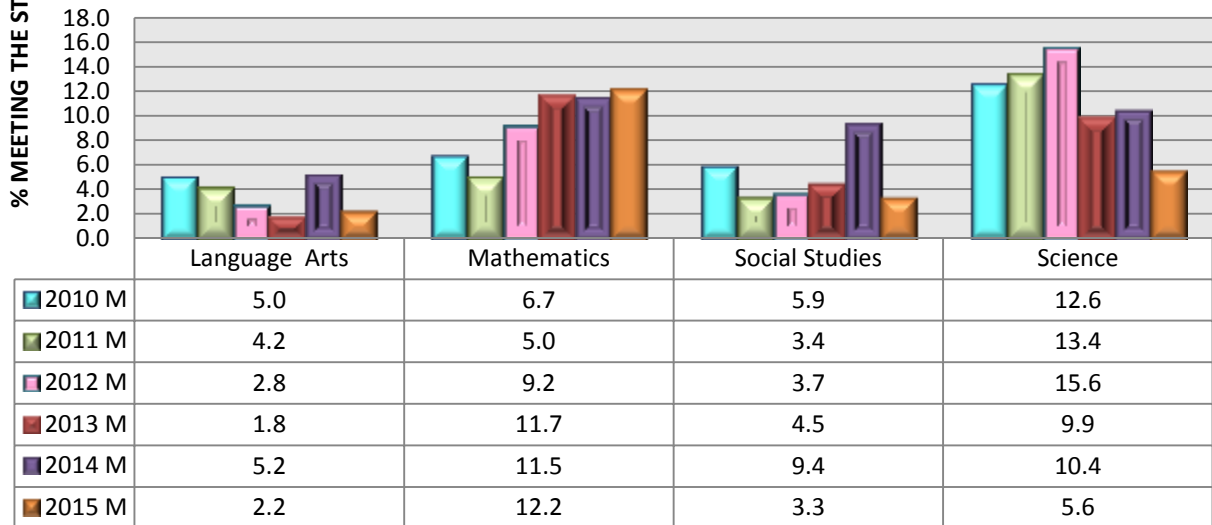
Figure 2.49: PERCENTAGE OF FEMALES IN GRADE 5 MEETING THE STANDARDS OF 80% AND ABOVE 2010 -2015

	Language Arts	Mathematics	Social Studies	Science
2010 F	9.3	4.6	4.6	13.9
2011 F	5.8	13.3	11.7	18.3
2012 F	3.4	15.1	5.0	15.1
2013 F	9.0	14.0	6.0	9.0
2014 F	10.7	13.6	9.7	11.7
2015 F	5.7	5.7	1.9	2.8

Figure 2.50: PERCENTAGE OF MALES & FEMALES IN GRADE 3 MEETING THE STANDARDS OF 50% AND ABOVE 2015

	Language Arts	Mathematics	Social Studies	Science
2015 M	55.1	40.8	60.2	62.2
2015 F	85.0	75.0	64.0	65.0

Figure 2.51: PERCENTAGE OF MALES & FEMALES IN GRADE 3 MEETING THE STANDARDS OF 80% AND ABOVE 2015

	Language Arts	Mathematics	Social Studies	Science
2015 M	7.1	3.1	4.1	9.2
2015 F	6.5	3.7	9.3	8.3

Figure 2.52: PERCENTAGE OF MALES IN GRADE 3 MEETING THE STANDARDS OF 50% AND ABOVE 2010-2015

	Language Arts	Mathematics	Social Studies	Science
2010 M	64.2	45.0	53.3	61.7
2011 M	69.9	36.9	55.3	66.0
2012 M	62.5	41.1	48.2	57.1
2013 M	62.0	43.5	53.3	65.2
2014 M	60.4	30.7	29.7	57.4
2015 M	55.1	40.8	60.2	62.2

Figure 2.53: PERCENTAGE OF FEMALES IN GRADE 3 MEETING THE STANDARDS OF 50% AND ABOVE 2010-2015

	Language Arts	Mathematics	Social Studies	Science
2010 F	82.5	52.5	62.5	77.5
2011 F	84.5	42.7	70.0	76.4
2012 F	80.6	51.5	64.1	75.7
2013 F	82.7	49.1	68.2	80.9
2014 F	76.0	49.0	50.0	69.8
2015 F	85.0	75.0	64.0	65.0

Figure 2.54: PERCENTAGE OF MALES IN GRADE 3 MEETING THE STANDARDS OF 80% AND ABOVE 2010 -2015

% MEETING THE STANDARD

	Language Arts	Mathematics	Social Studies	Science
2010 M	17.5	7.5	7.5	13.3
2011 M	9.7	4.9	5.8	4.9
2012 M	15.2	10.7	5.4	19.6
2013 M	6.5	14.1	4.3	10.9
2014 M	7.9	3.0	2.0	7.9
2015 M	7.1	3.1	4.1	9.2

Figure 2.55: PERCENTAGE OF FEMALES IN GRADE 3 MEETING THE STANDARDS OF 80% AND ABOVE 2010 -2015

% MEETING THE STANDARD

	Language Arts	Mathematics	Social Studies	Science
2010 F	23.3	9.2	7.5	9.2
2011 F	27.3	5.5	6.4	8.2
2012 F	21.4	9.7	1.0	17.5
2013 F	12.7	6.4	7.3	9.1
2014 F	27.1	5.2	2.1	16.7
2015 F	6.5	3.7	9.3	8.3

TABLE 2.56: GRADE 6: TEST OF STANDARDS DATA BY AVERAGE & STANDARD DEVIATION OVER FIVE YEAR PERIOD 2011-2015

DESCRIPTION	2011				2012				2013				2014				2015			
	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science
Public & Private Average	55.1	56.3	52.6	55.4	58.1	61.6	52.8	56.2	57.9	62.0	54.7	59.5	55.8	57.6	51.1	56.0	59.7	57.6	51.8	53.6
Public & Private STDEV	19.5	21.6	17.9	17.4	18.5	21.7	17.3	19.8	18.4	23.1	17.6	18.3	17.4	22.5	17.1	17.6	17.3	20.5	16.8	17.6
Public & Private Females Avg	61.3	61.8	56.1	58.1	64.8	66.7	55.3	58.1	57.4	60.8	53.5	57.4	60.6	59.7	53.1	56.8	66.8	63.2	54.6	56.9
Public & Private Females STDEV	18.3	20.1	17.2	16.6	15.5	19.6	15.8	18.0	16.7	22.0	16.2	17.1	15.5	21.2	15.3	16.1	15.5	18.7	15.7	16.2
Public & Private Males Avg	49.7	51.5	49.4	53.1	51.6	56.6	50.3	54.4	58.5	63.3	55.9	61.8	51.6	55.7	49.4	55.3	53.4	52.8	49.4	50.6
Public & Private Males STDEV	18.9	21.8	18.1	17.9	19.0	22.6	18.3	21.3	20.1	24.3	19.0	19.3	18.1	23.6	18.3	19.0	16.5	20.9	17.4	18.4

Source: Department of Education

TABLE 2.57: GRADE 5: TEST OF STANDARDS DATA BY AVERAGE & STANDARD DEVIATION OVER FIVE YEAR PERIOD 2011-2015

DESCRIPTION	2011				2012				2013				2014				2015			
	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science
Public & Private Average	52.4	50.0	55.2	60.4	46.2	51.0	49.9	62.4	48.9	52.3	52.7	56.7	49.3	50.3	52.4	57.0	54.4	49.3	48.1	52.0
Public & Private STDEV	18.4	19.7	17.9	16.7	18.3	21.3	18.5	17.1	17.5	20.4	17.9	17.1	19.3	22.2	18.5	17.8	16.3	20.8	16.1	17.1
Public & Private Females Avg	56.8	53.7	56.6	61.9	50.8	53.9	51.9	63.3	55.1	53.8	55.1	57.3	54.0	51.9	53.9	59.0	58.4	51.0	49.4	52.9
Public & Private Females STDEV	16.9	19.9	17.0	15.6	16.5	20.8	17.4	15.5	16.8	19.9	16.9	16.0	18.8	22.0	18.2	17.2	14.4	18.8	14.2	15.6
Public & Private Males Avg	48.0	46.3	53.8	58.9	41.2	47.9	47.8	61.4	43.3	50.9	50.5	56.1	44.2	48.6	50.9	54.9	49.7	47.3	46.5	50.9
Public & Private Males STDEV	18.9	18.8	18.7	17.6	18.9	21.5	19.4	18.7	16.4	20.8	18.6	18.0	18.6	22.3	18.8	18.3	17.2	23.0	18.1	18.7

Source: Department of Education

TABLE 2.58: GRADE 3: TEST OF STANDARDS DATA BY AVERAGE & STANDARD DEVIATION OVER FIVE YEAR PERIOD 2011-2015

DESCRIPTION	2011				2012				2013				2014				2015			
	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science
Public & Private Average	61.8	44.7	54.2	58.5	59.0	48.6	50.2	58.1	59.2	47.7	53.5	58.6	57.3	45.2	44.5	56.9	52.6	43.0	51.8	56.1
Public & Private STDEV	17.7	19.5	17.6	16.2	19.1	21.9	18.4	19.9	17.3	21.4	18.3	17.7	19.3	20.1	18.4	18.4	19.4	20.5	19.7	20.3
Public & Private Females Avg	66.2	46.6	57.1	60.6	63.9	49.9	52.1	59.9	62.8	48.5	55.6	60.1	63.4	49.4	48.9	60.3	56.1	43.4	53.1	57.1
Public & Private Females STDEV	16.1	18.8	16.5	15.2	17.1	20.7	16.8	18.3	15.6	19.7	17.0	16.2	17.4	18.9	17.4	17.8	18.1	18.9	19.0	18.1
Public & Private Males Avg	57.1	42.7	51.1	56.2	54.5	47.3	48.5	56.5	54.9	46.7	51.0	56.8	51.6	41.3	40.4	53.6	48.8	42.5	50.4	55.0
Public & Private Males STDEV	18.2	20.1	18.3	16.9	19.8	23.0	19.6	21.2	18.4	23.4	19.6	19.3	19.4	20.4	18.4	18.4	20.3	21.2	20.5	22.6

Source: Department of Education

CARIBBEAN PRIMARY EXIT ASSESSMENT (CPEA)

The Caribbean Primary Exit Assessment (CPEA) which is administered to Grade 6 students yearly was piloted during the 2011- 2012 academic year in Anguilla. The CPEA is an assessment of the key literacies required by all pupils existing the primary school systems. During the pilot stage 227 candidates from the public schools sat this examination. For the 2014-2015, academic year 204 candidates sat the CPEA.

The examination totals 500 marks. According to Table 2.59 our highest score nationally for the reporting period was 476 (95%) compared to 478 (96%) in 2013-2014. The lowest score was 134 (27%) which is higher than all the lowest scores (minimum scores) recorded. Standard deviation was 76.25 and the mean 316.98.

Table 2.60 shows our highest score nationally by gender for two academic years. From the data represented for 2014-2015, you would notice that females performed better than their male counterparts in terms of maximum and minimum scores on the test.

Table 2.61 shows a breakdown by age of the candidates when signed up to sit the examination. Based on the table, the majority of the students sitting the examination were of age 12 (52%). A small percentage was of age 13 (1%).

Table 2.62 shows that 80% of candidates obtained 50% and above. This is a 1% decrease over the previous year 2013-2014. However, the percentage of candidates obtaining 80% and above increased by 3% with 17% compared to 14%.

Table 2.59: National CPEA Results for Anguilla

Year	Standard Deviation	Mean	Maximum Score	Minimum Score	Number of Candidates
2012-2013	82.13	317.68	486	58	219
2013-2014	77.85	315.59	478	63	216
2014-2015	76.25	316.98	472	134	204

Table 2.60: National CPEA Results for Anguilla by Gender

Year	Gender	Standard Deviation	Mean	Maximum Score	Minimum Score	Number of Candidates
2013-2014	M	79.83	305.38	471	81	113
	F	74.41	326.80	478	63	103
2014-2015	M	76.28	302.57	470	134	101
	F	73.89	331.11	472	173	103

Table 2.61: National CPEA Results by Age at Date of Registration for Anguilla

Age	Year	Standard Deviation	Mean	Maximum Score	Minimum Score	Number of Candidates
11	2012-2013	92.02	313.19	486	58	69
12		76.62	323.38	474	135	141
13		70.48	262.78	372	171	9
11	2013-2014	67.87	323.60	471	174	72
12		79.84	317.87	478	63	129
13		96.22	261.50	397	81	12
14		28.58	242.00	275	225	3
11	2014-2015	70.22	317.53	472	135	74
12		81.92	324.43	470	134	107
13		57.43	280.57	370	175	23

Table 2.62: National CPEA Results by students meeting the standard of 50% & 80% and above

Year	Number of Candidates	Number of Candidate obtaining 50% and above	Percentage of Candidate obtaining 50% and above	Number of Candidate obtaining 80% and above	Percentage of Candidate obtaining 80% and above
2011-2012	227	173	76%	24	11%
2012-2013	219	170	78%	37	17%
2013-2014	216	176	81%	31	14%
2014-2015	204	163	80%	34	17%

SECONDARY EDUCATION

SECONDARY EDUCATION

Student Enrollment

There is only one secondary school on the island, which is a comprehensive school with two campuses. Campus B houses students in Forms 1 and 2, while Campus A caters from students from Form 3 to Form 6.

The total enrollment at the school for the 2014– 2015 academic year (See Table 3.1) was 1,257 students. This showed a increase of 51 students from the previous year's enrollment of 1,206 students. This increase is due to the enrolment in Forms 3, 4, 6A, 6B and WISE students being recorded separately.

The form level with the largest number of students was Form 3 with an enrollment of 235 students. This accounts for the third largest enrolment in the history of the secondary school. The form with the least enrollment was Form 5 with 178 students.

Five (5) students (4 boys) and (1 girl) were enrolled at PRU. Of the 1,257 students, a total of 36 students (28 boys and 8 girls) attended WISE.

Sixth Form accounted for 129 students, 65 in 6A, and 64 in 6B an increase of 14 students over previous year. There were 31 students in Tech Voc Sixth Form.

The ratio of boys to girls was approximately 1 to 1, with boys accounting for 49% (620 students) and girls 51% (637 students) of the enrollment. The form level with the highest percentage of boys was Form 1 with 53% (114 out of 215 students). The lowest percentage of boys was recorded in Form 5 (see Table 3. 3).

Girls accounted for 59% (76 out of 129 students) of the 6A and 6B enrollment while 10 students out of the 31 students recorded in Tech Voc Sixth were girls.

Table 3.1: Enrollment 2005/2006 - 2014/2015 and Pupil/Teacher Ratio

Year	Total Enrollment	No. of Teachers	Pupil/Teacher Ratio
2005/2006	1045	91	11
2006/2007	1061	98	11
2007/2008	1077	100	11
2008/2009	1123		#DIV/0!
2009/2010	1111	91	12
2010/2011	1150	98	12
2011/2012	1168	98	12
2012/2013	1207	101	12
2013/2014	1206	101	12
2014/2015	1257	106	12

Figure 3.1: Growth of Enrollment at the Secondary Level 2005/2006 to 2014/2015
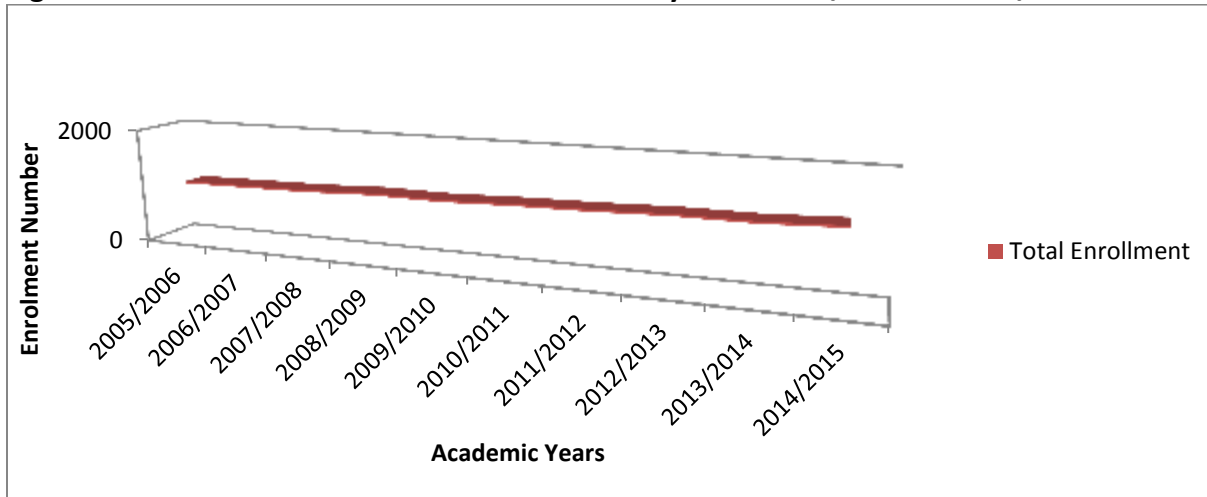
Table 3.2: Percentage of Males and Females in Secondary School 2005/2006-2014/2015

Year	Total Enrolment	No of Boys	Percentage of Boys	No of Girls	Percentage of Girls
2005/2006	1045	489	47%	556	53%
2006/2007	1061	509	48%	552	52%
2007/2008	1077	529	49%	548	51%
2008/2009	1123	559	50%	564	50%
2009/2010	1111	539	49%	572	51%
2010/2011	1150	556	48%	594	52%
2011/2012	1168	581	50%	587	50%
2012/2013	1207	592	49%	615	51%
2013/2014	1206	586	49%	620	51%
2014/2015	1257	620	49%	637	51%

Figure 3.2: Percentage share of Males and Females in Secondary School
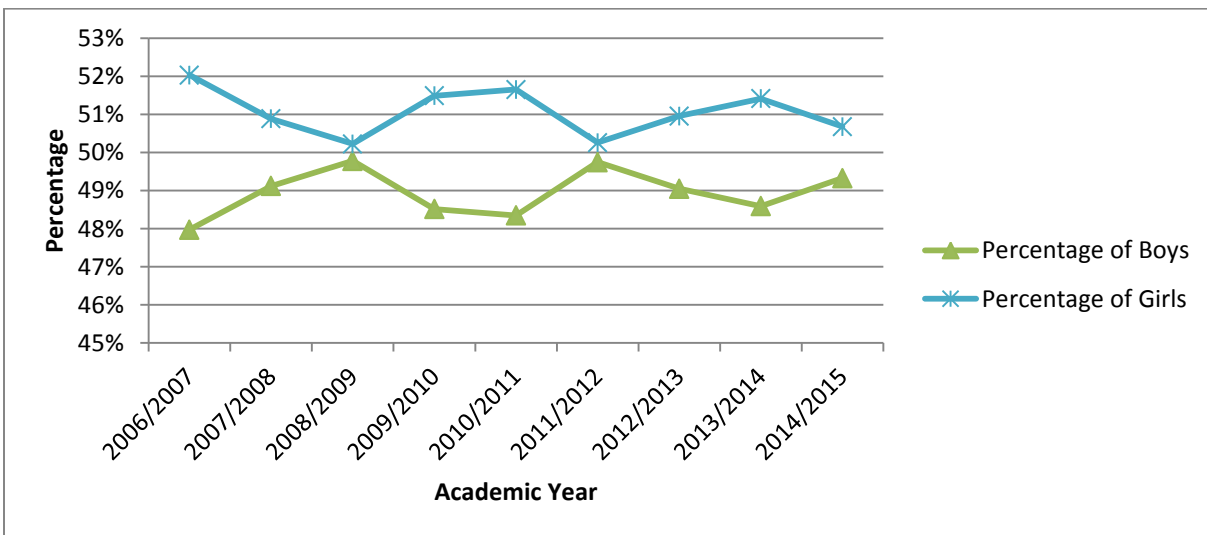
Table 3.3: Form Groups reflecting enrollment by sex 2012-2013 – 2014-2015

Year Group	2012-2013					2013-2014					2014-2015				
	Enrolment	No of Boys	Percentage of boys 12/13	No of Girls	Percentage of girls 12/13	Enrolment	No of Boys	Percentage of boys 12/13	No of Girls	Percentage of girls 13/14	Enrolment	No of Boys	Percentage of boys 14/15	No of Girls	Percentage of girls 14/15
FORM 1	240	121	50%	119	50%	238	113	47%	125	53%	215	114	53%	101	47%
FORM 2	215	112	52%	103	48%	233	118	51%	115	49%	233	106	45%	127	55%
FORM 3	198	91	46%	107	54%	212	112	53%	100	47%	235	119	51%	116	49%
FORM 4	205	95	46%	110	54%	190	82	43%	108	57%	195	96	49%	99	51%
FORM 5	206	98	48%	108	52%	194	91	47%	103	53%	178	79	44%	99	56%
FORM 6A	50	17	34%	33	66%	47	21	45%	26	55%	65	29	45%	36	55%
FORM 6B	62	30	48%	32	52%	68	30	44%	38	56%	64	24	38%	40	63%
PRU	12	11	92%	1	8%	9	8	89%	1	11%	5	4	80%	1	20%
TECH VOC.	19	17	89%	2	11%	15	11	73%	4	27%	31	21	68%	10	32%
WISE											36	28	78%	8	22%
TOTAL	1207	592	49%	615	51%	1206	586	49%	620	51%	1257	620	49%	637	51%

Figure 3.3.1: Secondary Enrollment by Sex 2014- 2015

	FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6A	FORM 6B	PRU	TECH VOC.	WISE
Percentage of boys 14/15	53%	45%	51%	49%	44%	45%	38%	80%	68%	78%
Percentage of girls 14/15	47%	55%	49%	51%	56%	55%	63%	20%	32%	22%
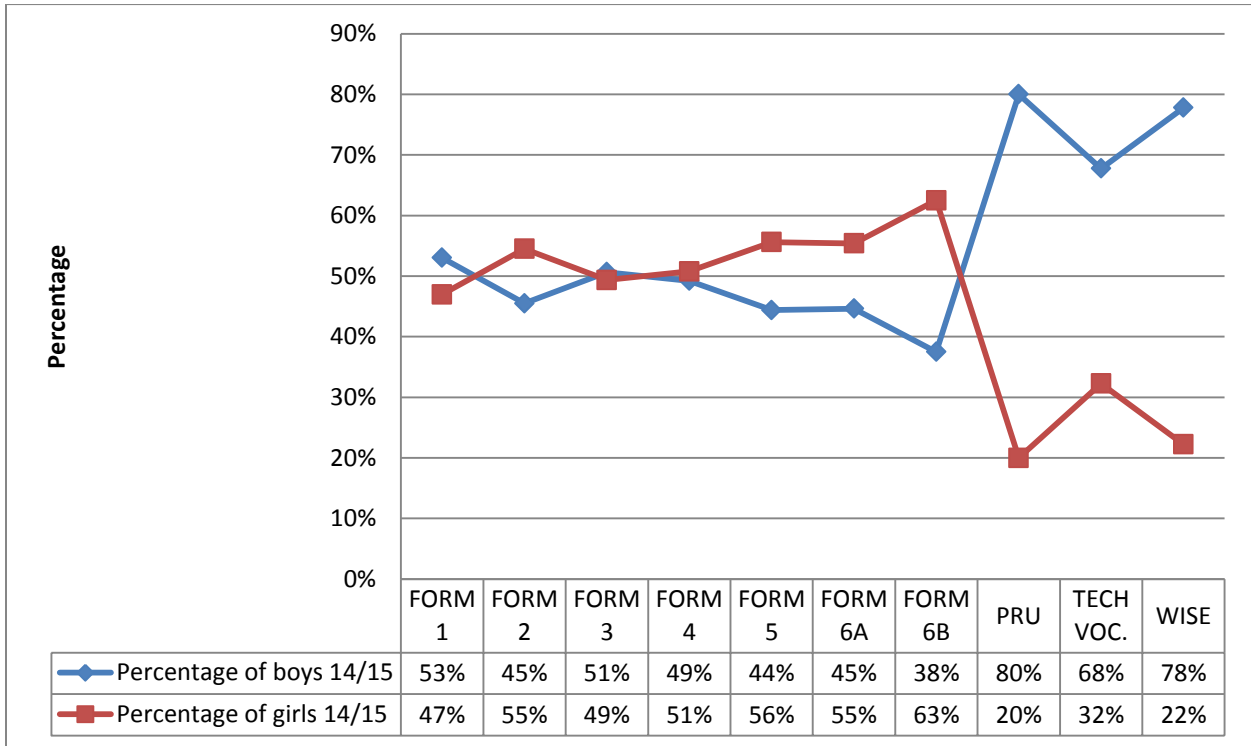
Figure 3.3.2: Secondary Enrollment by Sex 2012-2013, 2013-2014, and 2014-2015

	FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6A	FORM 6B	PRU	TECH VOC.	WISE
Percentage of boys 12/13	50%	52%	46%	46%	48%	34%	48%	92%	89%	
Percentage of girls 12/13	50%	48%	54%	54%	52%	66%	52%	8%	11%	
Percentage of boys 13/14	47%	51%	53%	43%	47%	45%	44%	89%	73%	
Percentage of girls 13/14	53%	49%	47%	57%	53%	55%	56%	11%	27%	
Percentage of boys 14/15	53%	45%	51%	49%	44%	45%	38%	80%	68%	78%
Percentage of girls 14/15	47%	55%	49%	51%	56%	55%	63%	20%	32%	22%
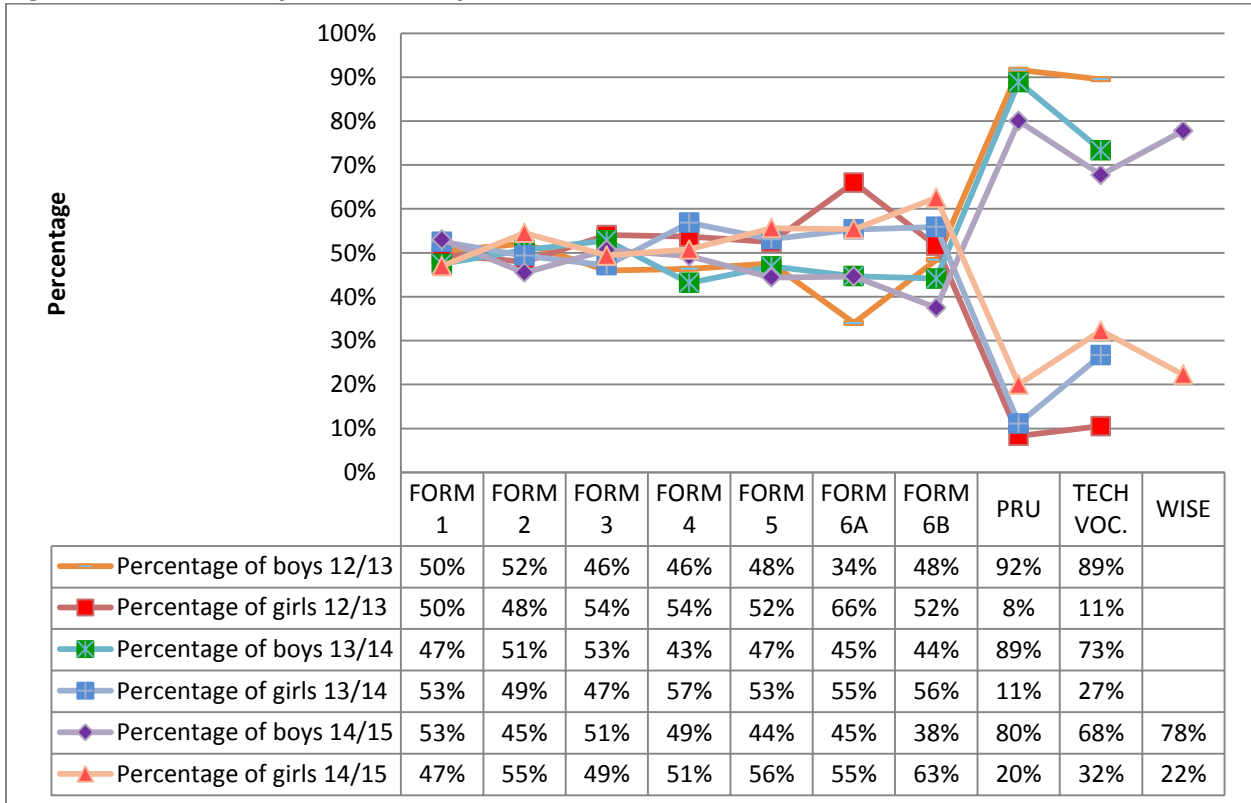
Staffing Secondary

For the 2014- 2015 academic year, the number of staff at the secondary totaled 128, which is an increase of 5 staff from the previous year. The subject teachers at the secondary school totalled 106 teachers. Of the 106 teachers, 66% (70 teachers) were teacher trained. Fifty-eight percent (58%) 61 were trained graduates, 3% (3) represented specialist trained, technical trained and certificated training respectively. 4% (4) of the teaching force at secondary are uncertificated.

Table 3.4: Showing Staff at the Secondary Level 2014–2015

Position	Number	
Principal	1	
Deputy Principals	3	
TVET Coordinator	1	
WISE Coordinator	1	
PRU Coordinator	1	
Teachers		**Percentage**
Graduate Trained	61	58%
Graduate Untrained	29	27%
Specialist Trained	3	3%
Specialist Untrained	1	1%
Technical Trained	3	3%
Technical Untrained	2	2%
Certificated	3	3%
Uncertificated (untrained)	4	4%
Teachers Trained	**70**	**66%**
Total Teachers	**106**	**100%**
Guidance Counsellors	4	
Teaching Assistants	6	
Lab Technicians	2	
Steel Pan Instructor	1	
Custodian	2	
Total Staff	**128**	

Figure 3.4: Showing Qualification of Teachers at the Secondary Level 2014-2015
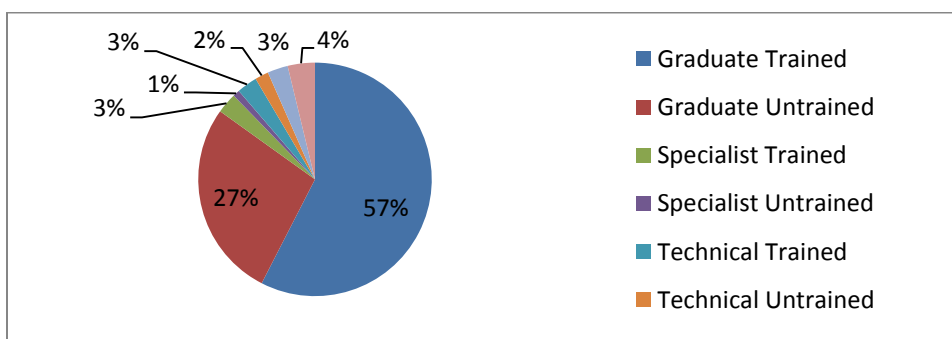
Student Suspensions

For the 2014-2015 academic year, the Department of Education was in receipt of a total of 15 suspension letters, a decrease from the previous year's total of 16.

The largest number of suspensions (7) occurred during Term 3, while the term with the least number recorded was Term 1 with only 2 suspensions.

The most common offence for which students were suspended was disrespect to Adults (7 suspensions), fighting/physical assault (5 suspensions followed by disturbance of peace (2 suspensions and damage of property (1 suspension). No student was recommended for expulsion.

The form which had the largest number of suspensions recorded was Form 4 (11 suspensions). Forms 1, 2 and 3 recorded 1 suspension each. No suspensions were recorded in Forms 5 and 6.

Nine (9) suspensions were issued to boys and six (6) to girls.

Table 3.5: Secondary Suspensions for academic year 2014-2015

TERM	Recommended Withdrawals	Fighting/ Physical Assault	Disrespect to Adults	Disturbance of Peace	Damage to Property	Ilegal Activities/	Possession of a weapon	Loitering	Total
2014 Term 1	0	0	2	0	0	0	0	0	**2**
2015 Term 2	0	2	3	0	1	0	0	0	**6**
2015 Term 3	0	3	2	2	0	0	0	0	**7**
Total	**0**	**5**	**7**	**2**	**1**	**0**	**0**	**0**	**15**

Figure 3.5: ALHCS Suspensions for academic year 2014-2015 (Types of Offences)
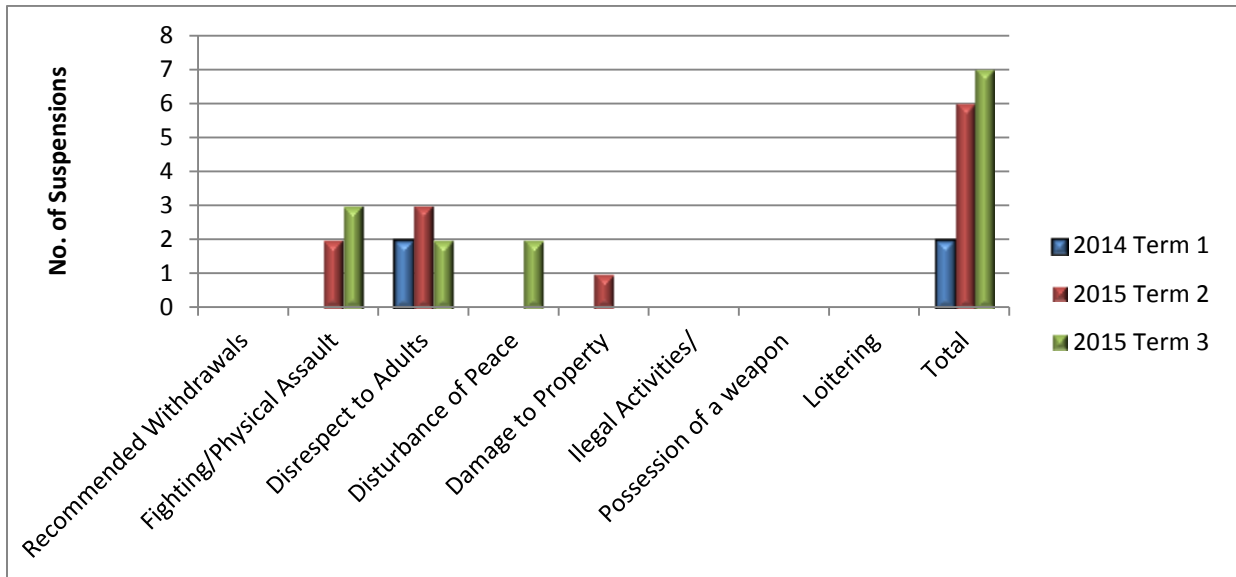
Table 3.6: Secondary Suspensions by form and sex for academic year 2014 – 2015

Period	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Male	Female	Total
2014 Term 1	0	0	0	2	0	0	1	1	2
2015 Term 2	0	1	1	4	0	0	4	2	6
2015 Term 3	1	0	0	6	0	0	4	3	7
2014-2015 Total	1	1	1	12	0	0	9	6	15

Figure 3.6.1: Secondary Suspensions by form over seven academic years

	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Total
2008-2009 Total	0	1	14	11	25	0	51
2009-2010 Total	0	0	2	13	10	0	25
2010-2011 Total	0	0	2	7	10	0	19
2011-2012 Total	0	1	4	8	13	1	27
2012-2013 Total	4	9	3	1	3	0	20
2013-2014 Total	1	0	3	6	6	0	16
2014-2015 Total	1	1	1	12	0	0	15
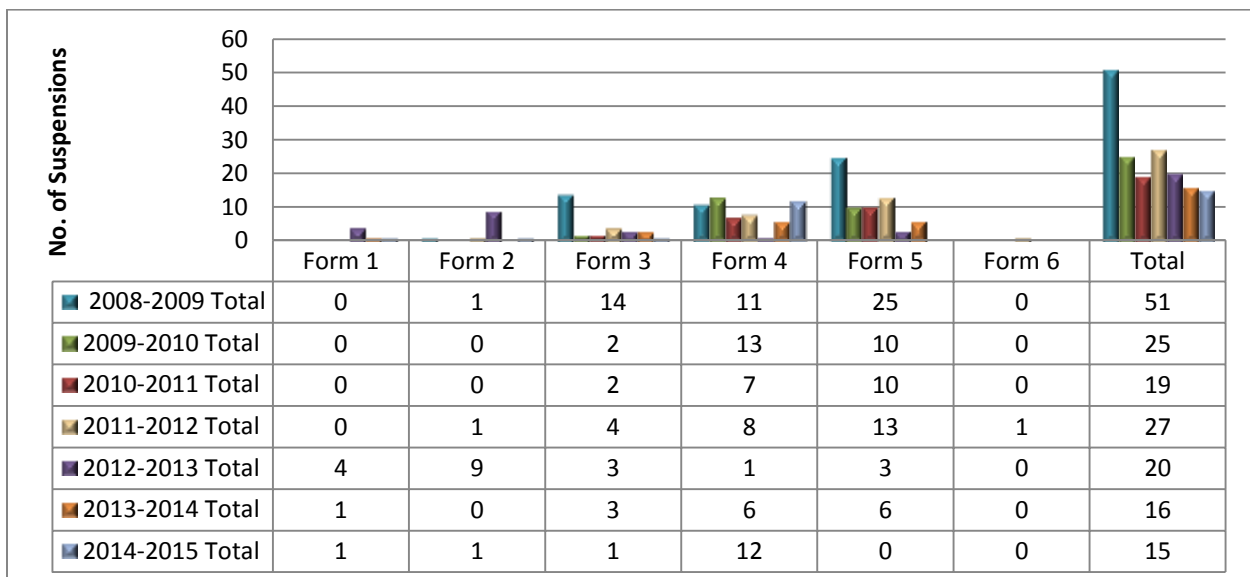
Figure 3.6.2: Suspensions by Term for academic year 2014 – 2015
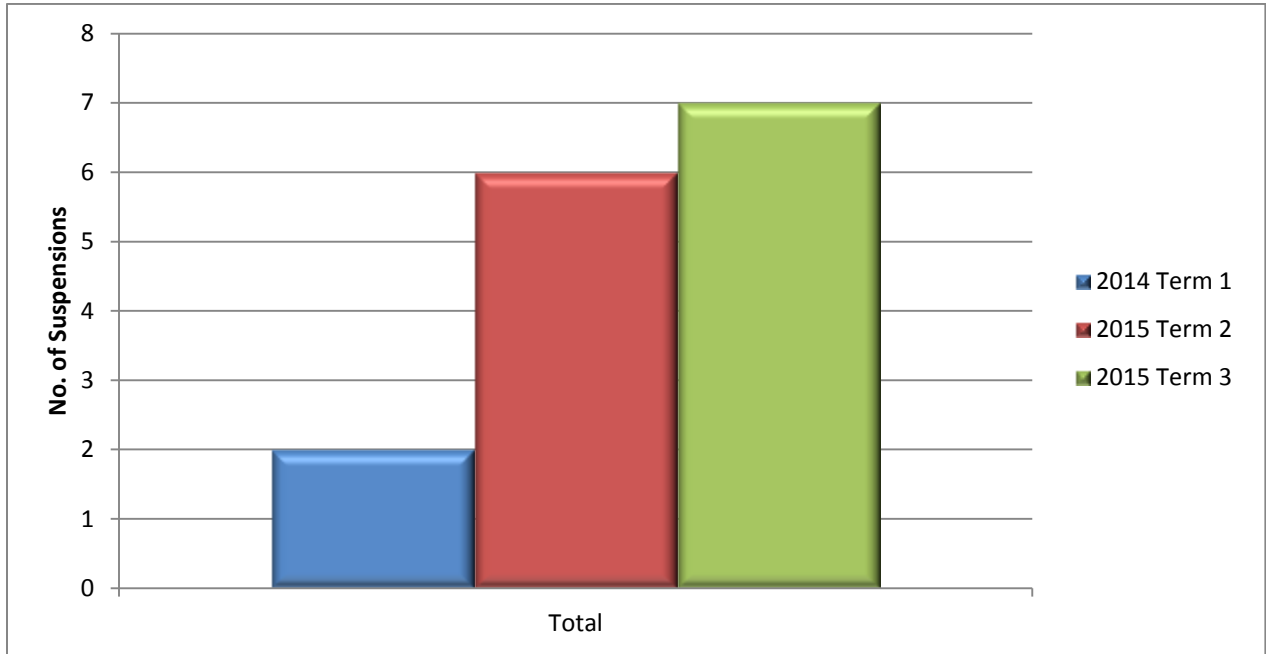
Figure 3.6.3: Suspensions by Gender over seven academic years
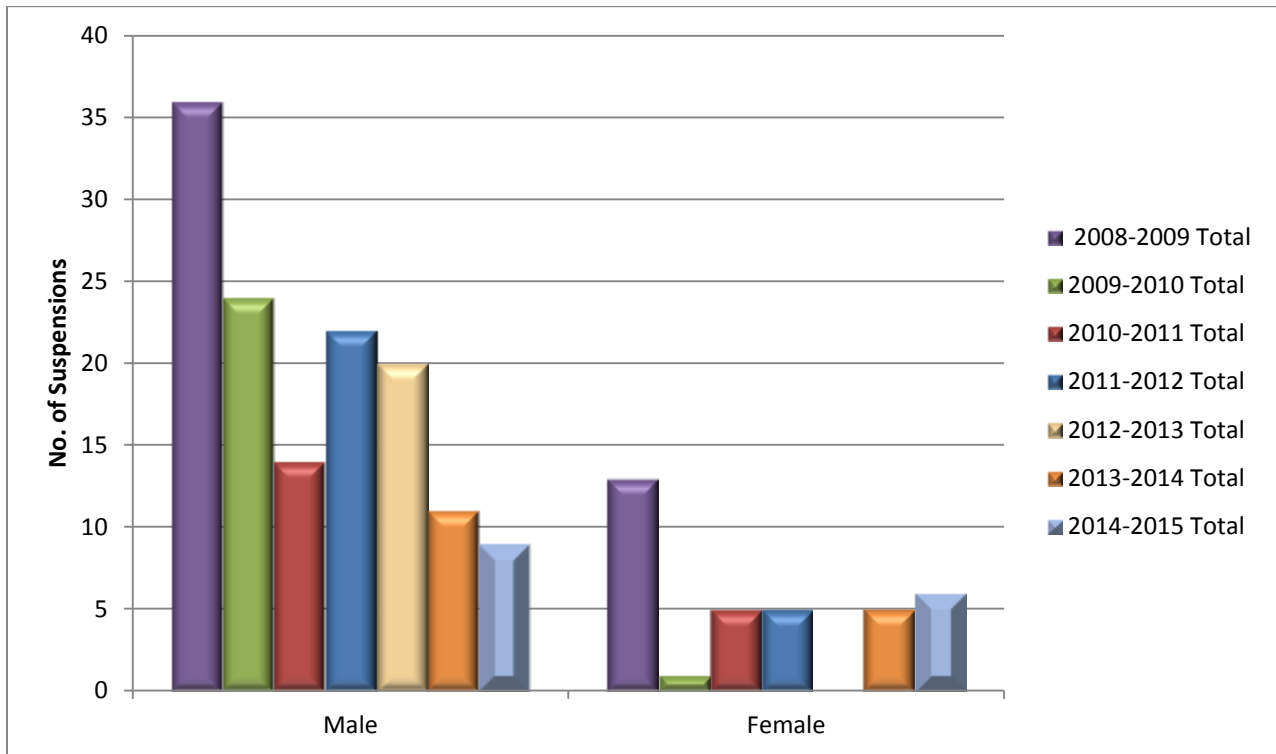
Figure 3.6.4: Suspensions in Term 1 over seven academic years
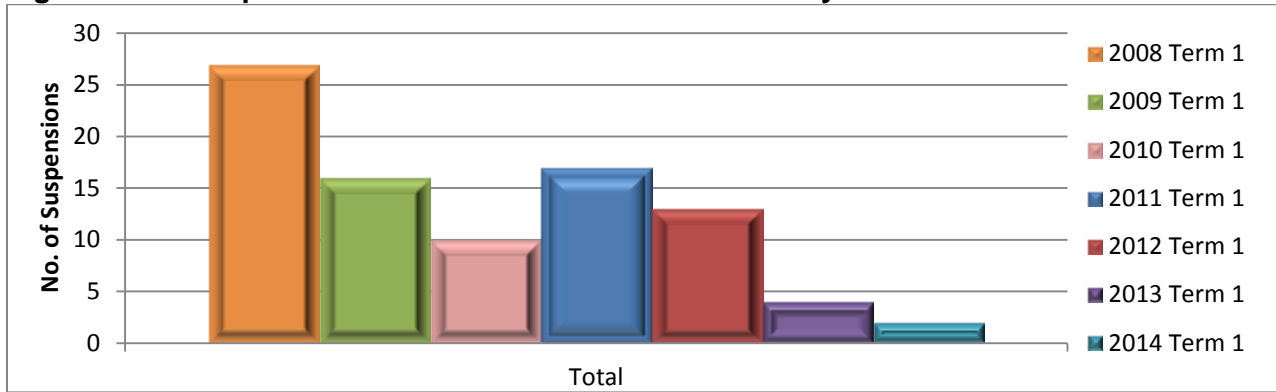
Figure 3.6.5: Suspensions in Term 2 over seven academic years
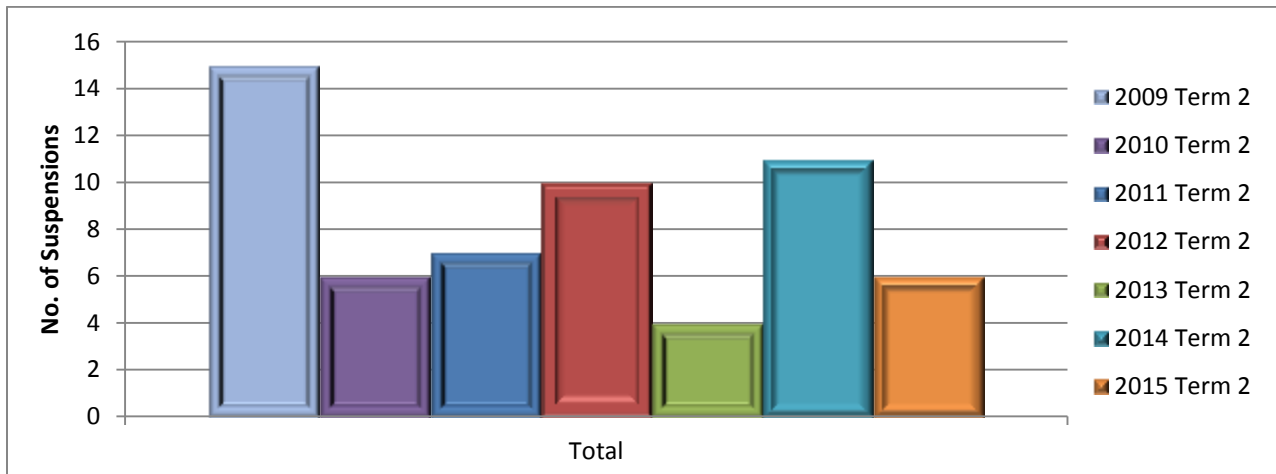
Figure 3.6.6: Suspensions in Term 3 over seven academic years
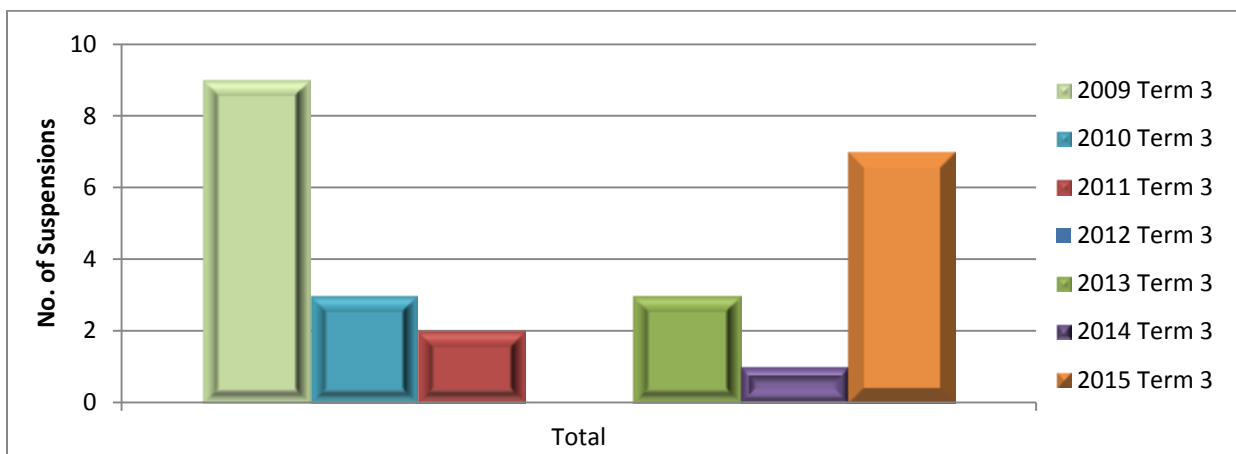
ACADEMIC PERFORMANCE

Performance on Standardised Reading Test

A standardized reading test is administered annually by the Department of Education to students in Forms 3 and 5 at the secondary school.

The results for the 2014-2015 academic year revealed that 93.6% of the students in Form 3 were functionally literate. This showed a slight decrease of (0.4%) over the previous year results which recorded 94.0% functional literacy. Looking closely at Table 3.7 you would notice that both male performance increased over the previous year while female performance declined by 1.6%.

An analysis of the Form 5 results in Figure 3.8 showed 97.2% functional Literacy among students at that level. A comparison of the results for the same students when they were in Form 3 showed that the number of students who were functionally literate increased in Form 5 by 7.8%. This showed an increased over the previous year (see Figure 3.8.1 and Table 3.8.1).

Figure 3.7: FORM 3 READING TEST RESULTS

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Series2	79.3	85.2	84.9	92.1	89.4	89.9	89.4	94.0	93.6
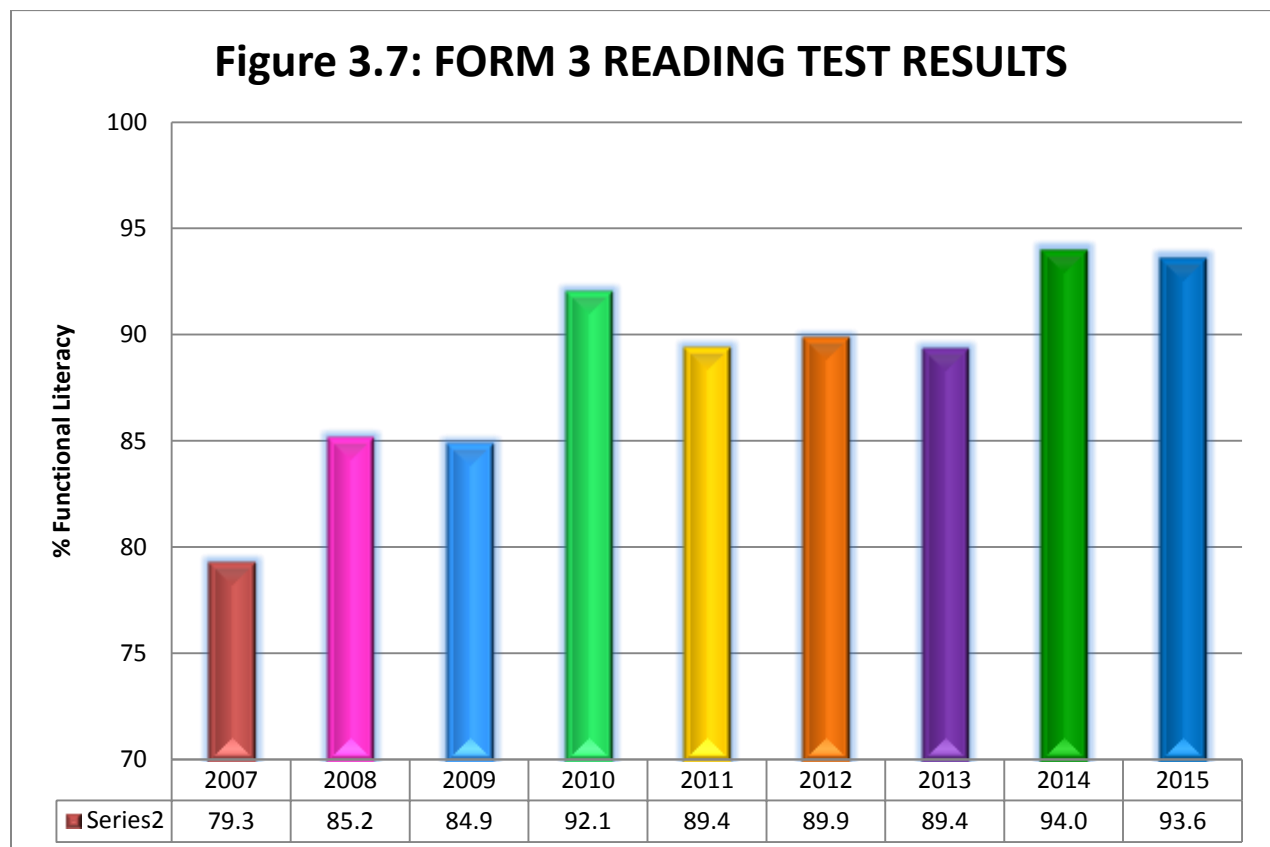
Table 3.7: FORM 3 READING TEST RESULTS BY GENDER OVER A FIVE YEAR PERIOD 2011-2015

National Performance Level	Form 3: February 2011			Form 3: February 2012			Form 3: February 2013			Form 3: February 2014			Form 3: February 2015		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
7	4 (3.8%)	7 (6.2%)	11 (5.0%)	5 (5.0%)	11 (10.2%)	16 (7.7%)	3 (3.1%)	9 (8.8%)	12 (6.1%)	7 (6.2%)	6 (5.9%)	13 (6.0%)	11 (9.1%)	15 (13.4%)	26 (11.2%)
6	12 (11.4%)	11 (9.7%)	23 (10.6%)	4 (4.0%)	17 (15.7%)	21 (10.1%)	5 (5.2%)	11 (10.8%)	16 (8.1%)	8 (7.1%)	11 (10.8%)	19 (8.8%)	27 (22.3%)	23 (20.5%)	50 (21.5%)
5	15 (14.3%)	26 (23.0%)	41 (18.8%)	18 (18.0%)	25 (23.1%)	43 (20.7%)	20 (20.8%)	19 (18.6%)	39 (19.7%)	27 (23.9%)	28 (27.5%)	55 (25.6%)	35 (28.9%)	35 (31.3%)	70 (30.0%)
4	23 (14.3%)	32 (28.3%)	55 (25.2%)	33 (33.0%)	26 (24.1%)	59 (28.4%)	26 (27.1%)	33 (32.4%)	59 (29.8%)	26 (23.0%)	35 (34.3%)	61 (28.4%)	23 (19.0%)	22 (19.6%)	45 (19.3%)
3	37 (35.2%)	28 (24.8%)	65 (29.8%)	28 (28.0%)	20 (18.5%)	48 (23.1%)	29 (30.2%)	22 (21.6%)	51 (25.8%)	34 (30.0%)	20 (19.6%)	54 (25.1%)	14 (11.6%)	13 (11.6%)	27 (11.6%)
2	14 (13.3%)	9 (8.0%)	23 (10.6%)	12 (12.0%)	9 (8.3%)	21 (10.1%)	13 (13.5%)	8 (7.8%)	21 (10.6%)	11 (9.7%)	2 (2.0%)	13 (6.0%)	11 (9.1%)	4 (3.6%)	15 (6.4%)
Functional Literacy	91 (86.7%)	104 (92.0%)	195 (89.4%)	88 (88.0%)	99 (91.7%)	187 (89.9%)	83 (84.5%)	94 (92.2%)	177 (89.4%)	102 (90.3%)	100 (98.0%)	202 (94.0%)	110 (90.9%)	108 (96.4%)	218 (93.6%)
Total Number of Students	105	113	218	100	108	208	96	102	198	113	102	215	121	112	233

M- Male   F – Female   T- Total

Figure 3.8: FORM 5 READING TEST RESULTS
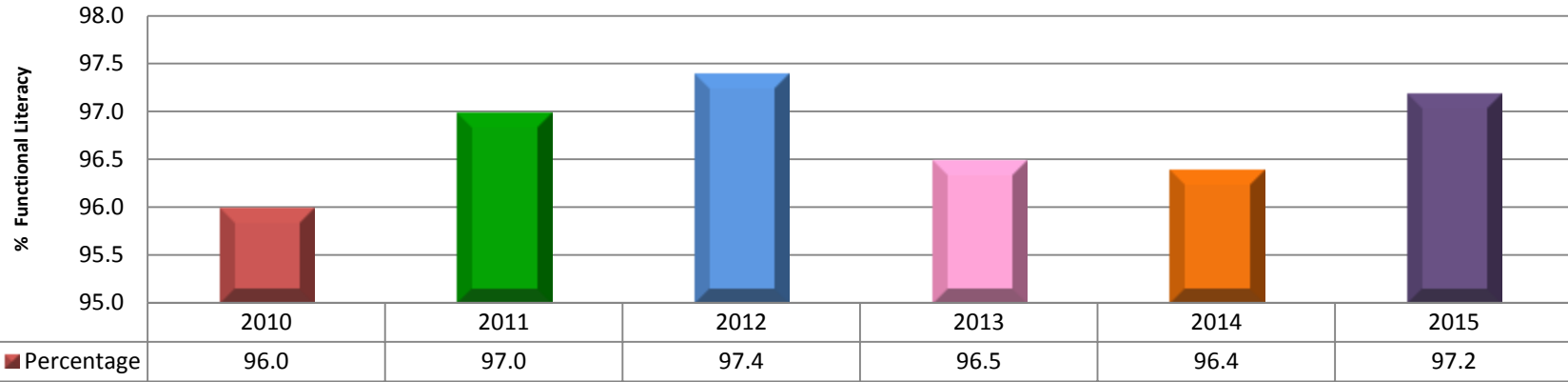
	2010	2011	2012	2013	2014	2015
Percentage	96.0	97.0	97.4	96.5	96.4	97.2

Figure 3.8.1: COMPARING SAME STUDENTS PROGRESS IN READING RESULTS IN FORM 3 AND FORM 5

	Form 3: 2008	Form 5: 2010	Form 3: 2009	Form 5: 2011	Form 3: 2010	Form 5: 2012	Form 3: 2011	Form 5: 2013	Form 3: 2012	Form 5: 2014	Form 3: 2013	Form 5: 2015
Series1	85.2%	96.0%	85.0%	97.0%	92.1%	97.4%	89.4%	96.5%	89.9%	96.4%	89.4%	97.2%
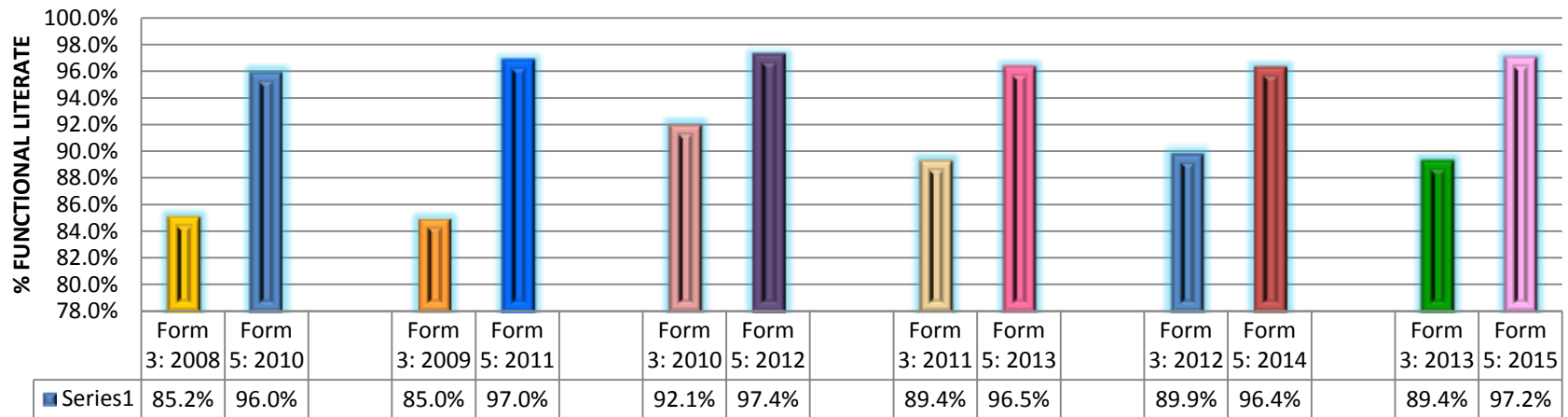
Table 3.8.1: COMPARING SAME STUDENTS PROGRESS IN READING RESULTS IN FORM 3 AND FORM 5 BY GENDER OVER A FOUR YEAR PERIOD 2012-2015

National Performance Level	Form 3: February 2012			Form 5: February 2014			Form 3: February 2013			Form 5: February 2015		
	M	F	T	M	F	T	M	F	T	M	F	T
7 (43-45)	5 (5.0%)	11 (10.2%)	16 (7.7%)	11 (12.0%)	22 (22.0%)	33 (17.2%)	3 (3.1%)	9 (8.8%)	12 (6.1%)	18 (20.5%)	25 (27.2%)	43 (23.9%)
6 (40-42)	4 (4.0%)	17 (15.7%)	21 (10.1%)	19 (20.7%)	22 (22.0%)	41 (21.4%)	5 (5.2%)	11 (10.8%)	16 (8.1%)	27 (30.7%)	26 (28.3%)	53 (29.4%)
5 (36-39)	18 (18.0%)	25 (23.1%)	43 (20.7%)	21 (22.8%)	20 (20.0%)	41 (21.4%)	20 (20.8%)	19 (18.6%)	39 (19.7%)	20 (22.7%)	23 (25.0%)	43 (23.9%)
4 (30 -35)	33 (33.0%)	26 (24.1%)	59 (28.4%)	19 (20.7%)	22 (22.0%)	41 (21.4%)	26 (27.1%)	33 (32.4%)	59 (29.8%)	17 (19.3%)	13 (14.1%)	30 (16.7%)
3 (20 -29)	28 (28.0%)	20 (18.5%)	48 (23.1%)	17 (18.5%)	12 (12.0%)	29 (15.1%)	29 (30.2%)	22 (21.6%)	51 (25.8%)	3 (3.4%)	3 (3.3%)	6 (3.3%)
2 (0 -19)	12 (12.0%)	9 (8.3%)	21 (10.1%)	5 (5.4%)	2 (2.0%)	7 (3.6%)	13 (13.5%)	8 (7.8%)	21 (10.6%)	3 (3.4%)	2 (2.2%)	5 (2.8%)
Functional Literacy	88 (88.0%)	99 (91.7%)	187 (89.9%)	87 (94.6%)	98 (98.0%)	185 (96.4%)	83 (84.5%)	94 (92.2%)	177 (89.4%)	85 (96.6%)	90 (97.8%)	175 (97.2%)
Students at NPL 5 & above				51 (55.4%)	63 (63.0%)	115 (59.9%)				65 (73.9%)	74 (80.4%)	139 (77.2%)
Total Number of Students	100	108	208	92	100	192	96	102	198	88	92	180

M- Male   F – Female   T- Total

PERFORMANCE ON CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)

Students at the Albena Lake -Hodge Comprehensive School this year registered an increase in the number of candidate entries but a decrease in subject entries for the Caribbean Certificate of Secondary Level Competence (CCSLC) programme. A total of 667 candidates were entered with 959 subject entries with 930 of those entries completed. In 2014 there were 601 candidate entries and 971 subject entries with 936 entries completed.

The overall performance of candidates was however, satisfactory. There was an increase in the number of entries achieving mastery level. This year 34% of the subject entries achieved the level of mastery. In 2014, 32% of the subject entries achieved the level of mastery, compared with 34% in 2013, 32% in 2012, and 30% in 2011.

Comparison by Year Group

In Form 2, one hundred and eight-nine (189) students wrote Science. This was the only subject written at this level. Fifty-nine (59) of them (31%) achieved Mastery and 114 (60%) achieved Competent (see Table 3.9.3).

Form 3 registered the highest performance of the four (4) year groups, 49% of the entries achieved Mastery. In Mathematics, 49 out of 64 students (77%) achieved Mastery. The subject with the highest number of entries was Social Studies with 120 students. Sixty-seven percent (67%) of them achieved Mastery. and 31% achieved Competency. This was the only form where there were subject entries for Spanish (15) and French (26). 80% gained Competent for Spanish with 20% developing competence. For French 58% of the entries gained competent. No one achieved Mastery.

In Form 4 of the 241 subject entries, 92 (38%) gained Mastery (see Table 3.9.5). The subject with the highest level of Mastery was English (61%). Nineteen percent (19%) of the students scored mastery in Mathematics and 56% in Social Studies. No one scored at the Mastery level in Science. In Form 4, 114 students wrote English, 90 Mathematics, 28 Science and 9 Social Studies.

Form 5 registered the lowest performance of the 4 year groups, with 12% of the entries achieved Mastery level. This form recorded the highest performance for competent with 61% overall.

Overall Female performance exceeded male performance 40.61% of the girls achieved Mastery compared with 25.52% of the boys (see Table 3.9.7).

Table 3.9: PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC) 2015

SUBJECTS	Number Sat	LEVEL OF COMPETENCE			PERCENTAGE		
		Master	Competent	Developing Competence	Master	Competent	Developing Competence
English	174	81	90	3	47%	52%	2%
Mathematics	233	70	104	59	30%	45%	25%
Social Studies	197	99	89	9	50%	45%	5%
Science	285	62	146	77	22%	51%	27%
French	26	0	15	11	0%	58%	42%
Spanish	15	0	12	3	0%	80%	20%
Overall	930	312	456	162	34%	49%	17%

Figure 3.9.1: PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC) 2015
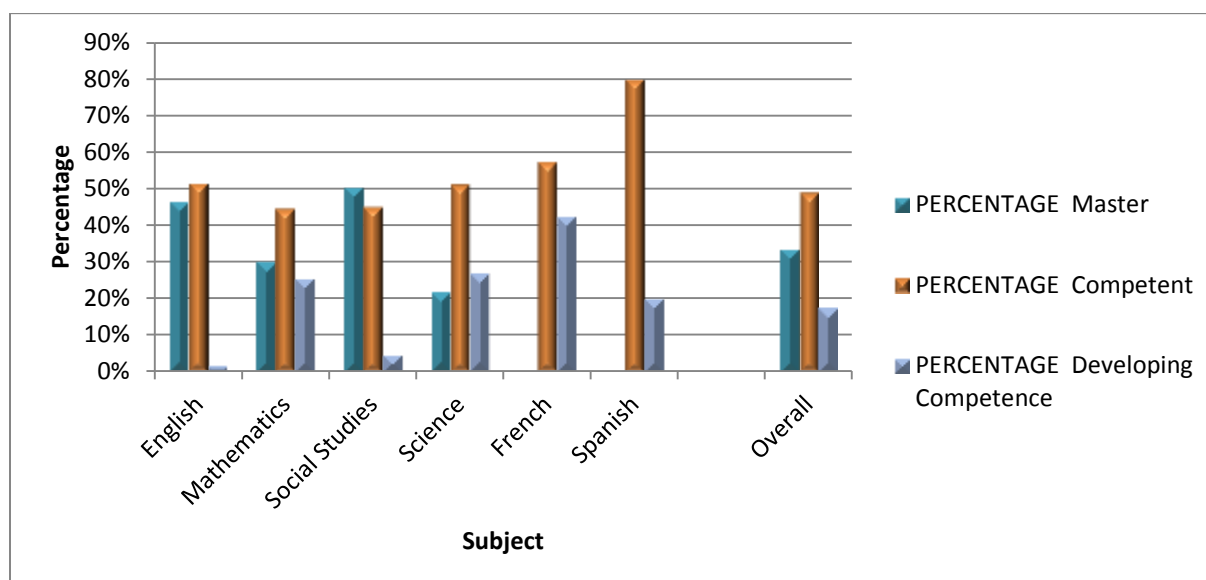
Figure 3.9.2: COMPARISON OF PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC) FOR 2011, 2012 ,2013, 2014 & 2015 EXAMINATIONS

Table 3.9.3: FORM 2 PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)

SUBJECTS	Number Sat	LEVEL OF COMPETENCE			PERCENTAGE		
		Master	Competent	Developing Competence	Master	Competent	Developing Competence
English	0	0	0	0	0%	0%	0%
Mathematics	0	0	0	0	0%	0%	0%
Social Studies	0	0	0	0	0%	0%	0%
Science	189	59	114	16	31%	60%	8%
Overall	189	59	114	16	31%	60%	8%

Figure 3.9.3: FORM 2 PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)

Table 3.9.4: FORM 3 PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)

SUBJECTS	Number Sat	LEVEL OF COMPETENCE			PERCENTAGE		
		Master	Competent	Developing Competence	Master	Competent	Developing Competence
English	0	0	0	0	0%	0%	0%
Mathematics	64	49	15	0	77%	23%	0%
Social Studies	120	80	37	3	67%	31%	3%
Science	42	3	17	22	7%	40%	52%
Spanish	15	0	12	3	0%	80%	20%
French	26	0	15	11	0%	58%	42%
Overall	267	132	96	39	49%	36%	15%

Figure 3.9.4: FORM 3 PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)

Table 3.9.5: FORM 4 PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)

SUBJECTS	Number Sat	LEVEL OF COMPETENCE			PERCENTAGE		
		Master	Competent	Developing Competence	Master	Competent	Developing Competence
English	114	70	44	0	61%	39%	0%
Mathematics	90	17	50	23	19%	56%	26%
Social Studies	9	5	4	0	56%	44%	0%
Science	28	0	7	21	0%	25%	75%
Spanish	0	0	0	0	0%	0%	0%
French	0	0	0	0	0%	0%	0%
Overall	241	92	105	44	38%	44%	18%

Figure 3.9.5: FORM 4 PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)

Table 3.9.6: FORM 5 PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)

SUBJECTS	Number Sat	LEVEL OF COMPETENCE			PERCENTAGE		
		Master	Competent	Developing Competence	Master	Competent	Developing Competence
English	60	11	46	3	18%	77%	5%
Mathematics	79	4	39	36	5%	49%	46%
Social Studies	68	14	48	6	21%	71%	9%
Science	26	0	8	18	0%	31%	69%
Spanish	0	0	0	0	0%	0%	0%
French	0	0	0	0	0%	0%	0%
Overall	233	29	141	63	12%	61%	27%

Figure 3.9.6: FORM 5 PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)

TABLE 3.9.7: ALBENA LAKE HODGE COMPREHENSIVE SCHOOL CCSLC PERFORMANCE FOR OVER A FIVE YEAR PERIOD 2011-2015 FOR ANGUILLA

Subjects Tested	GENDER	2011 Master	Competent	Developing-Competent	Entered	Sitting	Other	2012 Master	Competent	Developing-Competent	Entered	Sitting	Other	2013 Master	Competent	Developing-Competent	Entered	Sitting	Other	2014 Master	Competent	Developing-Competent	Entered	Sitting	Other	2015 Master	Competent	Developing-Competent	Entered	Sitting	Other
	Males	35	49	6	100	90	10	27	46	11	90	84	6	19	51	10	85	80	5	27	55	7	92	89	3	29	47	2	80	78	2
	Females	48	36	5	91	89	2	49	36	0	90	85	5	57	38	3	102	98	4	44	49	5	101	98	3	82	43	1	98	96	2
	Total	83	85	11	191	179	12	76	82	11	180	169	11	76	89	13	187	178	9	71	104	12	193	187	6	81	90	3	178	174	4
	Males %	38.89	54.44	6.67				32.14	54.76	13.10				23.75	63.75	12.50				30.34	61.80	7.87				37.18	60.26	2.56			
	Females %	53.93	40.45	5.62				57.65	42.35	0.00				58.16	38.78	3.06				44.90	50.00	5.10				85.42	44.79	1.04			
ENGLISH CCSLC	Total %	92.82	94.89	12.28				44.97	48.52	6.51				42.70	50.00	7.30				37.97	55.61	6.42				46.55	51.72	1.72			
	Males													0	1	0	1	1	0	1	6	3	11	10	1	0	7	5	16	12	4
	Females													0	6	1	7	7	0	12	17	6	37	35	2	0	8	6	15	14	1
	Total													0	7	1	8	8	0	13	23	9	48	45	3	0	15	11	31	26	5
	Males %													0.00	100.00	0.00				10.00	60.00	30.00				0.00	58.33	41.67			
	Females %													0.00	85.71	14.29				34.29	48.57	17.14				0.00	57.14	42.86			
FRENCH CCSLC	Total %													0.00	87.50	12.50				28.89	51.11	20.00				0.00	57.69	42.31			
	Males	19	50	30	122	99	23	25	86	33	163	144	19	20	68	37	142	125	17	25	67	45	140	137	3	18	70	48	140	136	4
	Females	22	73	37	136	132	4	57	100	14	178	171	7	34	66	25	131	125	6	44	68	37	149	149	0	44	76	29	155	149	6
	Total	41	123	67	258	231	27	82	186	47	341	315	26	54	134	62	273	250	23	69	135	82	289	286	3	62	146	77	295	285	10
	Males %	19.19	50.51	30.30				17.36	59.72	22.92				16.00	54.40	29.60				18.25	48.91	32.85				13.24	51.47	35.29			
INTEGRATED	Females %	16.67	55.30	28.03				33.33	58.48	8.19				27.20	52.80	20.00				29.53	45.64	24.83				29.53	51.01	19.46			
SCIENCE CCSLC	Total %	17.75	53.25	29.00				26.03	59.05	14.92				21.60	53.60	24.80				24.13	47.20	28.67				21.75	51.23	27.02			
	Males	40	40	23	131	103	28	5	38	42	114	85	29	26	45	15	92	86	6	25	41	32	107	98	9	30	45	37	113	112	1
	Females	38	57	19	119	114	5	35	47	33	124	115	9	42	37	13	96	92	4	29	45	37	116	111	5	40	59	22	123	121	2
	Total	78	97	42	250	217	33	40	85	75	238	200	38	68	82	28	188	178	10	54	86	69	223	209	14	70	104	59	236	233	3
	Males %	38.83	38.83	22.33				5.88	44.71	49.41				30.23	52.33	17.44				25.51	41.84	32.65				26.79	40.18	33.04			
MATHEMATICS	Females %	33.33	50.00	16.67				30.43	40.87	28.70				45.65	40.22	14.13				26.13	40.54	33.33				33.06	48.76	18.18			
CCSLC	Total %	35.94	44.70	19.35				20.00	42.50	37.50				38.20	46.07	15.73				25.84	41.15	33.01				30.04	44.64	25.32			
	Males	14	55	10	91	79	12	20	34	8	73	62	11	24	39	13	82	76	6	30	41	12	86	83	3	34	45	8	90	87	3
	Females	28	60	7	97	95	2	40	32	1	77	73	4	41	42	8	91	91	0	39	34	8	86	81	5	65	44	1	112	110	2
	Total	42	115	17	188	174	14	60	66	9	150	135	15	65	81	21	173	167	6	69	75	20	172	164	8	99	89	9	202	197	5
	Males %	17.72	69.62	12.66				32.26	54.84	12.90				31.58	51.32	17.11				36.14	49.40	14.46				39.08	51.72	9.20			
SOCIAL	Females %	29.47	63.16	7.37				54.79	43.84	1.37				45.05	46.15	8.79				48.15	41.98	9.88				59.09	40.00	0.91			
STUDIES CCSLC	Total %	24.14	66.09	9.77				44.44	48.89	6.67				38.92	48.50	12.57				42.07	45.73	12.20				50.25	45.18	4.57			

TABLE 3.9.7: ALBENA LAKE HODGE COMPREHENSIVE SCHOOL CCSLC PERFORMANCE FOR OVER A FIVE YEAR PERIOD 2011-2015 FOR ANGUILLA CONT'D

Subjects Tested	GENDER	2011 Master	Competent	Developing-Competent	Entered	Sitting	Other	2012 Master	Competent	Developing-Competent	Entered	Sitting	Other	2013 Master	Competent	Developing-Competent	Entered	Sitting	Other	2014 Master	Competent	Developing-Competent	Entered	Sitting	Other	2015 Master	Competent	Developing-Competent	Entered	Sitting	Other
	Males	0	1	0	1	1	0							1	1	0	2	2	0	10	2	0	12	12	0	0	8	2	11	10	1
	Females	0	5	0	5	5	0							1	7	0	8	8	0	18	15	0	34	33	1	0	4	1	6	5	1
	Total	0	6	0	6	6	0							2	8	0	10	10	0	28	17	0	46	45	1	0	12	3	17	15	2
	Males %	0.00	100.00	0.00										50.00	50.00	0.00				83.33	16.67	0.00				0.00	80.00	20.00			
	Females %	0.00	100.00	0.00										12.50	87.50	0.00				54.55	45.45	0.00				0.00	80.00	20.00			
SPANISH CCSLC	Total %	0.00	100.00	0.00										20.00	80.00	0.00				62.22	37.78	0.00				0.00	80.00	20.00			
	Males	108	195	69	445	372	73	77	204	94	440	375	65	90	205	75	404	370	34	118	212	99	448	429	19	111	222	102	450	435	15
	Females	136	231	68	448	435	13	181	215	48	469	444	25	175	196	50	435	421	14	186	228	93	523	507	16	231	234	60	509	495	14
	Total	244	426	137	893	807	86	258	419	142	909	819	90	265	401	125	839	791	48	304	440	192	971	936	35	342	456	162	959	930	29
	Males %	29.03	52.42	18.55				20.53	54.40	25.07				24.32	55.41	20.27				27.51	49.42	23.08				25.52	51.03	23.45			
	Females %	31.26	53.1	15.63				40.77	48.42	10.81				41.57	46.56	11.88				36.69	44.97	18.34				40.61	47.27	12.12			
OVERALL	Total %	30.24	52.79	16.98				31.50	51.16	17.34				33.50	50.70	15.80				32.48	47.01	20.51				33.55	49.03	17.42			

Source: Caribbean Examinations Council

CARIBBEAN SECONDARY EDUCATION CERTIFICATE (CSEC)

In May/June 2015, a total of 186 candidates from the Albena Lake Hodge Comprehensive School wrote the Caribbean Examinations Council (CXC) examination for the Caribbean Secondary Education Certificate (CSEC) at the Technical and General Proficiencies. There were 1034 subject entries of which 1000 were at the General Proficiency and 34 at the Technical Proficiency. This year registered an increase in candidate entries and a decrease in subject entries over last year. In May/June 2014, there were 176 candidate entries and 1054 subject entries.

Those subjects offered at Technical Proficiency were: Building Technology Construction, Building Technology Woods and Electrical and Electronic Technology.

Thirty three subjects are offered by the Caribbean Examinations Council at the CSEC level. Students at the Albena Lake Hodge Comprehensive School entered for 31 of these subjects. (See Table 3.14).

PERFORMANCE OF CANDIDATES

This year, 995 of the 1034 subject entries were completed and forwarded to CXC. The performance of candidates in the CSEC May/June 2015 examinations showed a slight decline when compared to that of 2014. Overall seventy six percent (76%) of the subject entries presented for General and Technical proficiencies achieved grades I to III compared with 78% in 2014, 79% in 2013, 78% in 2012; and 78% in 2011. The statistics show that 47% of the candidates achieved acceptable grades in four or more subjects down from 59% in the previous year. This year there were 60 candidates achieving acceptable grades in 5 or more subjects with Mathematics and English.

There was a small increase in the level of grade achievement. Figure 3.11 indicates that approximately 50% of the subject entries achieved grades 1 and 2. In 2014, 49% of the subject entries achieved grades 1 and 2. A summary on performance in each subject is given in Tables 3.14 and 3.16.

Figure 3.10: CSEC Enrollment June 2015 as Percentage of largest Subject cohort

	I	II	III	IV	V	VI
2007	12.73%	23.25%	28.27%	20.33%	13.79%	1.64%
2008	8.30%	29.24%	34.70%	19.11%	8.19%	0.46%
2009	13.70%	28.22%	32.19%	14.52%	11.10%	0.27%
2010	24.05%	31.75%	24.54%	15.26%	4.40%	0.00%
2011	17.71%	29.75%	30.55%	14.43%	7.06%	0.50%
2012	19.60%	27.36%	27.56%	14.03%	7.46%	0.00%
2013	24.38%	31.44%	26.67%	13.33%	8.56%	0.60%
2014	17.69%	31.10%	29.35%	16.13%	5.64%	0.10%
2015	21.28%	26.72%	25.46%	17.10%	6.03%	0.10%
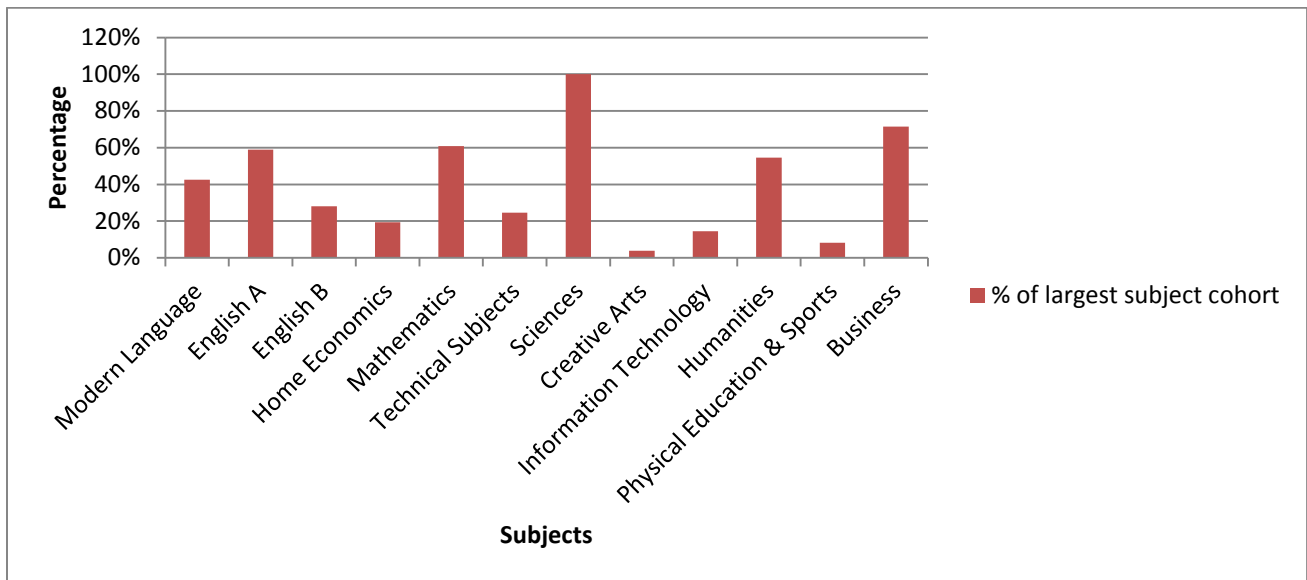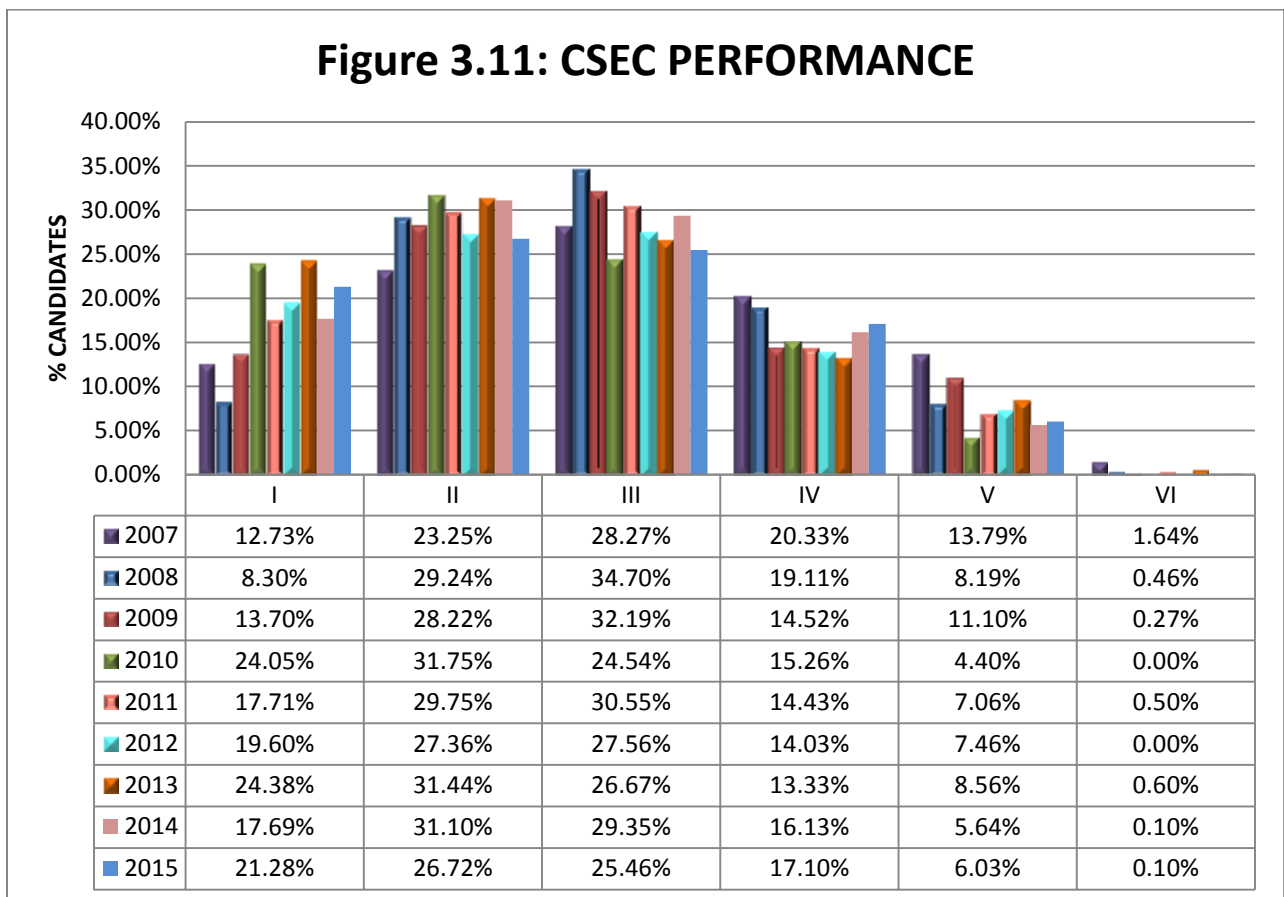
Figure 3.12: PERCENTAGE OF CANDIDATES ACHIEVING GRADES I TO III AT CSEC

Series2	2007	2008	2009	2010	2011	2012	2013	2014	2015
	64%	72%	74%	80%	78%	78%	75%	78%	76%

% CANDIDATES
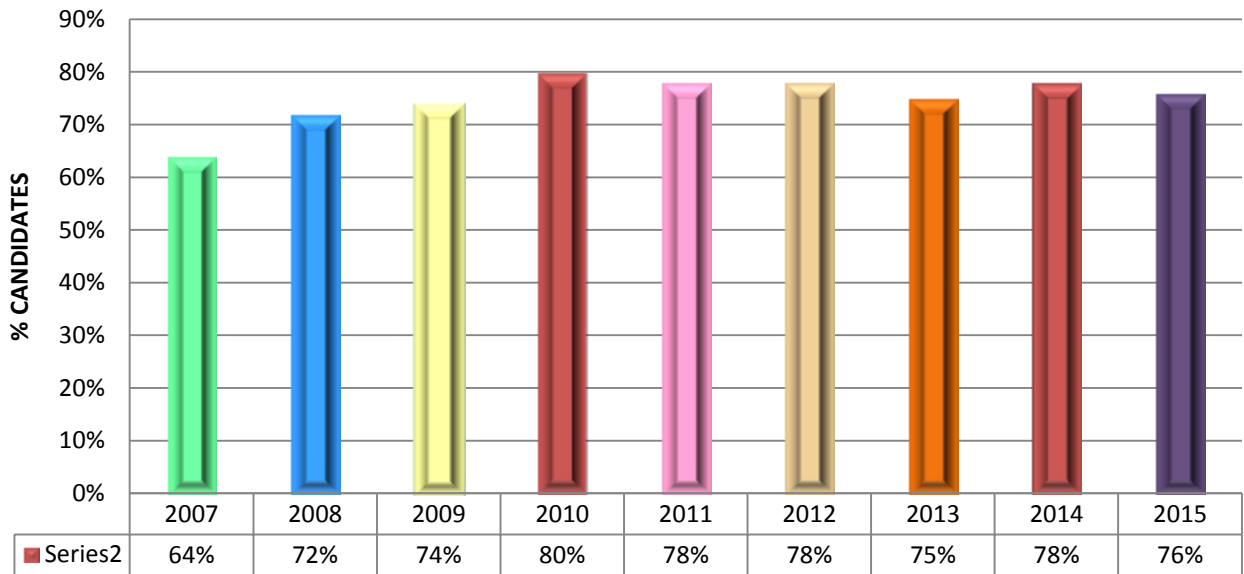
Figure 3.13: PERCENTAGE ACHIEVING 4 OR MORE CSEC AT GRADE I TO III

Series2	2007	2008	2009	2010	2011	2012	2013	2014	2015
	50%	46%	43%	52%	52%	53%	57%	59%	47%
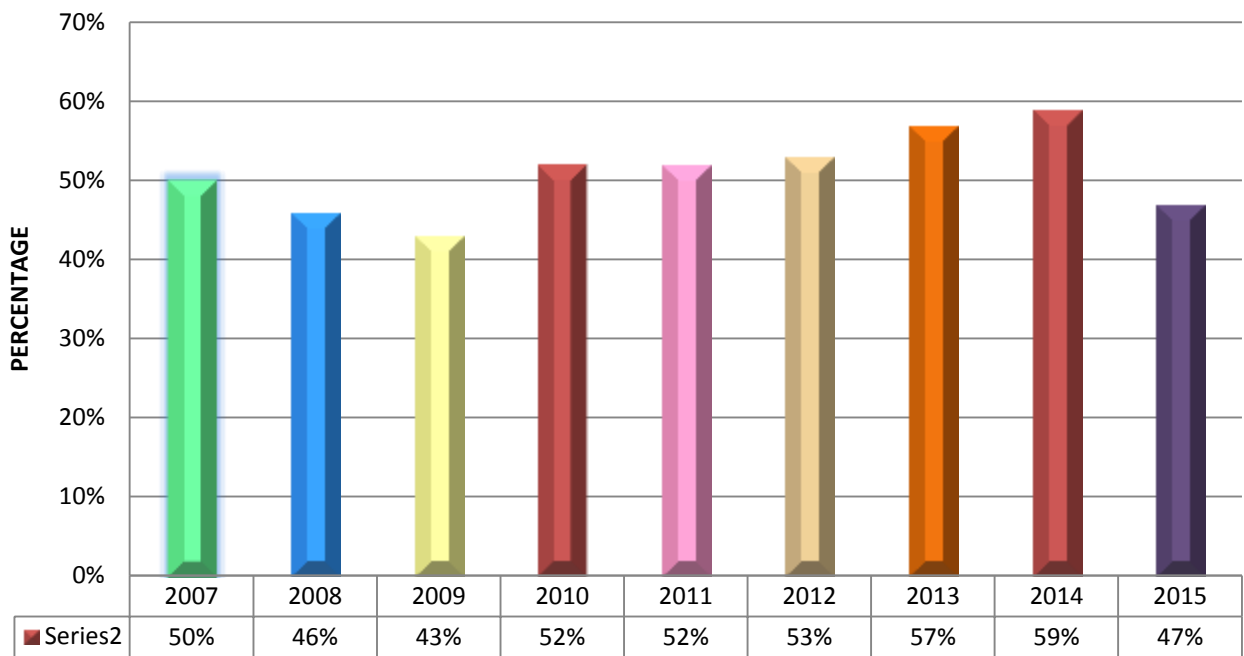
PERCENTAGE

Table 3.14: STUDENT PERFORMANCE AT CARIBBEAN SECONDARY EDUCATION CERTIFICATE

SUBJECTS	Number of Entries	Number Sat	Number of Candidates achieving Grades 1-3	Percentage %
LANGUAGES				
English A	122	120	104	87
English B	58	58	55	95
French	34	33	17	52
Spanish	54	52	31	60
MATHEMATICS	126	124	71	57
SCIENCES				
Integrated Science	33	32	22	69
Biology	26	26	24	92
Chemistry	18	18	15	83
Physics	30	28	21	75
Agriculture Science S/A	16	15	15	100
Human and Social Biology	84	81	34	42
HUMANITIES				
Caribbean History	20	20	13	65
Geography	30	29	25	86
Social Studies	63	58	42	72
BUSINESS STUDIES				
Office Administration	42	42	41	98
Principles of Accounts	19	19	7	37
Principles of Business	34	32	32	100
Economics	6	6	6	100
EDPM	47	47	47	100

HOME ECONOMICS				
Food and Nutrition	24	24	24	100
Clothing and Textiles	7	7	7	100
Home Management	9	9	9	100
INFORMATION TECHNOLOGY	30	30	28	93
PHYSICAL EDUCATION AND SPORTS	17	17	17	100
TECHNICAL SUBJECTS				
Technical Drawing	13	13	9	69
Building Technology (Construction)	15	13	12	92
Building Technology (Woods)	16	14	8	57
Electrical and Electronic Technology	3	2	1	50
CREATIVE ARTS				
Visual Arts	30	18	11	61
Music	1	1	1	100
Theatre Arts	7	7	7	100

Figure 3.14: PERCENTAGE OF CSEC CANDIDATES ACHIEVING GRADES I - III BY SUBJECT MAY-JUNE 2015 SITTING
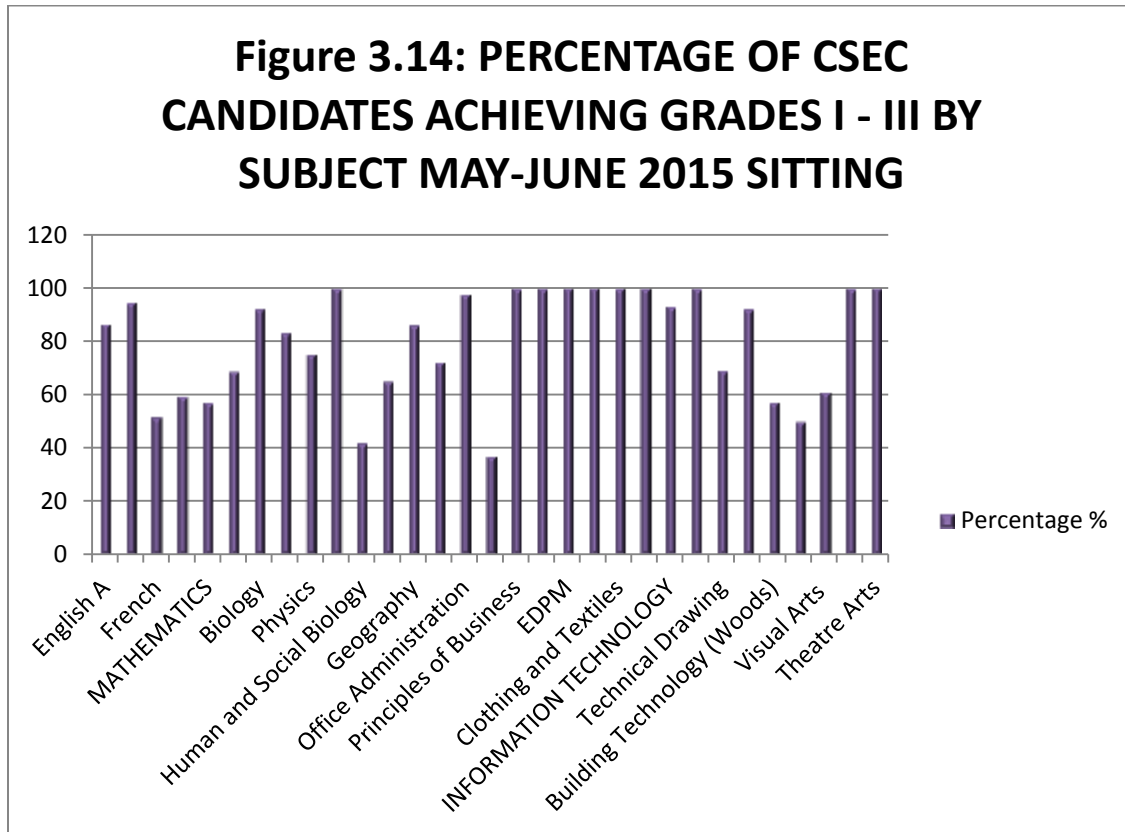
Table 3.15: SHOWING 6 OR MORE PASSES AT CSEC BY GENDER FOR MAY-JUNE 2015 SITTING

	NUMBER OF SUBJECTS PASSED						
	13	**11**	**10**	**9**	**8**	**7**	**6**
NO. OF STUDENTS	1	3	11	14	15	13	13
Females	1	2	9	8	11	7	7
Males	-	1	2	6	4	6	6

Figure 3.15: Number of students passing 6 or more subjects at CSEC by gender in May -June 2015 sitting

TABLE 3.16: ALBENA LAKE HODGE COMPREHENSIVE SCHOOL CSEC PERFORMANCE OVER FIVE YEAR PERIOD 2011-2015 FOR ANGUILLA

SUBJECTS	ENTERED 2011 M	F	Total	2012 M	F	Total	2013 M	F	Total	2014 M	F	Total	2015 M	F	Total	SAT 2011 M	F	Total	2012 M	F	Total	2013 M	F	Total	2014 M	F	Total	2015 M	F	Total	OBTAIN GRADES I TO III 2011 M	F	Total	2012 M	F	Total	2013 M	F	Total	2014 M	F	Total	2015 M	F	Total	% I TO III 2011 M	F	Total	2012 M	F	Total	2013 M	F	Total	2014 M	F	Total	2015 M	F	Total
English A	51	93	144	55	55	110	45	72	117	43	65	108	48	74	122	51	90	141	55	54	109	43	69	112	42	64	106	46	74	120	46	83	129	41	43	84	36	63	99	31	59	90	37	67	104	90%	92%	91%	75%	80%	77%	84%	91%	88%	74%	92%	85%	80%	91%	87%
English B	17	44	61	21	37	58	21	37	58	11	43	54	18	40	58	16	44	60	21	37	58	21	37	58	11	43	54	18	40	58	13	40	53	19	32	51	19	35	54	9	38	47	18	37	55	81%	91%	88%	90%	86%	88%	90%	95%	93%	82%	88%	87%	100%	93%	95%
French	1	8	9	5	8	13	10	19	29	4	23	27	6	28	34	1	8	9	5	8	13	10	19	29	4	23	27	6	27	33	0	5	5	4	7	11	6	15	21	3	20	23	3	14	17	0%	63%	56%	80%	88%	85%	60%	79%	72%	75%	87%	85%	50%	52%	52%
Spanish	12	23	35	16	23	39	19	34	53	14	36	50	15	39	54	12	23	35	13	20	33	19	33	52	14	36	50	14	38	52	12	20	32	13	16	29	16	26	42	9	28	37	11	20	31	100%	87%	91%	100%	80%	88%	84%	79%	81%	64%	78%	74%	79%	53%	60%
MATHEMATICS	50	88	138	51	58	109	61	73	134	54	80	134	51	75	126	48	85	133	51	53	104	61	69	130	54	78	132	49	75	124	16	28	44	24	17	41	24	18	42	28	44	72	29	42	71	33%	33%	33%	47%	32%	39%	39%	26%	32%	52%	56%	55%	59%	56%	57%
Integrated Science	3	7	10	8	6	14	17	23	40	12	17	29	10	23	33	2	7	9	7	5	12	17	20	37	12	17	29	10	22	32	1	7	8	6	5	11	16	20	36	10	16	26	4	18	22	50%	100%	89%	86%	100%	92%	94%	100%	97%	83%	94%	90%	40%	82%	69%
Biology	11	30	41	10	14	24	9	25	34	8	23	31	4	22	26	11	30	41	9	14	23	9	25	34	8	23	31	4	22	26	5	26	31	6	9	15	9	20	29	6	21	27	4	20	24	45%	87%	76%	67%	64%	65%	100%	80%	85%	75%	91%	87%	100%	91%	92%
Chemistry	8	29	37	5	9	14	8	10	18	4	15	19	3	15	18	8	26	34	5	7	12	8	10	18	4	15	19	3	15	18	6	14	20	3	3	6	6	8	14	2	11	13	3	12	15	75%	54%	59%	60%	43%	50%	75%	80%	78%	50%	73%	68%	100%	80%	83%
Physics	11	13	24	20	9	29	18	12	30	11	15	26	12	18	30	9	13	22	18	9	27	18	12	30	11	15	26	10	18	28	8	10	18	13	6	19	14	10	24	10	11	21	7	14	21	89%	77%	82%	72%	67%	70%	78%	83%	80%	91%	73%	81%	70%	78%	75%
Agriculture Science S/A	8	5	13	12	4	16	1	4	5	8	8	16	10	6	16	8	5	13	10	4	14	1	4	5	6	7	13	9	6	15	8	5	13	10	4	14	1	4	5	5	7	12	9	6	15	100%	100%	100%	100%	100%	100%	100%	100%	100%	83%	100%	92%	100%	100%	100%
Agriculture Science D/A	1	0	1													0	0	0													0	0	0													0%	0%	0%												
Human and Social Biology	6	24	30	26	38	64	30	47	77	29	48	77	27	57	84	6	24	30	24	36	60	30	45	75	29	47	76	24	57	81	3	15	18	17	21	38	20	34	54	17	33	50	9	25	34	50%	63%	60%	71%	58%	63%	67%	76%	72%	59%	70%	66%	38%	44%	42%
Caribbean History	5	21	26	8	13	21	3	5	8	7	11	18	4	16	20	5	21	26	8	13	21	3	4	7	7	11	18	4	16	20	3	15	18	1	3	4	2	0	2	5	6	11	1	12	13	60%	71%	69%	13%	23%	19%	67%	0%	29%	71%	55%	61%	25%	75%	65%
Geography	14	11	25	22	9	31	16	15	31	12	9	21	19	11	30	14	11	25	21	8	29	14	15	29	12	9	21	18	11	29	13	10	23	17	8	25	12	14	26	6	7	13	14	11	25	93%	91%	92%	81%	100%	86%	86%	93%	90%	50%	78%	62%	78%	100%	86%
Social Studies	15	50	65	22	38	60	37	55	92	31	58	89	24	39	63	14	50	64	22	38	60	36	54	90	30	57	87	21	37	58	12	42	54	19	33	52	26	40	66	17	50	67	11	31	42	86%	84%	84%	86%	87%	87%	72%	74%	73%	57%	88%	77%	52%	84%	72%
Office Administration	16	55	71	19	33	52	6	34	40	10	24	34	12	30	42	16	50	66	19	28	47	5	34	39	10	24	34	12	30	42	16	48	64	17	28	45	5	32	37	9	22	31	12	29	41	100%	96%	97%	89%	100%	96%	100%	94%	95%	90%	92%	91%	100%	97%	98%
Principles of Accounts	7	17	24	24	18	42	8	7	15	9	16	25	4	15	19	7	17	24	24	16	40	7	7	14	8	15	23	4	15	19	4	14	18	19	8	27	7	6	13	7	10	17	1	6	7	57%	82%	75%	79%	50%	68%	100%	86%	93%	88%	67%	74%	25%	40%	37%
Principles of Business	3	31	34	21	31	52	15	32	47	16	26	42	13	21	34	3	31	34	21	31	52	15	32	47	16	26	42	13	19	32	3	26	29	19	30	49	13	29	42	14	24	38	13	19	32	100%	84%	85%	90%	97%	94%	87%	91%	89%	88%	92%	90%	100%	100%	100%
Economics	1	11	12	6	3	9	5	3	8	4	12	16	3	3	6	1	11	12	6	3	9	5	3	8	4	12	16	3	3	6	0	9	9	6	3	9	3	3	6	4	11	15	3	3	6	0%	82%	75%	100%	100%	100%	100%	92%	94%	100%	100%	100%	100%	100%	100%
EDPM	17	31	48	20	27	47	11	37	48	4	14	18	16	31	47	17	30	47	15	25	40	10	35	45	4	14	18	16	31	47	14	30	44	14	24	38	10	34	44	4	14	18	16	31	47	82%	100%	94%	93%	96%	95%	100%	97%	98%	100%	100%	100%	100%	100%	100%
Food and Nutrition	1	15	16	6	16	22	5	33	38	7	12	19	6	18	24	1	15	16	6	16	22	5	33	38	7	12	19	6	18	24	1	15	16	6	16	22	5	32	37	7	12	19	6	18	24	100%	100%	100%	100%	100%	100%	100%	97%	97%	100%	100%	100%	100%	100%	100%
Clothing and Textiles	0	11	11	1	1	2	0	14	14	1	10	11	1	6	7	0	11	11	1	1	2	0	13	13	1	10	11	1	6	7	0	9	9	1	1	2	0	9	9	0	4	4	1	6	7	0%	82%	82%	100%	100%	100%	0%	69%	69%	0%	40%	36%	100%	100%	100%
Home Management	0	11	11	2	9	11	0	6	6	1	16	17	0	9	9	0	11	11	2	9	11	0	6	6	1	16	17	0	9	9	0	11	11	2	9	11	0	6	6	1	16	17	0	9	9	0%	100%	100%	100%	100%	100%	0%	100%	100%	0%	100%	100%	0%	100%	100%
Information Technology	11	17	28	21	15	36	22	9	31	14	29	43	16	14	30	11	16	27	20	14	34	22	9	31	14	29	43	16	14	30	11	16	27	19	14	33	20	8	28	12	28	40	15	13	28	100%	100%	100%	95%	100%	97%	91%	89%	90%	86%	97%	93%	94%	93%	93%

TABLE 3.16: ALBENA LAKE HODGE COMPREHENSIVE SCHOOL CSEC PERFORMANCE OVER FIVE YEAR PERIOD 2011-2015 FOR ANGUILLA CONT'D

SUBJECTS	ENTERED 2011 M	F	Total	2012 M	F	Total	2013 M	F	Total	2014 M	F	Total	2015 M	F	Total	SAT 2011 M	F	Total	2012 M	F	Total	2013 M	F	Total	2014 M	F	Total	2015 M	F	Total	OBTAIN GRADES I TO III 2011 M	F	Total	2012 M	F	Total	2013 M	F	Total	2014 M	F	Total	2015 M	F	Total	% 2011 M	F	Total	2012 M	F	Total	2013 M	F	Total	2014 M	F	Total	2015 M	F	Total
PHYSICAL EDUCATION AND SPORTS	16	4	20	11	1	12	10	3	13	12	6	18	15	2	17	13	4	17	10	1	11	10	3	13	9	6	15	15	2	17	11	3	14	10	1	11	10	3	13	8	6	14	15	2	17	85%	75%	82%	100%	100%	100%	100%	100%	100%	89%	100%	93%	100%	100%	100%
Technical Drawing	22	7	29	27	8	35	20	3	23	10	8	18	12	1	13	20	7	27	27	8	35	15	3	18	9	8	17	12	1	13	15	6	21	20	7	27	9	3	12	5	8	13	8	1	9	75%	86%	78%	74%	88%	77%	60%	100%	67%	56%	100%	76%	67%	100%	69%
Building Technology (Construction)	17	4	21	15	3	18	15	2	17	6	2	8	14	1	15	16	4	20	15	3	18	15	2	17	5	2	7	12	1	13	16	2	18	15	3	18	13	2	15	2	2	4	11	1	12	100%	50%	90%	100%	100%	100%	87%	100%	88%	40%	100%	57%	92%	100%	92%
Building Technology (Woods)	12	2	14	11	1	12	12	0	12	14	1	15	16	0	16	12	2	14	11	1	12	12	0	12	11	1	12	14	0	14	7	2	9	4	1	5	9	0	9	7	1	8	8	0	8	58%	100%	64%	36%	100%	42%	75%	0%	75%	64%	0%	67%	57%	0%	57%
Electrical and Electronic Technology	4	0	4	13	1	14	9	0	9	8	0	8	2	1	3	4	0	4	11	1	12	9	0	9	8	0	8	1	1	2	4	0	4	8	0	8	8	0	8	5	0	5	0	1	1	100%	0%	100%	73%	0%	67%	89%	0%	89%	63%	0%	63%	0%	100%	50%
Mechanical Engineering Technology	7	0	7				8	0	8	4	0	4				5	0	5				7	0	7	2	0	2				1	0	1				4	0	4	2	0	2				20%	0%	20%				57%	0%	57%	100%	0%	100%			
Visual Arts	5	27	32	7	11	18	6	19	25	10	22	32	7	23	30	5	19	24	7	11	18	4	16	20	7	22	29	3	15	18	5	19	24	7	11	18	4	16	20	4	18	22	1	10	11	100%	100%	100%	100%	100%	100%	100%	100%	100%	57%	82%	76%	33%	67%	61%
Music	0	4	4	3	2	5	4	2	6	4	5	9	1	0	1	0	4	4	3	2	5	4	2	6	4	5	9	1	0	1	0	0	0	3	2	5	4	2	6	4	5	9	1	0	1	0%	0%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	0%	100%
Theatre Arts				2	20	22	2	4	6	7	11	18	1	6	7				2	20	22	2	4	6	7	11	18	1	6	7				2	19	21	2	4	6	7	11	18	1	6	7				100%	95%	95%	100%	100%	100%	100%	100%	100%	100%	100%	100%

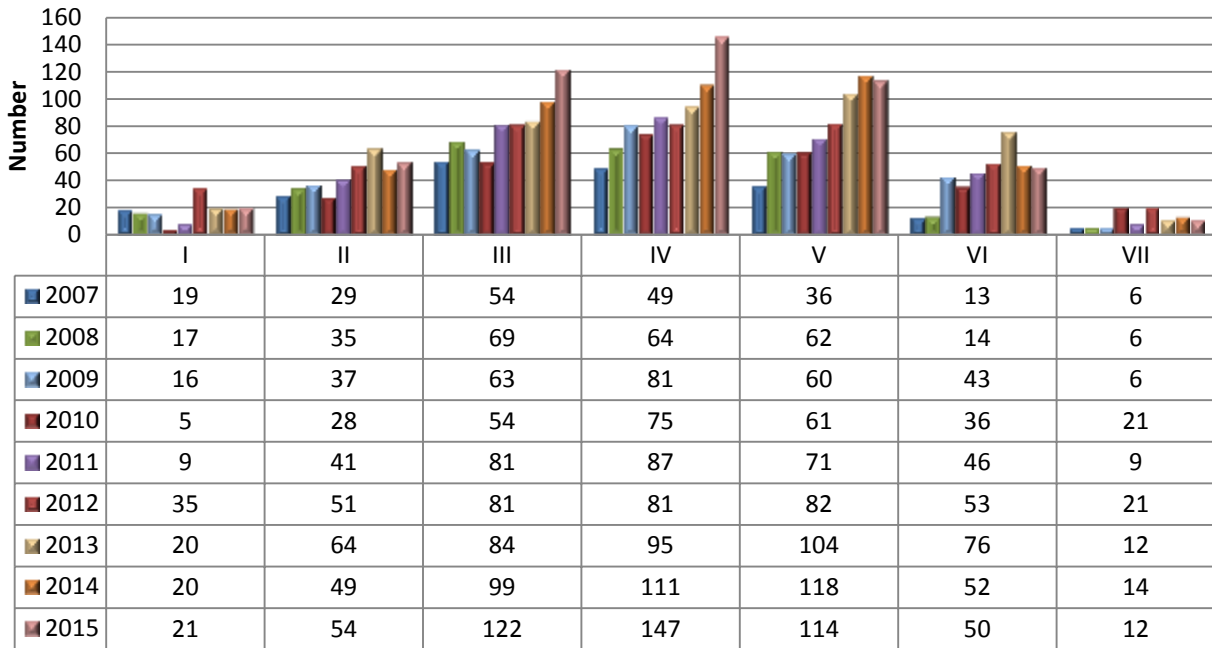M- Male   F – Female

Source: Caribbean Examinations Council

PERFORMANCE ON CARIBBEAN ADVANCED PROFICIENCY EXAMINATIONS (CAPE)

In May/June 2015 a total of 136 candidates in Upper and Lower Six at the Albena Lake Hodge Comprehensive School wrote subjects at the Caribbean Advanced Proficiency level. There were 551 subject entries. This year registered an increase in both candidate and subject entries over last year. In May/June 2014 there were 120 candidates and 474 subject entries. The Caribbean Examinations Council (CXC) offers a total of 58 Units in 33 subjects at this level. At the Albena Lake Hodge Comprehensive School a total of 48 Units (29 Unit 1 courses and 19 Unit 2 courses) in 29 subjects were offered in 2015.
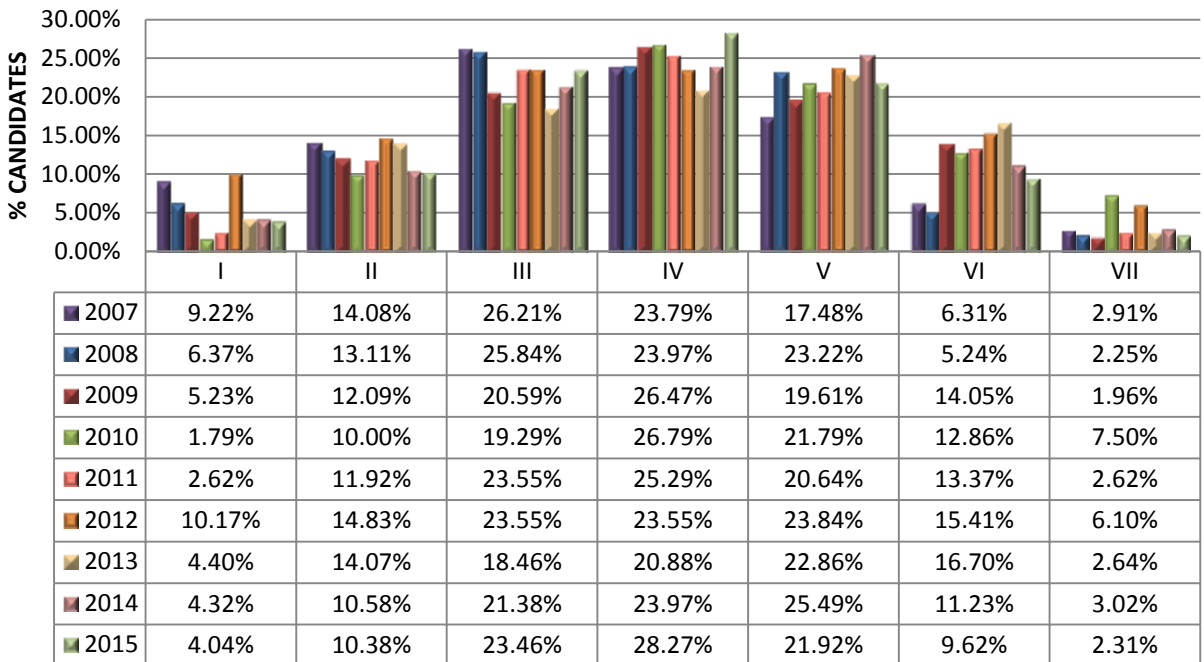
Performance of candidates

The overall performance of candidates in the CAPE May/June 2015 examinations showed some improvement when compared to that of 2014. Eighty eight percent (88%) of the subject entries presented achieved Grades I to V compared with 86% in 2014, 81 % in 2013, 82% in 2012 and 84% in 2011. Of the 48 Units examined performance improved in 12 units, declined in 17 units and remained the same in 10 units. Five (5) units which were not examined in 2014 were examined in 2015. Additionally, Agricultural Science, Physical Education and Sport, Tourism and Entrepreneurship were offered for the first time by CXC. Figure 3.18 shows, that 38% of the subject entries achieved grades 1 -3 compared to 36% in 2014, 37% in 2013, 41% in 2012, and 39% in 2011. The statistics show that 50% of the subject entries achieved grades IV and V compared to 49% in 2014. Also, 12% of the subject entries achieved unacceptable grades VI and VII down from 14% in 2014. These statistics indicate that there is still a critical need to raise the level of grade achievement. A summary on CAPE Unit I performance in each subject unit is given in Table 3.19 and Table 3.21 and the summary on CAPE Unit II performance in each subject unit is given in Table 3.20 and Table 3.22.

Figure 3.17: CAPE PEFORMANCE IN UNIT I & II

	I	II	III	IV	V	VI	VII
2007	19	29	54	49	36	13	6
2008	17	35	69	64	62	14	6
2009	16	37	63	81	60	43	6
2010	5	28	54	75	61	36	21
2011	9	41	81	87	71	46	9
2012	35	51	81	81	82	53	21
2013	20	64	84	95	104	76	12
2014	20	49	99	111	118	52	14
2015	21	54	122	147	114	50	12

Figure 3.18: CAPE PERFORMANCE UNIT I & II

	I	II	III	IV	V	VI	VII
2007	9.22%	14.08%	26.21%	23.79%	17.48%	6.31%	2.91%
2008	6.37%	13.11%	25.84%	23.97%	23.22%	5.24%	2.25%
2009	5.23%	12.09%	20.59%	26.47%	19.61%	14.05%	1.96%
2010	1.79%	10.00%	19.29%	26.79%	21.79%	12.86%	7.50%
2011	2.62%	11.92%	23.55%	25.29%	20.64%	13.37%	2.62%
2012	10.17%	14.83%	23.55%	23.55%	23.84%	15.41%	6.10%
2013	4.40%	14.07%	18.46%	20.88%	22.86%	16.70%	2.64%
2014	4.32%	10.58%	21.38%	23.97%	25.49%	11.23%	3.02%
2015	4.04%	10.38%	23.46%	28.27%	21.92%	9.62%	2.31%

Table 3.19: Percentage of CAPE Unit 1 candidates achieving Grades I – V by subject.

SUBJECTS	Number of Entries	Number Sat	Candidates Achieving Grades 1-5	Percentage %
UNIT 1				
Accounting	7	7	6	86
Agircultural Science	3	3	1	33
Applied Mathematics	8	7	5	71
Art and Design	6	5	5	100
Biology	16	16	12	75
Caribbean Studies	67	65	65	100
Chemistry	13	13	9	69
Communication Studies	71	68	65	96
Computer Science	8	8	8	100
Digitial Media	3	3	2	67
Economics	6	6	5	83
Electrical & Electronic Technology	2	2	1	50
Entrepreneurship	21	17	16	94
Environmental Science	4	3	3	100
Food and Nutrition	14	12	11	92
French	3	3	3	100
Geography	4	4	4	100
Geometrical & Mechanical Engineering Drawing	5	4	2	50
History	2	1	1	100
Information Technology	13	13	13	100
Law	1	1	0	0
Literatures in English	5	4	3	75
Management of Business	16	15	15	100
Physical Education and Sport	11	10	10	100
Pure Mathematics	10	10	4	40
Physics	8	7	5	71
Sociology	15	14	8	57
Spanish	6	4	4	100
Tourism	16	14	13	93

Figure 3.19: PERCENTAGE OF CAPE UNIT 1 CANDIDATES ACHIEVING GRADES I - V BY SUJECT MAY-JUNE 2015 SITTING
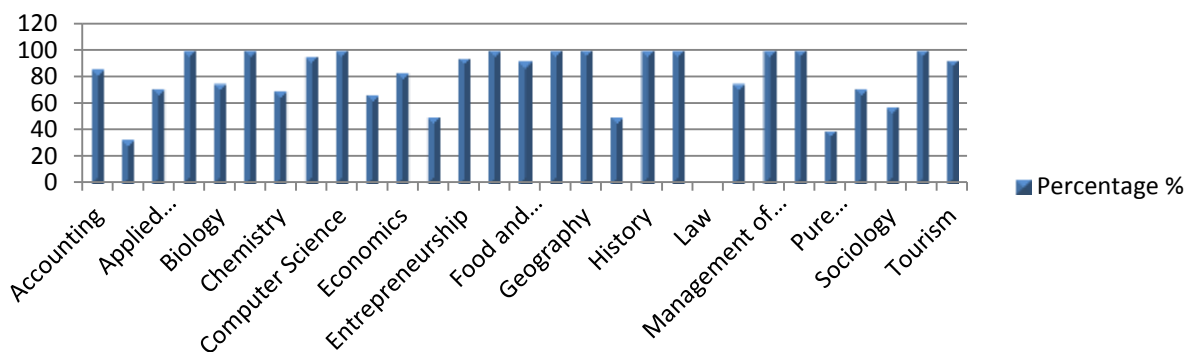
Table 3.20: Percentage of CAPE Unit 2 candidates achieving Grades I – V by subject.

	Number of Entries	Number Sat	Candidates Achieving Grades 1-5	Percentage %
UNIT 2				
Accounting	10	10	10	100
Biology	9	9	9	100
Chemistry	1	1	1	100
Computer Science	12	12	12	100
Digital Media	14	13	13	100
Economics	5	5	5	100
Electricial and Electronic Technology	1	1	1	100
Food and Nutrition	13	13	13	100
French	3	3	2	67
Geography	3	3	3	100
Geometrical and Mechanical Drawing	3	2	2	100
Information Technology	8	8	8	100
Law	46	43	30	70
Literatures in English	6	6	5	83
Management of Business	22	21	21	100
Pure Mathematics	4	4	2	50
Physics	7	7	6	86
Sociology	18	18	15	83
Spanish	2	2	1	50

Figure 3.20: PERCENTAGE OF CAPE UNIT 2 CANDIDATES ACHIEVING GRADES I - V BY SUJECT MAY-JUNE 2015 SITTING

TABLE 3.21: ALBENA LAKE HODGE COMPREHENSIVE SCHOOL CAPE PERFORMANCE UNIT I OVER FIVE-YEAR PERIOD 2011-2015 FOR ANGUILLA

SUBJECTS	ENTERED 2011 M	F	Total	2012 M	F	Total	2013 M	F	Total	2014 M	F	Total	2015 M	F	Total	SAT 2011 M	F	Total	2012 M	F	Total	2013 M	F	Total	2014 M	F	Total	2015 M	F	Total	OBTAIN GRADES I TO V 2011 M	F	Total	2012 M	F	Total	2013 M	F	Total	2014 M	F	Total	2015 M	F	Total	% GRADES I TO III 2011 M	F	Total	2012 M	F	Total	2013 M	F	Total	2014 M	F	Total	2015 M	F	Total
UNIT 1																																																														
Accounting	2	6	8	3	7	10	5	6	11	3	8	11	2	5	7	2	6	8	3	7	10	3	6	9	3	8	11	2	5	7	2	6	8	3	7	10	3	5	8	3	8	11	2	4	6	100%	100%	100%	100%	100%	100%	100%	83%	89%	100%	100%	100%	100%	80%	86%
Applied Mathematics	7	5	12	5	5	10	2	2	4	8	0	8	5	3	8	4	4	8	5	5	10	2	2	4	7	0	7	4	3	7	3	4	7	3	5	8	2	2	4	2	0	2	3	2	5	75%	100%	88%	60%	100%	80%	100%	100%	100%	29%	0%	29%	75%	67%	71%
Art and Design	2	1	3				3	7	10			0	1	5	6	2	1	3				3	7	10				1	4	5	2	0	2				3	7	10				1	4	5	100%	0%	67%				100%	100%	100%				100%	100%	100%
Biology	5	3	8	5	14	19	1	9	10	3	7	10	3	13	16	4	3	7	5	14	19	1	8	9	3	7	10	3	13	16	1	1	2	2	12	14	1	6	7	3	6	9	1	11	12	25%	33%	29%	40%	86%	74%	100%	75%	78%	100%	86%	90%	33%	85%	75%
Caribbean Studies	9	22	31	15	31	46	17	32	49	23	27	50	30	37	67	9	21	30	12	30	42	16	32	48	20	27	47	28	37	65	5	18	23	12	28	40	12	23	35	15	24	39	28	37	65	56%	86%	77%	100%	93%	95%	75%	72%	73%	75%	89%	83%	100%	100%	100%
Chemistry	0	4	4	1	8	9	0	6	6	1	2	3	2	11	13	0	4	4	1	6	7	0	6	6	1	2	3	2	11	13	0	1	1	1	5	6	0	4	4	0	1	1	2	7	9	0%	25%	25%	100%	83%	86%	0%	67%	67%	0%	50%	33%	100%	64%	69%
Communication Studies	18	32	50	22	44	66	30	34	64	35	38	73	27	44	71	17	32	49	21	39	60	29	34	63	34	37	71	24	44	68	13	28	41	17	35	52	23	33	56	29	34	63	21	44	65	76%	88%	84%	81%	90%	87%	79%	97%	89%	85%	92%	89%	88%	100%	96%
Computer Science	5	0	5	5	0	5	2	0	2	11	3	14	4	4	8	5	0	5	4	0	4	2	0	2	11	3	14	4	4	8	5	0	5	4	0	4	2	0	2	11	3	14	4	4	8	100%	0%	100%	100%	0%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%
Economics	0	6	6	0	2	2	5	3	8	5	2	7	3	3	6	0	6	6	0	2	2	4	3	7	5	2	7	3	3	6	0	6	6	0	1	1	3	3	6	5	1	6	3	2	5	0%	100%	100%	0%	50%	50%	75%	100%	86%	100%	50%	86%	100%	67%	83%
Electrical & Electronic	3	0	3	4	0	4	8	0	8	6	0	6	2	0	2	3	0	3	4	0	4	7	0	7	5	0	5	2	0	2	3	0	3	0	0	0	2	0	2	5	0	5	1	0	1	100%	0%	100%	0%	0%	0%	29%	0%	29%	100%	0%	100%	50%	0%	50%
Environmental Science	3	0	3				4	3	7				3	1	4	3	0	3				3	3	6				3	0	3	3	0	3				3	3	6				3	0	3	100%	0%	100%				100%	100%	100%				100%	0%	100%
Food and Nutrition	1	9	10	1	4	5	5	9	14	3	16	19	5	9	14	1	9	10	1	4	5	5	9	14	3	15	18	3	9	12	1	8	9	1	4	5	5	9	14	3	14	17	3	8	11	100%	89%	90%	100%	100%	100%	100%	100%	100%	100%	93%	94%	100%	89%	92%
French	0	1	1	0	2	2	0	2	2	0	2	2	0	3	3	0	1	1	0	2	2	0	2	2	0	2	2	0	3	3	0	1	1	0	1	1	0	2	2	0	2	2	0	3	3	0%	100%	100%	0%	50%	50%	0%	100%	100%	0%	100%	100%	0%	100%	100%
Geography	0	1	1	7	3	10				3	1	4	3	1	4	0	1	1	7	3	10				2	1	3	3	1	4	0	1	1	5	3	8				2	1	3	3	1	4	0%	100%	100%	71%	100%	80%				100%	100%	100%	100%	100%	100%
Geometrical and Mechanical	11	1	12	12	0	12	12	0	12	2	2	4	3	2	5	11	1	12	10	0	10	12	0	12	2	2	4	2	2	4	9	1	10	4	0	4	11	0	11	0	1	1	0	2	2	82%	100%	83%	40%	0%	40%	92%	0%	92%	0%	50%	25%	0%	100%	50%
History	1	5	6	0	1	1	0	2	2				2	0	2	1	5	6	0	1	1	0	2	2				1	0	1	1	4	5	0	0	0	0	0	0				1	0	1	100%	80%	83%	0%	0%	0%	0%	0%	0%				100%	0%	100%
Information Technology	9	15	24	8	9	17	8	9	17	6	4	10	8	5	13	9	15	24	8	7	15	8	9	17	6	3	9	8	5	13	9	15	24	7	7	14	8	8	16	5	3	8	8	5	13	100%	100%	100%	88%	100%	93%	100%	89%	94%	83%	100%	89%	100%	100%	100%
Law				3	28	31				6	20	26	0	1	1				3	19	22				6	19	25	0	1	1				3	9	12				5	12	17	0	0	0				100%	47%	55%				83%	63%	68%	0%	0%	0%
Literatures in English	1	7	8	1	3	4	1	9	10	2	4	6	1	4	5	1	7	8	1	2	3	0	9	9	2	4	6	0	4	4	0	7	7	1	2	3	0	9	9	2	3	5	0	3	3	0%	100%	88%	100%	100%	100%	0%	100%	100%	100%	75%	83%	0%	75%	75%

TABLE 3.21: ALBENA LAKE HODGE COMPREHENSIVE SCHOOL CAPE PERFORMANCE UNIT I OVER FIVE-YEAR PERIOD 2011-2015 FOR ANGUILLA CONT'D

ENTERED

SUBJECTS	2011 M	2011 F	2011 Total	2012 M	2012 F	2012 Total	2013 M	2013 F	2013 Total	2014 M	2014 F	2014 Total	2015 M	2015 F	2015 Total
UNIT 1															
Management of Business	1	16	17	2	14	16	12	14	26	6	15	21	5	11	16
Pure Mathematics	6	5	11	4	5	9	10	7	17	6	5	11	4	6	10
Physics	4	1	5	5	5	10	10	2	12	6	1	7	3	5	8
Sociology	4	19	23	8	24	32	8	29	37	9	18	27	2	13	15
Spanish	2	5	7	2	4	6	0	3	3	3	2	5	3	3	6
Digital Media										10	1	11	2	1	3
Agricultural Science													1	2	3
Physical Education and Sport													6	5	11
Entrepreneurship													10	11	21
Tourism													6	10	16

SAT

SUBJECTS	2011 M	2011 F	2011 Total	2012 M	2012 F	2012 Total	2013 M	2013 F	2013 Total	2014 M	2014 F	2014 Total	2015 M	2015 F	2015 Total
Management of Business	1	16	17	2	12	14	11	14	25	6	15	21	4	11	15
Pure Mathematics	6	5	11	3	5	8	10	7	17	6	5	11	4	6	10
Physics	4	1	5	5	5	10	9	2	11	6	1	7	2	5	7
Sociology	4	18	22	5	19	24	7	28	35	9	18	27	1	13	14
Spanish	2	5	7	2	3	5	0	3	3	3	2	5	1	3	4
Digital Media										10	1	11	2	1	3
Agricultural Science													1	2	3
Physical Education and Sport													5	5	10
Entrepreneurship													8	9	17
Tourism													5	9	14

OBTAIN GRADES I TO V

SUBJECTS	2011 M	2011 F	2011 Total	2012 M	2012 F	2012 Total	2013 M	2013 F	2013 Total	2014 M	2014 F	2014 Total	2015 M	2015 F	2015 Total
Management of Business	1	16	17	2	7	9	10	11	21	6	13	19	4	11	15
Pure Mathematics	3	4	7	1	3	4	5	5	10	3	3	6	1	3	4
Physics	4	1	5	5	5	10	8	2	10	6	1	7	1	4	5
Sociology	0	18	18	3	8	11	4	20	24	8	12	20	1	7	8
Spanish	2	3	5	2	1	3	0	3	3	3	1	4	1	3	4
Digital Media										10	1	11	1	1	2
Agricultural Science													0	1	1
Physical Education and Sport													5	5	10
Entrepreneurship													7	9	16
Tourism													5	8	13

PERCENTAGE OBTAINING GRADES I TO III

SUBJECTS	2011 M	2011 F	2011 Total	2012 M	2012 F	2012 Total	2013 M	2013 F	2013 Total	2014 M	2014 F	2014 Total	2015 M	2015 F	2015 Total
Management of Business	100%	100%	100%	100%	58%	64%	91%	79%	84%	100%	87%	90%	100%	100%	100%
Pure Mathematics	50%	80%	64%	33%	60%	50%	50%	71%	59%	50%	60%	55%	25%	50%	40%
Physics	100%	100%	100%	100%	100%	100%	89%	100%	91%	100%	100%	100%	50%	80%	71%
Sociology	0%	100%	82%	60%	42%	46%	57%	71%	69%	89%	67%	74%	100%	54%	57%
Spanish	100%	60%	71%	100%	33%	60%	0%	100%	100%	100%	50%	80%	100%	100%	100%
Digital Media										100%	100%	100%	50%	100%	67%
Agricultural Science													0%	50%	33%
Physical Education and Sport													100%	100%	100%
Entrepreneurship													88%	100%	94%
Tourism													100%	89%	93%

M- Male   F – Female

Source: Caribbean Examinations Council

TABLE 3.22: ALBENA LAKE HODGE COMPREHENSIVE SCHOOL CAPE PERFORMANCE UNIT II OVER FIVE-YEAR PERIOD 2011-2015 FOR ANGUILLA

SUBJECTS	ENTERED															SAT															OBTAIN GRADES I TO V															PERCENTAGE OBTAINING GRADES I TO III														
	2011			2012			2013			2014			2015			2011			2012			2013			2014			2015			2011			2012			2013			2014			2015			2011			2012			2013			2014			2015		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
UNIT 2																																																														
Accounting	0	4	4	2	6	8	3	7	10	3	6	9	3	7	10	0	4	4	2	6	8	3	7	10	3	6	9	3	7	10	0	3	3	2	6	8	0	4	4	3	6	9	3	7	10	0%	75%	75%	100%	100%	100%	0%	57%	40%	100%	100%	100%	100%	100%	100%
Applied Mathematics	1	3	4				2	6	8	2	1	3				0	3	3				1	6	7	2	1	3				0	0	0				1	6	7	2	1	3				0%	0%	0%				100%	100%	100%	100%	100%	100%			
Art and Design				3	5	8				2	6	8							2	7	9				2	5	7							2	5	7				2	4	6							100%	71%	78%				100%	80%	86%			
Biology	1	4	5	3	2	5	3	11	14	1	5	6	3	6	9	1	4	5	3	2	5	2	11	13	1	5	6	3	6	9	0	4	4	1	1	2	2	10	12	0	2	2	3	6	9	0%	100%	80%	33%	50%	40%	100%	91%	92%	0%	40%	33%	100%	100%	100%
Chemistry	1	2	3	0	1	1	1	5	6	1	3	4	0	1	1	1	2	3	0	1	1	1	5	6	1	3	4	0	1	1	1	0	1	0	1	1	1	5	6	1	3	4	0	1	1	100%	0%	33%	0%	100%	100%	100%	100%	100%	100%	100%	100%	0%	100%	100%
Computer Science	4	1	5	3	0	3	2	0	2	2	0	2	10	2	12	4	1	5	2	0	2	2	0	2	1	0	1	10	2	12	4	1	5	2	0	2	2	0	2	1	0	1	10	2	12	100%	100%	100%	100%	0%	100%	100%	0%	100%	100%	0%	100%	100%	100%	100%
Economics	0	1	1	0	5	5	0	2	2	4	1	5	4	1	5	0	1	1	0	5	5	0	2	2	4	1	5	4	1	5	0	1	1	0	5	5	0	1	1	3	1	4	4	1	5	0%	100%	100%	0%	100%	100%	0%	50%	50%	75%	100%	80%	100%	100%	100%
Electrical and Electronic Technology				2	0	2				1	0	1	1	0	1				2	0	2				1	0	1	1	0	1				2	0	2				0	0	0	1	0	1				100%	0%	100%							100%	0%	100%
Environmental Science				7	2	9				5	3	8							7	2	9				5	3	8							7	2	9				5	3	8							100%	100%	100%									
Food and Nutrition	0	3	3	1	9	10	1	5	6	6	6	12	2	11	13	0	3	3	0	8	8	1	5	6	6	6	12	2	11	13	0	3	3	0	8	8	1	5	6	6	6	12	2	11	13	0%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
French	0	1	1	0	1	1				0	1	1	1	2	3	0	1	1	0	1	1				0	1	1	1	2	3	0	1	1	0	1	1				0	1	1	1	1	2	0%	100%	100%	0%	100%	100%				0%	100%	100%	100%	50%	67%
Geography	4	3	7				6	1	7	3	0	3	1	2	3	4	3	7				6	1	7	3	0	3	1	2	3	4	3	7				3	1	4	3	0	3	1	2	3	100%	100%	100%				50%	100%	57%	100%	0%	100%	100%	100%	100%
Geometrical and Mechanical Drawing	4	3	7	5	1	6	5	0	5	10	0	10	1	2	3	4	3	7	5	1	6	5	0	5	10	0	10	1	1	2	2	3	5	4	1	5	2	0	2	8	0	8	1	1	2	50%	100%	71%	80%	100%	83%	40%	0%	40%	80%	0%	80%	100%	100%	100%
History				0	4	4													0	4	4													0	4	4													0%	100%	100%									
Information Technology	2	2	4	6	10	16	5	3	8	5	5	10	6	2	8	2	2	4	6	10	16	4	3	7	3	4	7	6	2	8	2	2	4	6	10	16	4	3	7	3	4	7	6	2	8	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law	4	24	28				7	22	29				15	31	46	2	22	24				6	20	26				13	30	43	2	16	18				4	15	19				8	22	30	100%	73%	75%				67%	75%	73%				62%	73%	70%
Literatures in English	0	2	2	0	6	6	1	4	5	0	8	8	2	4	6	0	2	2	0	6	6	1	4	5	0	8	8	2	4	6	0	2	2	0	6	6	1	3	4	0	8	8	1	4	5	0%	100%	100%	0%	100%	100%	100%	75%	80%	0%	100%	100%	50%	100%	83%
Management of Business	0	11	11	1	10	11	2	9	11	9	10	19	6	16	22	0	9	9	1	10	11	2	9	11	9	10	19	5	16	21	0	9	9	1	10	11	2	9	11	9	10	19	5	16	21	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

TABLE 3.22: ALBENA LAKE HODGE COMPREHENSIVE SCHOOL CAPE PERFORMANCE UNIT II OVER FIVE-YEAR PERIOD 2011-2015 FOR ANGUILLA CONT'D

SUBJECTS	ENTERED															SAT															OBTAIN GRADES I TO V															PERCENTAGE OBTAINING GRADES I TO III														
	2011			2012			2013			2014			2015			2011			2012			2013			2014			2015			2011			2012			2013			2014			2015			2011			2012			2013			2014			2015		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
UNIT 2																																																															
Pure Mathematics	4	3	7	2	2	4	2	2	4	5	1	6	3	1	4	4	3	7	2	2	4	2	2	4	5	1	6	3	1	4	3	0	3	2	2	4	1	2	3	4	1	5	1	1	2	75%	0%	43%	100%	100%	100%	50%	100%	75%	80%	100%	83%	33%	100%	50%
Physics	4	1	5	5	0	5	4	4	8	7	2	9	6	1	7	3	1	4	5	0	5	4	4	8	6	2	8	6	1	7	3	0	3	5	0	5	3	2	5	5	2	7	5	1	6	100%	0%	75%	100%	0%	100%	75%	50%	63%	83%	100%	88%	83%	100%	86%
Sociology	1	5	6	0	14	14	4	11	15	3	16	19	6	12	18	1	5	6	0	14	14	4	11	15	3	16	19	6	12	18	1	5	6	0	12	12	4	8	12	3	15	18	4	11	15	100%	100%	100%	0%	86%	86%	100%	73%	80%	100%	94%	95%	67%	92%	83%
Spanish	0	2	2	2	2	4	2	1	3	0	2	2	1	1	2	0	2	2	1	2	3	2	1	3	0	2	2	1	1	2	0	2	2	1	2	3	1	1	2	0	2	2	1	0	1	0%	100%	100%	100%	100%	100%	50%	100%	67%	0%	100%	100%	100%	0%	50%
Digital Media													12	2	14													11	2	13													11	2	13													100%	100%	100%

M- Male   F – Female

Source: Caribbean Examinations Council

THE AMERICAN HOTEL & LODGING MANAGEMENT PROGRAMME

This provides a pathway to further education and careers in Hospitality. Students passing these courses can receive college credits from most US based colleges or universities once enrolled in Hospitality Studies. The programme is certified through the American Hotel & Lodging Educational Institute. There has been a decline in performance this year with 35% of the students passing compared with 40% in 2015 and 47% in 2013. This is the second year students have been assessed in Hospitality Start and the performance has improved over the previous year's performance by 28% (57% passes compared to 29% in 2014).

Table 3.20: AMERICAN HOTEL & LODGING EDUCATIONAL INSTITUTE EXAMS

YEAR	SUBJECT	NO. TAKING	PASSED	FAILED	PERCENTAGE PASSING
	LODGING MANAGEMENT PROGRAM YEAR 1	55	19	36	35
2015	HOSPITALITY START	14	8	6	57
	LODGING MANAGEMENT PROGRAM YEAR 1	48	19	29	40
2014	HOSPITALITY START	7	2	5	29
2013	LODGING MANAGEMENT PROGRAM YEAR 1	57	27	30	47
2012	LODGING MANAGEMENT PROGRAM YEAR 1	31	7	24	23

Section B

Department of Education Unit Reports 2014-2015

1. EARLY CHILDHOOD EDUCATION

INTRODUCTION

The Early Childhood Education Unit continues to support the overall development of children 3-8 years.

OUR VISION

All children in Anguilla from birth to eight years develop the foundation skills and disposition to participate in formal education and to become life-long learners and productive citizens.

OUR MISSION

To promote high quality educational opportunities, and collaboration with families to develop children who have the knowledge, skills and experiences necessary for learning in kindergarten and beyond.

PRIORITIES

- ➢ Expose teachers to basic first aid training
- ➢ Introduce principals to the new instrument for routine monitoring
- ➢ Use the routine monitoring checklist to monitor teaching and learning
- ➢ Organise professional development sessions for teachers
- ➢ Collaborate with Education Psychologist to provide support for teachers and parents who struggle to cope with children with special needs

ACHIEVEMENTS

- ➢ A committee was formed to focus on the implementation of the early childhood policy;
- ➢ An implementation plan was compiled;
- ➢ Collaborated with Department of Disaster Management to train some preschool teachers in basic first aid;
- ➢ Organised meetings with Education Psychologist, teachers and parents to offer advice on dealing with children with special needs e.g. children with hearing impairment and developmental delays;
- ➢ Introduced principals to the new instrument for routine monitoring;
- ➢ Monitored preschools using the routine monitoring checklist;
- ➢ Organised training for teachers in 'Active Participatory Learning".

2. **PRIMARY EDUCATION**

It is the aim of the Department of Education to promote sustainable national development by focusing on the individual, the ideal Anguillian citizen, and how the education system can contribute to creating the ideal Anguillian citizen. This is being done by raising standards of performance in the five priority areas through the consideration of the implications under the seven priority areas for education, which are:

The seven key policy areas for Primary Education as outlined in the EDP for 2010-2015 are as follows:

- ➢ **Access to Education**
- ➢ **Pastoral Development**
- ➢ **Management for Efficiency and Effectiveness**
- ➢ **Human Resource Development**
- ➢ **Partnership in Development**
- ➢ **Financing of Education**

Priority Areas from the above areas were:

ACHIEVEMENTS

- ➢ A retreat was held for principals and seniors members of staff
- ➢ Training in basic first aid was offered to bus drivers, PE teachers, custodians, primary school teachers
- ➢ There was a change in leadership in all schools. Mrs Celestine John, Principal of the Morris Vanterpool Primary School, retired and Mrs Ornette Edwards-Gumbs, principal of the Alwyn Allison Richardson Primary School, was transferred to another government department. Two new principals were employed. Mr. M. Michael Skellekie – MVPS and Ms. Marcia Brooks AARPS. The other four principals were transferred.
- ➢ Mrs Tracelyn Hamilton was transferred from VVPS to ATHPS
- ➢ Mrs Mavis Fleming-Drakes was transferred from ATHPS to VVPS
- ➢ Mrs Jasmine Hodge-Thomas was transferred from OKPT to VPS
- ➢ Ms. Paula Etienne was transferred from VPS to OKPS
- ➢ Orientation sessions were held with the new principals and deputy principals.
- ➢ Students from MVPS and VPS represented Anguilla in the Rotary Club of St Maarten Spelling B. One of the students from MVPS placed 2nd in the competition.

- Schools participated in the first 'Christian Heritage Week'.
- The passage of hurricane Gonzalo resulted in the closure of schools for a week in October. Portions of the roof at ATHPS were destroyed during the hurricane. This resulted in a delay in the reopening of the school.
- Bus rules were introduced and posted in each bus. Copies were also given to the students.
- The process of introducing bus passes commenced.
- Rats and ray mice droppings posed problems for ATHPS, MVPS and SEN block at OKPS. This resulted in the closure of the schools for varying periods to facilitate cleaning and sanitising.
- A retirement celebration was held. The following teachers were honoured - Mrs Celestine John, Mrs Rachael Greenaway and Mrs Carmen Gumbs. Mrs Vijay Sharma, Curriculum Officer Mathematic, was also honoured for his contribution to the Department of Education.
- Performance appraisal forms were reviewed.
- Lesson plan formats were revised.
- School chaplains were identified. They include, VVPS – Bishop Evan Brooks, MVPS Pastor Trent Berg, OKPS-----, VPS – Pastor Phillip Gumbs, ATHPS – Rev. Dr. Wycherly Gumbs, AARPS – Reverend Lloyd.
- A group of visiting Rotarians form Canada provided support for teachers and students in several sporting disciplines. They also assisted with officiating at the annual primary schools sport day.
- Schools engaged in a variety special parenting activities to build parent–teacher relationships and parental involvement. e.g. VVPS –Child Development, Diet and Hygiene; MVPS- A Family Literacy Evening
- Some schools reported an increase in violent behaviours from a few students. Two stakeholder meetings were held to discuss the concerns and the way forward:
- Principals, counselors, Education Welfare Officers and the Department of Education
- A multi-agency meeting with the Department of Education, Probation, Social Development, the Royal Anguilla Police Force and principal representatives.
- The final draft of the admissions and zoning policy were completed.
- Principals were involved in two professional development sessions. One on General Orders and the other on procedures for registration and log book entries.
- Schools participated in the Annual Safety Fair.

➢ Schools participated in the Anguilla Day parade.

➢ Organised the annual Sports Day, Anguilla Day Quiz and the Spelling B.

➢ Schools engaged in several activities to enhance the Child friendly School Initiative.

➢ Strengthened partnerships with the public and private sector – Cap Juluca sponsored the retreat for senior teachers, Tropical Shipping, NBA, Social Security Board, Anguilla football Association, LIME, Digicel and Scotia Bank have continued to sponsor our annual primary schools competitions. These include sports day, spelling B, Anguilla Day Quiz, football, volley ball, cricket and netball tournaments. Rotary Club made donations of dictionaries to AARPS and Viceroy continued to donate school supplies to AARPS.

➢ Schools continued to award children for their academic achievements/improvements and good behaviour through special awards ceremonies.

➢ The Commonwealth flag was raised for the first time in Anguilla at a special ceremony at the Vivien Vanterpool Primary School.

➢ Schools continued to hold fundraisers to assist in purchasing teaching and learning resources.

3. SECONDARY EDUCATION

INTRODUCTION

This report highlights the major events that transpired during the academic year 2014 - 2015 in this multi-faceted school. As we reflect, the year has had its rewards in terms of achieving some of the goals of the school. Many of the staff and students in this period of interaction will have fond and lasting memories.

MANAGEMENT

The management of the school includes the Principal, three Deputy Principals, two Senior Teachers and the two coordinators of WISE and PRU making up the Senior Management Team (SMT). The SMT is ably supported by its middle managers, fifteen (15) Heads of Department and six (6)Heads of Year.

CURRICULUM

CXC continued to be the main examination board with subject offerings at the CCSLC, CSEC and CAPE levels. In areas where CXC does not offer certification, alternative and recognized examination boards are used, such as the American Hotel and Lodging Institute were used. In order to cater to the varying abilities and needs of the students Local Examinations were constructed where there was no appropriate external examinations.

We continued to expose students in Years One and Two to a variety of subject areas. At the end of Year Two students selected one practical area that they will pursue in Year Three. A series of fairs was held to afford parents the opportunity to learn more about the work done in the various areas.

Year Three students in Bands One and Two were introduced to the single sciences and humanities. Teaching in these areas was done through the carousel system, thereby reducing the number of subjects that the students did at any one given time.   An

Options Fair was held for the students of Year Three who selected a programme of study at the end of that year based on their career path. Parents were also invited to the series of fairs.

EXAMINATION RESULTS

The Certificate of Secondary Level Education (CCSLC) programme was structured so that students from Years 2 through Year 4 in addition to those from Year 5 sat examinations in the core areas. Other externally examined subjects and local examinations were taken only by students in Form 5.

Table 1 : RESULTS FOR MAY/JUNE 2015 LOCAL EXAMINATIONS

SUBJECTS	NO. TAKING	GRADES							
		1	2	3	4	5	6	7	**ABS**
Culinary Essentials	41	19	18	3					1
Hospitality Start	17	5	6	4	2				
English	17	2	6	4	2	1			2
Cabinetry/Joinery	21	1	5	7	1	1	1		5
Construction Trades	16	9	4						3
Electrical Practices	26	13	10	1					2
Digital Media	39	14	10	6	3		1	1	4
Automotive Studies	20	3	6	4	4	1	1		1
Business Studies	30	5	10	7	1	4			3
Agricultural Science	13	0	8	2	1				2
Basic Info. Technology	13	8	4	1					

Animation	10	3	3	1		2			1
TOTALS	263	82	90		14	9	3	1	24

At CSEC level Sixty (60) students passed 5 or more subjects including Mathematics and English. Seventy six percent (76 %)of the subject entries achieved Grades I to III.

Given the comparatively small number of students entered, our students rank well among students in the other countries. Some of our students are among the top candidates at the regional level.

At CAPE Level:

➢ Jesel Hodge ranked 10th in Law Unit 2

At the CSEC level:

➢ Khesim Reid ranked 2nd in Music.

➢ Arielle Gaskin ranked 6th in Geography, 6th in Home Economics Management and 7th in English B

(Regional Top Candidates by Subjects can be found by going to the CXC Website at http://www.cxc.org and choosing Students and Parents and then 2015 Merit list).

Table 6: COMPARISON OF RESULTS FOR 2011 - 2015
CARIBBEAN EXAMINATIONS COUNCIL (CXC- CSEC) - General Proficiency

CXC GENERAL PROFICIENCY ENTRIES AND RESULTS BY SUBJECT

YEAR	ENTRIES							PASSES					
	2011	2012	2013	2014	2015	AVERAGE		2011	2012	2013	2014	2015	AVERAGE
NUMBER OF ENTRIES	188	183	182	175	182	182							
BUSINESS STUDIES													
Office Administration	66	47	39	34	42	46		64	45	37	32	41	44
Principles of Accounts	24	40	14	23	19	24		18	27	13	17	7	16
Principles of Business	34	52	47	42	32	41		29	49	42	38	32	38
Economics	12	9	8	16	6	10		9	9	6	15	6	9
EDPM	47	40	45	18	47	39		44	38	44	18	47	38
ENGLISH													
English A	141	109	112	106	120	118		129	84	99	90	94	99
English B	60	58	58	54	58	58		53	51	54	47	55	52
Theatre Arts		22	6	18	7	14			21	6	18	7	14
HOME ECONOMICS													
Food and Nutrition	16	22	33	19	24	23		16	22	33	19	24	23
Clothing and Textiles	11	2	13	11	7	9		9	2	9	4	7	6
Home Management	11	11	6	17	9	11		11	11	6	17	9	11
HUMANITIES													
Geography	25	29	29	21	29	27		23	25	26	13	25	22
History	26	21	7	18	20	18		18	4	2	11	13	10
Social Studies	64	60	90	87	58	72		54	52	66	67	42	56
INFORMATION TECHNOLOGY	27	34	31	43	30	33		27	33	28	40	28	31
MATHEMATICS	133	104	130	132	124	125		44	41	42	72	61	52
MODERN LANGUAGES													
French	9	13	29	27	33	22		5	11	20	23	17	15
Spanish	35	33	52	50	52	44		32	29	42	37	31	34
MUSIC	4	5	6	9	1	5		4	5	6	9	1	5
P.E. & SPORT	17	11	13	15	17	15		14	11	13	14	17	14
SCIENCE													
Agricultural Science	13	14	5	13	15	12		13	14	5	12	15	12
Biology	41	23	34	31	26	31		21	15	28	27	21	22
Chemistry	34	12	18	19	18	20		20	6	14	13	15	14
Human & Social Biology	30	60	45	76	81	58		18	38	34	50	34	35
Integrated Science	9	12	37	29	32	24		8	11	36	26	22	21
Physics	22	27	30	26	28	27		18	19	23	21	21	20
TECHNOLOGY ED													
Building Tech. (Const)	20	18	17	7	13	15		18	18	15	4	12	13
Elec and Electronic Tech.	4	12	9	8	2	7		4	8	8	5	1	5
Mech. Eng. Tech.	5		7	2	2	5		1		4	2	2	2
Technical Drawing	27	35	18	17	13	22		21	27	12	13	9	16
Woods	14	12	12	12	14	13		9	5	9	8	8	8
VISUAL ARTS	24	18	20	29	18	22		24	18	20	22	11	19

Eighty (80) percent of the subject entries presented achieved grades I-V in the Caribbean Advanced Proficiency Examinations (CAPE). Over the past five years the comparative figures were 85 % in 2014, 80% in 2013, 82% in 2012, 84% in 2011 and 80 % in 2010. Twenty (20) percent achieved grades I-III compared to 36% in the two previous years, 42% in 2012, 39% in 2011, and 31 % in 2010. There was an increase in the number of students accepted into the programme.

Forty eight (48) CAPE Associate Degrees were awarded to sixth formers this year. These included: 2 in Computer Science, 1 each in Humanities, Information Technology and Mathematics, 3 in Natural Sciences, 11 in Business Studies and 29 in General Studies.

We continued to encourage our students to work hard to ensure that they reach their full potential and attain the higher grades.

Training

- Fifteen (15) staff members are enrolled in the formal Teacher Training programme offered at the Anguilla Community College

- Teachers were exposed to orientation sessions offered by CXC for introduction of new CAPE subjects – Integrated Mathematics and syllabus revisions in Home Economics.

Student Attendance and Punctuality

Overall, student attendance and punctuality was close to target. A few students have a significant effect on attendance figures. Teachers have had to liase with the Education Welfare Officers and the Department of Social Development to encourage attendance of some students.

Student Attendance

Table 8: Student Attendance for Form 1

Month Ending	# of Students on School Roll		# of Days Open	Total Possible Attendance		Total Actual Attendance		Average Attendance		Percentage Late	
	M	F		M	F	M	F	M	F	M	F
September	114	100	22	2508	2200	2458	2151.5	98%	98%	1.8	1.8
October	115	101	17	1955	1717	1901.5	1667.5	97%	97%	3.5	2.8
November	115	102	20	2300	2040	2208	1963	96%	96%	7.6	5.9
December	115	101	5	575	505	535.5	465	93%	92%	5.2	4.8
January	114	101	20	2280	2020	2169	1905	95%	94%	8	5.4
February	113	99	18	2034	1782	1945	1697	96%	95%	6.9	5.6
March	113	99	20	2260	1980	2108.25	1864	93%	94%	6.1	4.1
April	112	99	11	1232	1089	1158.5	1033	94%	95%	11.7	7.6
May	111	99	19	2109	1881	1938	1714	92%	91%	10.3	6.8
June	111	98	18	1998	1764	1895.5	1682	95%	95%	6.3	5

Table 9: Student Attendance for Form 2

Month Ending	# of Students on School Roll		# of Days Open	Total Possible Attendance		Total Actual Attendance		Average Attendance		Percentage Late	
	M	F		M	F	M	F	M	F	M	F
September	78	96	22	1716	2112	1662	2089	97%	99%	2.7	1.5
October	78	96	17	1326	1632	1299.5	1603	98%	98%	2.9	2.8
November	78	97	20	1560	1940	1538	1911.5	99%	99%	2.8	4.7
December	65	82	5	325	410	312	381.5	96%	93%	10.2	7.3
January	65	82	20	1300	1640	1248	1586	96%	97%	6.9	4.7
February	65	82	17.5	1137.5	1435	1093	1382.5	96%	96%	7.2	4.6
March	65	82	19.5	1267.5	1599	1189	1510.5	94%	94%	5.4	5.7
April	65	82	11	715	902	648.5	879.5	91%	98%	6.0	5.1
May	65	82	20	1300	1640	1211	1554	93%	95%	5.3	8.0
June	48	69	18	864	1242	838	1214	97%	98%	3.7	5.6

Table 10: Student Attendance for Form 3

Month Ending	# of Students on School Roll		# of Days Open	Total Possible Attendance		Total Actual Attendance		Average Attendance		Percentage Late	
	M	F		M	F	M	F	M	F	M	F
September	100	105	22	2200	2310	2113	2244.5	96%	97%	4.5	1.9
October	101	106	17	1717	1802	1606	1723.5	94%	96%	9.5	3.7
November	101	106	20	2020	2120	1916	2050.5	95%	97%	10.7	6.1
December	101	106	5	505	530	417.5	492.5	83%	93%	0.0	0.0
January	102	105	20	2040	2100	1900.5	2006.5	93%	96%	9.9	10.0
February	102	106	18	1836	1908	1725.5	1806.5	94%	95%	12.0	8.6
March	102	106	20	2040	2120	1800.5	1942.5	88%	92%	8.7	8.2
April	102	106	12	1224	1272	1128.5	1179	92%	93%	10.0	6.1
May	102	106	20	2040	2120	1836	1906	90%	90%	9.4	8.4
June	101	106	18	1818	1908	1742.5	1812.5	96%	95%	5.9	3.6

Table 11: Student Attendance for Form 4

Month Ending	# of Students on School Roll		# of Days Open	Total Possible Attendance		Total Actual Attendance		Average Attendance		Percentage Late	
	M	F		M	F	M	F	M	F	M	F
September	82	74	22	1804	1628	1723.5	1544.5	96%	95%	4.2	9.0
October	82	74	17	1394	1258	1330.5	1188	95%	94%	5.6	8.0
November	82	87	20	1640	1740	1575.5	1655.5	96%	95%	12.6	13.2
December	83	87	5	415	435	358.5	380	86%	87%	12.0	9.0
January	83	86	20	1660	1720	1536	1635.5	93%	95%	9.2	10.8
February	83	86	17	1411	1462	1326.5	1335	94%	91%	10.0	8.6
March	83	86	20	1660	1720	1509	1532	91%	89%	10.2	9.9
April	84	85	11	924	935	835	821	90%	88%	10.5	12.4
May	84	84	19	1596	1596	1453	1379.5	91%	86%	7.5	10.7
June	69	72	18	1242	1296	1205	1263	97%	97%	4.3	6.6

Table 12: Student Attendance for Form 5

Month Ending	# of Students on School Roll		# of Days Open	Total Possible Attendance		Total Actual Attendance		Average Attendance		Percentage Late	
	M	F		M	F	M	F	M	F	M	F
September	79	100	22	1738	2200	1694.5	2129	97%	97%	2.6	2.4
October	79	99	17	1343	1683	1298	1602.5	97%	95%	4.2	5.0
November	73	99	20	1460	1980	1388.5	1901.5	95%	96%	7.0	6.2
December	79	99	5	395	495	370	452.5	94%	91%	6.1	4.8
January	79	99	20	1580	1980	1473	1873.5	93%	95%	6.8	6.3
February	79	99	17.5	1382.5	1732.5	1320.5	1593.5	96%	92%	8.3	9.3
March	79	99	17	1343	1683	1218	1539.5	91%	91%	8.0	7.3
April	69	85	10	690	850	604.5	723	88%	85%	6.8	4.2

Discipline

The majority of students were positive in attitude and well-behaved. However, the virtue of respect was not demonstrated by a minority of students who brought themselves and the school unwelcome commentary by the public. We continued to work with our social partners to get students to conform to the rules and regulations of the society. The schools pastoral system exhausted every avenue in trying to get some students to modify their deviant behaviour. .Counselling, referrals, mentoring and parental conferences were employed in trying to get behaviour modification. Despite our best efforts, all too often we encountered students who have been lured into the use and sale of illegal substances. Insensitivity to others' feelings and inappropriate verbal commentary seemed to be on the rise.

Student Recognition

We encouraged excellence by celebrating the success of our students. This was done through acknowledgement at assemblies, the organization of the Honour Roll system, Celebration Cocktail, Graduation, Athletes Appreciation Evening, Music Appreciation

Evening and Speech Night. Students who were actively involved in the various Inter-House sporting activities were recognized for their contribution at the third Annual

Eighty eight (88) students qualified for the Honour Roll. Twelve (12) made the Principal List (80% in all subjects at the end of Terms One or Two) and the other seventy six (76) made the Deputy Principal List (an average of 80 % at the end of Terms One and Two). This is a mere seven (7) percent of the student population. We are disappointed that more of our students are failing to achieve at the level that would enable them to qualify for recognition at this level.

This evening a total of two hundred and nineteen (219) awards will be distributed to students who excelled in academics, sports, and music. One hundred and fifty-five (155) students (13%) of the student body will receive book vouchers for academic excellence. The remaining sixty-four (64) students will receive awards for their involvement in Music, Sports, the Leeward Islands Debating Competition and the Environmental Club respectively.

Provision of awards on this scale was possible through the tremendous support of the business community and civic minded individuals. Special thanks to the Management of Paradise Cove for permitting the use of the facilities for the Honour Roll Coctail at a nominal fee, The Management of LaVue and Great House for hosting the Music and Athletes Appreciation Evenings respectively at nominal cost, the National Bank of Anguilla for the partial sponsorship of the 2015 Speech Night Awards, LIME for sponsorship of Sports Day, The Anguilla Development Board for its continued sponsorship of the Music Department and The Anguilla National Trust for the Environmental Club awards.

Graduation

The school hosted the 26th Annual Year Five Graduation Ceremony in October 2015 for the 2014-2015 Year Five class. Ninety-two percent (92 %) of the Year Five population satisfied the requirements and participated in that ceremony. Forty-three (43) subject awards were shared among twenty- six (26) students.

Khesim Reid performed best on the programme afforded by the school's timetable at CSEC level. Success would have come about due to the discipline the students exercised, the diligence of teachers and the support and encouragement of the parents.

The 17th Annual Sixth Form Graduation was held in July 2015. Of the Sixty five (65) students who completed the programme, Forty eight (48) students qualified to participate in the exercise. Twenty four (24) subject awards were shared among fourteen (14) students. Gesel Hodge got the best results at the CAPE level.

Parental Involvement

Information was shared with parents at various levels. Parents were invited to year group Parents' Evenings. Parents also had the opportunity to interact with the teachers of their children on a one-on-one basis. Unfortunately, parental interest and support generated in the lower school seemingly wanes as the students get older. This is clearly evidenced by the attendance to these meetings.

Specific meetings were also organized by the various Heads of Year to share information and discuss issues relevant to the particular group. Meetings were convened at each of the primary schools with the prospective Year One parents to share concerns, policies, practices, programmes and expectations. Year Two, parents were invited to Students' Rock, a celebration of excellence in academics, attendance, sports and behavior. Parents were informed that some students will write CCSLC Integrated Science at the end of Form 2. The Option Exercise and subject choices were the critical issues shared at the Year Three meeting. The Year Four meeting focused on the commencement of the CSEC programme and School Based Assignments, the importance of using time effectively and compliance with school regulations. Parents of Year Five students were provided with information relating to examination fees, School Based Assignments (SBA's), the Graduation Policy, time management strategies and study tips. The meetings with parents of those students in the Technical Sixth programme focused on making use of the opportunity to enhance their skills, the importance of using time effectively and compliance with school

regulations. Information relating to the Advanced Level programme (CAPE) as well as the expectations of the school was shared with the parents of the prospective Year Six students.

Parent Teachers' Association

A working executive Parent-Teachers' Committee assisted the school in identifying and addressing some issues. The officers are: President – Mr. Timothy Hodge, Vice-President – Mrs. Ellenita Harrigan, Secretary – Mrs. Amorelle Bryan-Hodge, Treasurer – Mrs. Molina Shillingford, and Public Relations Officer – Mrs. Janine Edwards.

Students' Reports

Parents were provided formal feedback on the performance of their children according to the schools schedule. In Years One, Two, Three and Four reports were issued to each student at the end of each term. Year Five students received two reports, one at the end of Term One and the other at the end of April, just before the commencement of their study leave. Year Six students also received two reports, one at the end of January and the other at the end of April. While there has been a slight improvement in the collection of reports, there is still much room for improvement.

Guidance and Counselling

This department continued to provide emotional support through classroom instruction, seminars, group and individual service. Career guidance and an Options Fair for Year Three was a major event. A-MEN Seminar for Year Four boys and Virtuous Woman Seminar for Year Four girls were two of the other main activities hosted by this unit.

The school is grateful for the continued support that the Counsellors have received from the community in order to offer these programmes. Special thanks must be extended to

the many facilitators for providing their time and expertise and to the Management of La Vue and The Seventh Day Adventist Church for permitting the use of their facilities.

Alternative Care Centres

Workshop Initiative for Support in Education (WISE) continued to meet the needs of students who require more practical hands-on sessions. **The Pupil Referral Unit (PRU)** continued to meet the needs of students who are extremely aggressive . Disrespect for authority, failure of students to exercise discipline and lack of effort have hindered the progress of some of the students. Both centres hosted **Open Days** where education personnel, business partners, parents and friends were able to view the work done by the students.

Students of all abilities continued to benefit from the variety of services rendered at the **Learning Centre**. Specialized services to students whose second language is English and opportunities for research remained priorities.

Extra-Curricular Activities

Opportunities for students to enhance personal and social development were provided through the organization of extra-curricular activities conducted by a variety of groups/clubs   namely:

- New Young Progressive Debaters

- Literary and Debating Society

- Modern Languages Club

- Interact

- Red Cross

- Junior Optimist

- Environmental Club

- Technology (Robotics) Club

- Tourism Club

- Investigators/Travel 360

- Concert Band

- Steel Pan

- School Choir

- Inter-School Christian Fellowship

- All Ah Wee Theatre Players

- Leo Club

- Various Sports Club

-

For most of these organizations, meetings are held once a week during the lunch break or immediately after school. Regrettably, only a small percentage of the student population was actively involved in these groups.

Highlights for the year:

❖ Incubators .ai Speech Challenge – students had to market a particular product . First place went to Kevin Thompson

❖ Participation in the 2015 Leeward Islands Debating Competition held in St. Kitts. The school was represented by Zipporah Bannister, T'arah Niles, Kasem Thompson, Arielle Gaskin, Arianna Woodley and Sabrina Connor. Kevin Thompson was a reserve. Anguilla convincingly won the 2015 competition.

❖ The Annual New Young Progressive Debating Competition. The finalists were Jayson Lloyd and Rushanna Welcome and Aaron Adams and Tyree Peters, The Finals were won by Jayson Lloyd and Rushanna Welcome with Jayson Lloyd being named the best speaker of the finals.

❖ Participation in the local Football and Cricket tournaments.

❖ Hospitality students' field trip to the US.

❖ Participation of students in the Anguilla Lit Fest

❖ Participation of students in the Statistics Department Poetry Competition, the Environmental Unit Spelling Bee Competition and the ECCB Essay Competition. Chad Hodge gained the Best in Country Award in the ECCB Essay Competition.

❖ Participation of students in the Healthy Lifestyle Quiz.

❖ Participation of the Visual Arts and Home & Food Technology and PRU students in the Annual Flower & Garden Show.

❖ Hosting of a Visual Arts Exhibition by Campus B students..

❖ Performance of the School Choir, Steel Band and Concert Band at a variety of community events.

❖ Environmental Club's participation in the Adventure Anguilla Camp, field trips and beach clean-up.

❖ Staging of the Sixth Annual Science Fair.

❖ Mathematics Department hosting of Math Month

❖ Hosting of the Visual Arts Exhibition. The work of the Year Five students was displayed before shipment to the CXC headquarters in Barbados

❖ A Special Education Week of Activities.

Table 13: Annual Inter-House Competitions 2014-2015

Event	Sponsor	Maroon	Orange	Pink	Purple	Yellow
Cheerleading		2	4	6	10	8
Netball		2	6	4	8	10
Environmental Spelling B	Health Authority Anguilla	6	10			8
Football Jr. Boys	A.F.A	2	6	8	4	10
Football Sr. Boys	A.F.A	2	6	8	10	4
Football - Girls	A.F.A	4	6	8	2	10
Basketball Sr. Boys		10	2	4	8	6
Basketball Jr. Boys		10	4	8	2	6
Volley Ball (Boys)		2	4	8	6	10
Volley Ball (Girls)		4	2	8	6	10

Road Race	NAGICO	4	2	10	8	6
Sports Day	LIME	6	2	4	8	10
Heats	Not Sponsored	8	2	4	10	6
March Pass		4	2	10	8	6
Ashley Brooks Road Relay (Boys)	Ashley & Sons	-	4	3	2	10
Ashley Brooks Road Relay (Girls)	Ashley & Sons	3	4	2	3	10
Food & Nutrition Quiz		4	10	2	6	8
Total		**73**	**76**	**97**	**101**	**138**

During the year several Inter-house competitions were conducted. Based on the results of the above competitions **Yellow House** emerged House of the Year 2014 -2015. No doubt, Yellow House students were urged on by the desire to make the last year for its longest serving and most ardent supporter, Mrs. Ingrid Lake a winning effort.

Heritage Fest

The fourth Annual Heritage Fest was held this school year. It was an opportunity for our children to increase their knowledge of our cultural experiences. Attendance of the

senior students was poor, more of the Campus B students attended. Those who attended and participated in the many cultural activities found them informative and enjoyable. Our efforts to engender a sense of national pride would be more fruitful if we were more ably supported by parents in encouraging attendance.

Plant

Minor repairs and painting were done at all centres. Students' deliberate destruction and defacing of school property have increased the cost of maintenance. Efforts to ensure repairs were done in a timely manner were on-going but not always successful.

Campus B: The windows in the classrooms on the eastern and northern sides on the second level were changed and the painting of the exterior walls was completed.

Campus A: The buildings at Campus A continue to deteriorate. The electrical system imposes limitations on the equipment that can be added.

BOARD OF GOVERNORS REPORT

In addition to its monthly meetings, functions of the Board are executed through its sub-committees, the Student Services and the Finance and Site Committees. The groups continued to work along with the partners - Principal and staff, Department of Education, Ministry of Education and parents.

FINANCE

The school is now in its thirteenth year as a self-managing entity with the day-to-day management of the school. The finances are managed under the following sub-heads:

Wages of auxiliary staff only
Professional and Consultancy Services
Utilities
Communications

Supplies and Minor Tools

Training

TABLE 14: SHOWS THE SCHOOL'S FINANCIAL POSITION FOR 1ST SEPTEMBER 2014

Detail Object #	Description	Amount Authorized	Expenditure to date	Available Balance
31201	Wages	663,974.66	395,644.58	268,330.08
32401	Professional Services	233,534.71	190,678.75	42,855.96
32601	Utilities	193,432.84	242,398.99	-48,966.15
32801	Communications	86,494.60	15,385.86	71,108.74
33801	Supplies& Minor Tools	513,517.99	220,519.87	292,998.12
34401	Training	24,366.25		24,366.25
	TOTAL	**1,715,321.05**	**1,064,628.05**	**650,693.00**

In January 2015, the school received its fourteenth subvention of $1,534,758.40. This was added to a brought forward balance from 2014 of $7,359.14, giving an accumulated total of $1,542,117.54. During the months of January to July 2015, an amount of $2,085.98 was added to the accumulated total of $1,542,117.54 thus giving a total of $1,544,203.52. This amount is reflected in the authorized amounts for the following sub-heads for July 31st 2015.

Wages - $429.52 was deposited from Social Security as sickness benefit for an officer.

Utilities - $1,656.46 was deposited for use of the Rodney MacArthur Rey Auditorium. Tables 15 and 16 outline the expenditure and balance for the dates January 31st and July 31st 2014.

TABLE 15: SHOWS THE SCHOOL'S FINANCIAL POSITION FOR 31ST JANUARY 2015

Detailed Object #	Description	Amount Authorized	Expenditure to date	Available Balance
31201	Wages	666,404.79	50,420.29	615,984.50
32401	Professional Services	232,784.96	37,837.33	194,947.63
32601	Utilities	190,000.41	10,208.96	179,791.45
32801	Communications	42,401.51	-	42,401.51
33801	Supplies& Minor Tools	400,589.14	13,441.00	387,148.14
34401	Training	10,366.25	-	10,366.25
	TOTAL	**1,542,547.06**	**111,907.58**	**1,430,639.48**

TABLE 16: SHOWS THE SCHOOL'S FINANCIAL POSITION FOR 31ST JULY 2015

Detailed Object #	Description	Amount Authorized	Expenditure to date	Available Balance
31201	Wages	666,404.79	357,281.91	309,122.88
32401	Professional Services	232,784.96	194,158.36	38,626.60
32601	Utilities	191,656.87	223,487.09	-31,830.22
32801	Communications	42,401.51	-	42,401.51
33801	Supplies& Minor Tools	400,589.14	129,642.18	270,946.96
34401	Training	10,366.25	-	10,366.25
	TOTAL	**1,544,203.52**	**904,569.54**	**639,633.98**

There have been severe financial challenges in light of the ever-increasing cost of utilities and general maintenance to improve the environment for students and staff. Credit must be given to the Bursar for efficiently managing the funds that are disbursed to the school.

The Board wishes to thank the Bursar, Principal and Staff, Department and Ministry for their cooperation and look forward to a continued cordial relationship as they continue their efforts to effect positive transformation at several levels.

Challenges

The school continued to face many challenges, a few of which can be highlighted here:

➢ Finding certification at levels appropriate to the ability of those who are not taking the CSEC and CCSLC examinations. The offering of CVQ certification in vocational areas has not solved the problem since the requirements are beyond those for whom certification is needed.

➢ Enabling more teachers with the technology and the resources to deliver ICT enriched lessons.

➢ Replacing outmoded computers at virtually all centres.

➢ Providing adequate space for the delivery of subjects such as Theatre Arts, Home Management and Culinary Essentials.

➢ Slow response to maintenance/repair of computers.

➢ Increasing use of marijuana and alcohol by students.

➢ Increasing misuse of the internet and other aspects of social media.

➢ Lack of intrinsic motivation and appreciation for formal education.

Conclusion

The administrators, staff and students have not escaped criticism when the school has been judged to be less than perfect. While we want every student to maximize his/her potential, we need for the facts about the demands placed on the school to be considered realistically. The digital divide between what students experience outside and inside the classroom is becoming ever greater. This increased the challenges of motivating and maintaining student interest in the classroom for all teachers. Changes in curriculum to meet changing economic and labour demands brought about increased demand for space.

Any success that students achieved was through their hard work, the support of their parents and facilitation of teachers. Academically successful, socially conscious young people who can contribute positively to and benefit from society cannot be the sole purview of the school. When students fail to value education, respect property and show the virtue of pride it is not only the school affected but Anguilla as a whole. Fortunately, in the face of inadequate resources, the continued commitment by most of the staff, parents and the business community resulted in many graduates of whom we can be proud. We commend all those stakeholders in education who worked with us to provide positive influences. Within the school the work of molding our nation involved the administrative, academic and non-academic staff (cleaners, custodians, security officers, maintenance and ground personnel). Meeting our challenges was made easier by the support of parents and guardians, the external agencies and entire community.

This was the last full academic year that the school will have the services of its two most senior teachers and administrators, Principal -Mrs. Ingrid Lake and Deputy Principal Mrs. Yasmini Lloyd. To them we say, Thank you for your commitment and dedication and we wish you continued health and God's blessings.

Continued improvement in performance, behaviour and attitude must be our goal. As we move forward we anticipate continued support of parents and all stakeholders as we work together to educate Anguilla's young people.

4. MULTI-PROFESSIONAL SUPPORT SERVICES

The Multi-Professional Support Services is a unit within the Department of Education that seeks to ensure the success of each and every student by providing enhanced services such as Speech and Language, Remedial Reading, Reading Recovery, Counselling, School Health Services, Special Education provisions and truancy monitoring through the Education Welfare Officers. This unit is headed by the Education Officer, Multi-Professional Support Services who oversee the collaboration of the various stakeholders and the effectiveness of the services provided.

The system of enrollment for support services is solely based on referrals which would have met the specific criteria. The students who would have met the criteria would be assessed in order to inform the planning of the intervention. The planning of the intervention is spearheaded by the particular specialist whose program is deemed necessary to ensure the child's success at school. Parents' input is sought in the planning and throughout the execution of the intervention.

Multi-Professional Support Services Specialists Staff:

1 Educational Psychologist

1 Speech and Language

1 Substance Misuse Counsellor

1 Reading Recovery Teacher Leader

2 Education Welfare Officers

2 School Health Nurses

3 Primary School Counsellors

<u>Professional Development for MPSS 2014-2015</u>

- IT session on *Gmail* facilitated by Tamara Pradel, IT Curriculum Officer
- Counsellors' attended a Conference in Trinidad, " *Thinking Globally, Counselling Locally: Reaching our Children, Youth, and Communities in an Era of Globalization"*
- 2 Counsellors & 2 Education Welfare Officers attended a course on *ABNORMAL PSYCHOLOGY* offered by Anguilla Community College
- All MPSS attended Gender Equality Mainstreaming Sensitivity Session offered by the Gender Affairs Unit
- All MPSS staff attended General Order's familiarization sessions
- All MPSS staff attended Performance Management Systems Workshop

The following outlines the particulars of the various support services for the school year 2014-2015.

EDUCATION WELFARE OFFICERS' SERVICE

The Education Welfare Officers assist students in improving their school attendance. This is done through motivation by tailoring programs to meet individual students' needs in accordance with the Department of Education Work Plan. We continue to provide support and guidance to children and families where there are problems relating to school attendance. We work closely with schools and other agencies to ensure that the educational and social needs of children are met. We continue to enforce compulsory school attendance of all children of school age in Anguilla.

<u>Accomplishments for 2014-2015</u>

Some of our major accomplishments included:

- ➢ Revision of the process of accessing the breakfast/lunch programs
- ➢ Creating Register monitoring form
- ➢ One on one sessions with students on the importance of daily school attendance
- ➢ Individualized and group sessions with teachers on issues/guidelines on correctly marking of registers

- Distribution of certificates in June 2015 to WISE students who had attendance of 95-100% for the school year 2014-2015
- 2 newspaper articles were published in The Anguillian newspaper
- The text book drive initiatives continue at the primary schools
- Completion of a ten week drumbeat program with WISE female population

Data

In line with "C4 – Tailoring Programs to Meet Individual Students' Needs", the Education Welfare Officers provided lunch, school uniforms and supplies through the Department of Education and the Department of Social Development for students in need. Each student's attendance is monitored regularly. Home visits, telephone calls and meeting with parents are done to ensure that the truant students' needs are addressed and they are settled back in school in a timely manner. The EWOs continue to monitor the daily transportation for students in the SEN units at VPS and ATHPS. Two students have been added for transportation to AARPS. This is being funded by the Department of Education.

Chronic Truants

Table # 1 Chronic Truant Students for 2012-2013, 2013-2014 and 2014-2015

Primary Schools	2012 Male	2013 Female	Totals	2013 Male	2014 Female	Totals	2014 Male	2015 Female	Totals
Valley Primary	2	2	4	3	3	6	4	0	4
Orealia Kelly	1	0	1	0	0	0	0	1	1
Adrian T. Hazell	0	1	1	0	0	0	0	0	0
Morris Vanterpool	1	0	1	1	0	1	0	0	0
Alwyn A. R'dson	0	0	0	0	0	0	0	0	0
Vivien Vanterpool	0	0	0	0	3	3	0	0	0
Overall Totals	4	3	7	4	6	10	4	1	5

Table #2 Chronic Truant Students for 2012-2013, 2013-2014 & 2014-2015

Secondary Schools	2012 Male	2013 Female	Totals	2013 Male	2014 Female	Totals	2014 Male	2015 Female	Totals
ALHCS- Campus A	3	4	7	0	3	3	1	4	5
ALHCS- Campus B	2	1	3	2	0	2	2	0	2
WISE	2	1	3	2	1	3	3	2	5
PRU	1	1	2	0	1	1	0	0	0
Overall Totals	8	7	15	4	5	9	6	5	12

For the school year 2014-2015 we have been in contact with parents/guardians of students with chronic truancy issues. Some students are still struggling with chronic truancy based on the uniqueness of their situations. From reports of parents and teachers, truancy cases this school year have been linked to the lack of necessities (eg: food, uniform and school supplies) and the children's disrespectful behavior towards their parents by refusing to attend school. Some student's lack motivation and encouragement, while others lack the ability to cope with the curriculum and the school system. At times the teachers' negative attitude and approach towards students contributes to unwillingness to attend. However, many of the students have improved tremendously with their attendance by the end of the school year and must be commended for their efforts to return to school despite the challenges they encounter. Some parents assist with trying to remedy their child/children truancy while other parents make invalid excuses for the problem. The overall number of chronic cases has increased for 2014-2015 school year compared to 2013-2014.

Lunch Program

Table # 3 Students Receiving Lunch for 2012-2013, 2013-2014 & 2014-2015

Primary Schools	2012 Male	2013 Female	Totals	2013 Male	2014 Female	Totals	2014 Male	2014 Female	Totals
Valley Primary	4	3	7	4	1	5	4	0	4
Orealia Kelly	5	3	8	7	3	10	10	6	16
Adrian T. Hazell	7	2	11	0	0	8	6	5	11
Morris Vanterpool	0	0	0	1	2	4	1	1	2
AlwynA.Richardson	0	0	0	2	0	2	1	0	1
Vivien Vanterpool	2	5	7	0	0	0	0	0	0
Overall Totals	17	11	28	14	6	28	22	12	34

Table # 4 Students Receiving Lunch for 2012-2013, 2013-2014 & 2014-2015

Secondary Schools	2012 Male	2013 Female	Totals	2013 Male	2014 Female	Totals	2014 Male	2015 Female	Totals
ALHCS- Campus A	2	2	4	1	0	1	8	4	12
ALHCS- Campus B	0	0	0	3	1	4	5	0	5
WISE	3	0	3	3	0	3	2	0	2
PRU	1	1	2	1	1	2	0	0	0
Overall Totals	6	3	9	8	2	10	15	4	19

There was a count of 53 students (boys and girls) that received lunch from the Department of Education lunch program for the school year 2014-2015. Lunch is provided by particular vendors at each school and the bills are submitted to the department on a monthly basis. However, some students' lunches are sponsored by partners in the community or the schools. It was observed that students who were placed on the lunch program showed an increase in daily school attendance.

Referrals

Table - Students referred for additional assistance for 2012-2013, 2013-2014 and 2014-2015

Referral Agencies (Secondary)	2012 Male	2013 Female	Totals	2013 Male	2014 Female	Totals	2014 Male	2014 Female	Totals
Guidance Counsellors	0	0	0	0	1	1	1	0	1
Substance Misuse Counsellor	0	0	0	0	0	0	0	0	0
School Health Nurses	0	1	1	0	1	1	0	0	0
Education Psychologist	0	2	2	0	0	0	0	1	1
Department of Social Development	1	1	2	0	6	6	1	3	4
Overall Total referrals	1	4	5	0	8	8	2	4	6

Table - Students referred for additional assistance for 2012-2013, 2013-2014 & 2014-2015

Referral Agencies (Primary)	2012 Males	2013 Female	Totals	2013 Male	2014 Female	Totals	2014 Male	2015 Female	Totals
Guidance Counsellors	0	0	0	0	0	0	0	1	1
Substance Misuse Counsellor	0	0	0	0	0	0	0	0	0
School Health Nurses	0	0	0	0	0	0	0	0	0
Education Psychologist	0	0	0	0	0	0	1	0	1
Department of Social Development	3	3	6	1	1	1	4	1	5
Overall Total referrals	3	3	6	1	1	2	5	2	7

Referrals were made to the necessary support units in Education, other Governmental departments, and community partners to deal with issues that prevented students from attending school. Students were referred to the Guidance Counsellors, Education Psychologist, School Health Nurses, Substance Misuse Counsellor and the Department of Social Development. There were some cases where students required further assistance and the necessary referrals were made. In an effort to assist a particular student with chronic truancy issues, meetings and a case conference was organized with the necessary partners to further assist the student with reintegration in school.

Table- Primary Schools termly attendance percentage 2014-2015

Schools	Term 1	Term 2	Term 3
Valley	92%	88%	88%
Orealia Kelly	92%	89.3%	88%
Adrian T. Hazell	93%	88%	
Alwyn A. Richardson			
Morris Vanterpool	73%	89%	97%
Vivien Vanterpool	95%	87%	85%

Each school calculates the termly attendance percentage for students present at school daily. This table represents the three terms for the school year 2014-2015. Missing data is due to the schools not submitting.

Areas of Concern

•   Teachers not marking registers accurately at primary and secondary schools. For example, not marking tardiness and using incorrect codes in the registers.

•   Registers are not reflecting the accurate attendance for students at Campus A due to some students not attending daily morning and afternoon registration.

•   Teachers not maintaining updated registers

•   Registers having missing or invalid parent contact information

•   Truancy issues at schools

•   Student's tardiness in primary schools

•   Students having easy access to and from Campus A by jumping the walls

•   Parents not meeting the basic needs of their children to ensure school attendance

• Negative attitude of students to parental instructions regarding attendance to school

• Negative attitude/failure of some teachers in surrendering registers for monitoring

• Mediocre parental participation/response to students' truancy

• Insufficient funding to purchase items to motivate students to attend school daily

• The need for an increase in travel allowance for the EWOs

Recommendations

• Teachers should ensure that registers are marked daily and accurately

• Parents held accountable for students' tardiness

• Provision of a vehicle/or an increase in travel allowance

• Government owned cafeterias

The Way Forward

• Continued monitoring of students' attendance

• Incentives will be given to students to encourage school attendance

• Continued organization of motivational sessions for parents and students.

• Organization of training session for teachers on how to accurately complete registers.

SCHOOL PSYCHOLOGIST SERVICE

The School psychologist's job is to assess the educational needs of students and to advise their parents, the school and the Department of Education about how best to meet these needs. School Psychologist responsibilities relate to all steps that are taken for providing solutions to the problems and issues faced by students in their schooling. All decisions are data-based and progress is monitored frequently to determine effectiveness. A School Psychologist has to consult with parents as well as teachers and work with students individually, or in a team.

<u>SESSIONS CONDUCTED IN SCHOOLS</u>

Throughout the school year 2014-2015, a number of sessions have been conducted by the School Psychologist. These sessions have mostly been held at the schools. Sessions take the form of consultation in most cases, parent meetings and assessment. Listed below are the sessions conducted:

- Individual Education Plan initial meetings and review meetings for students at Valley Primary (VPS), Adrian T Hazel Primary (ATHPS), Alwyn Alison Primary School DOVE Center and Orealia Kelly Primary (OKPS). All meetings were held with parents, teachers, principals and education officers.
- Observations throughout the year of students in the classroom setting. Observations form part of the reports written for psychological and/or educational assessments.
- Conducted fifteen (15) Psychological Evaluations and Educational Assessments from September 2014 to July 2015. Each assessment was followed up by a meeting with the parent/guardian and teacher of each student tested to share results and determine the best placement for the student.
- September 2014 – November 2014 – observed student at Morris Vanterpool Primary on several occasions. The student was displaying inappropriate behaviors that caused concern for the teacher and parent. Suggested several strategies for the teacher, which were implemented. Meetings were then held with other education officials and student's family to discuss progress.
- Met with parents at the Vivien Vanterpool Primary, Alwyn Allison Primary, Orealia Kelly Primary, Morris Vanterpool and Valley Primary concerning students' behaviors

and learning challenges. Support was given in the form of strategies they could try at home to lessen the behaviours and encourage learning.

- Assisted with the administration of the Reading Test for Kindergarten grades at the Orealia Kelly Primary school and Valley Primary School.

- Delivered a full ten week Drum Beat Program at the Morris Vanterpool Primary School from October 2014 to February 2015. Drum Beat is a program designed to combine the benefits of group drumming process with cognitive behavioural therapy so young people can transfer the lessons from the drum circle to their everyday lives. They develop social skills and promote social and emotional learning.

ACHIEVEMENTS

- Individual Education Plans for students in the SEN units and SEN students in the mainstream classrooms. Met with teachers to prepare the IEP's.

- Students referred were assessed to determine their cognitive functioning and academic achievement.

- Completed written reports for all students tested.

- Obtained full Facilitator accreditation for Drum Beat.

- Completed one 10 week Drum Beat Program.

Completed and circulated draft of SEN student Profile for use in 2015-2016 school year

REFERRAL DATA/STATISTICS

Overall Caseload for the School Psychologist is shown in Table 1 below. School year 2011-2012 totaled twenty-six referrals, school year 2012-2013 totaled thirty-one, school year 2013-2014 totaled twenty and school year totaled twenty-two referrals for a caseload of seventy seven students.

Table 1: Case load by year	
Year	Number of Students
2011-2012	26
2012 -2013	31
2013 -2014	20
2014-2015	22
Total*	77

*It should be noted that this total number includes students who would have graduated from high school or left the island.

Graph 1 below shows the number of students referred per month from July to June for the past four years. The highest number of referrals for the school year 2011-2012 was in October and November 2011 and May 2012. The highest number of referrals for the school year 2012-2013 was in October and November 2012. For the school year 2013-2014, the most referrals were received during the months of November, September, January and May. During this past school year, the most referrals were received in September, October, November, February and March. It appears that for the past four years, referrals are most common during the middle of the first term each year and again toward the end of the school year.

Graph 1: Number of Referrals by Month
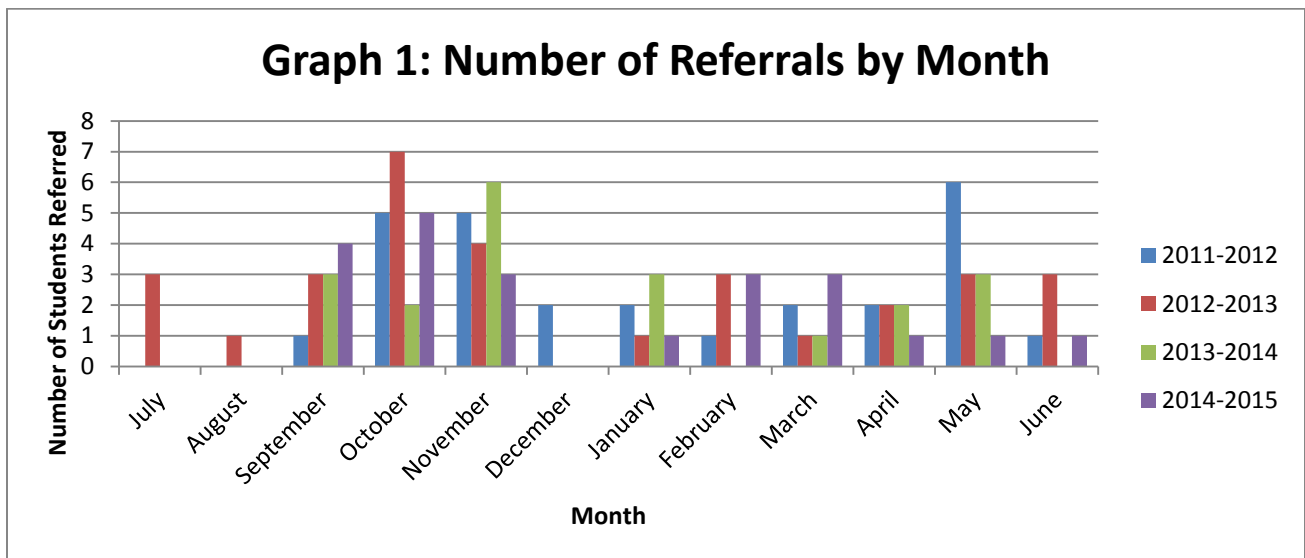
Graph 2 below shows the number of referrals for males and females for the past four academic school years. During 2011-2012, seventeen males and nine females were referred. In 2012-2013 twenty-three males and eight females were referred. For the school year 2013-2014, a total of seventeen males and three females were referred. During the 2014-2015 school year again males were most frequently referred with sixteen male referrals and six females. There have been more males being referred to the Educational Psychologist for the past four years than females. This trend raises the question of whether male students are being properly engaged in the classroom as much as female students, due to the large number of female teachers in the

system. A large number of the male students referred have higher Perceptual Reasoning Scores on their Cognitive Assessment, suggesting that they need a more hands on and visual approach to learning.
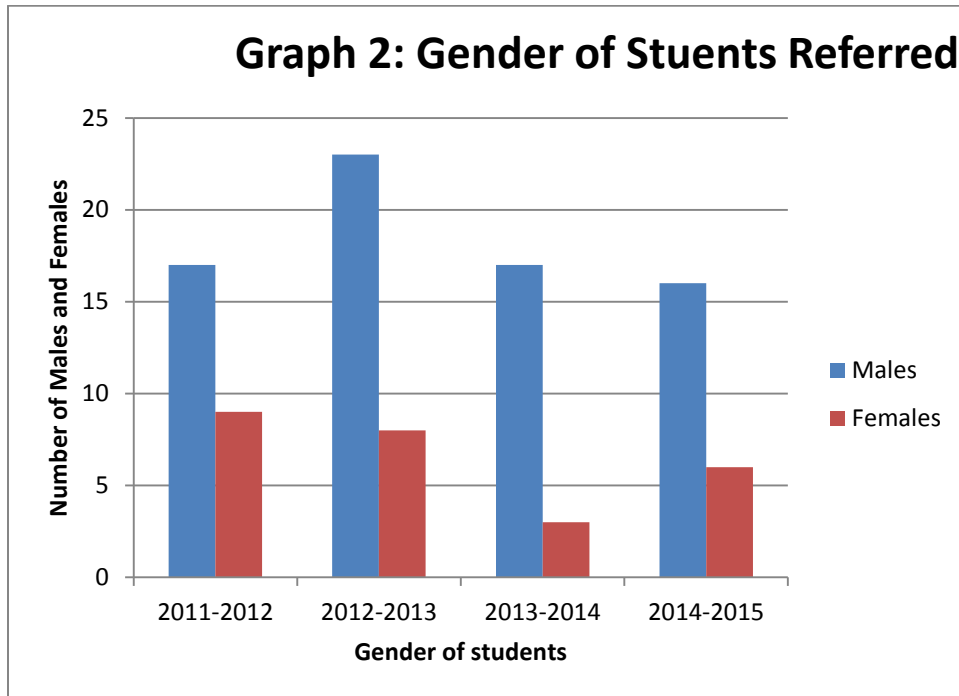
Students have been referred to the School Psychologist for academic difficulties, behavioral difficulties or both. Graph 3 below shows the areas of concern for referrals received. During the 2011-2012 school year there were sixteen academic, seven behavioural and two academic/behavioural referrals. During the 2012-2013 school year, there were twenty-four academic, four behavioural and three academic/behavioural referrals. The 2013-2014 year, thirteen academic, four behavioural and three academic/behavioural referrals were received. This past school year twelve academic, five behavioural and five academic/behavioural were received. During all four academic years, referrals for academic concerns were highest.

Graph 3: Reasons for Referral
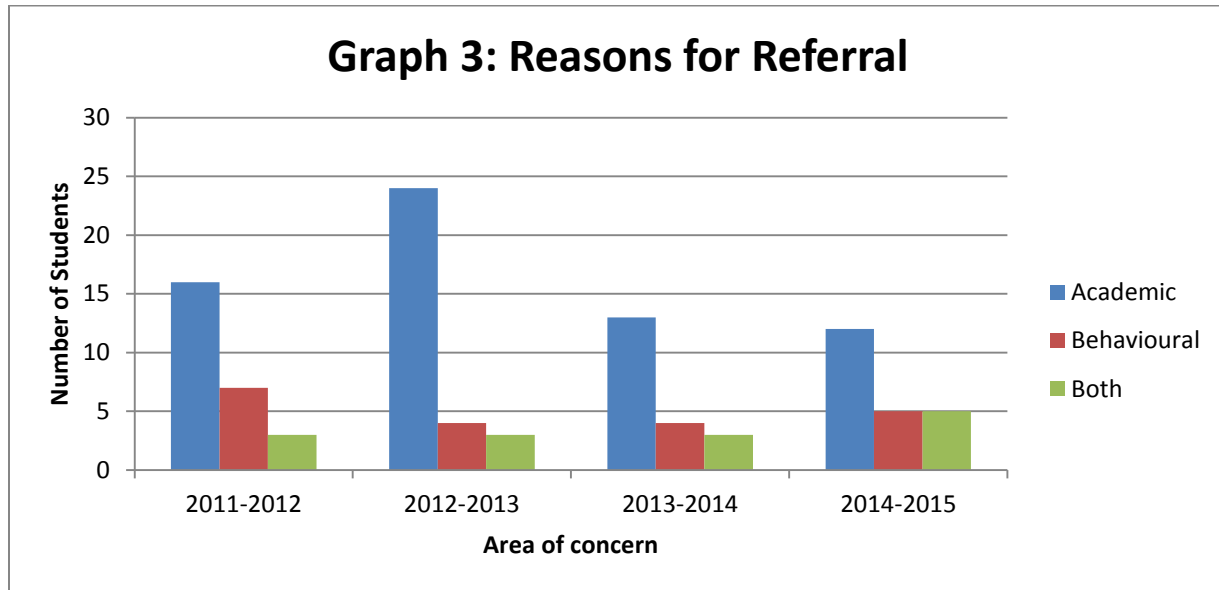
To further analyze the referrals for academic, behavioural and academic/behavioural concerns, the information was broken up into reasons for referrals for males and females as seen in Graph 4 below. Over the past four years, males have been referred more often for academic reasons than behavioural concerns across school levels. In 2011-2012, twelve males and four females, 2012-2013, seventeen males and seven females, 2013-2014, eleven males and two females were referred, 2014-2015 ten males and two females were referred. Referrals for behavioural concerns for the 2011-2012 school year was three males and four females. In 2012-2013 four males, zero females; in 2013-2014 three males and one female; in 2014-2015 three males and two females. Referrals for both academic and behavioural concerns in 2011-2012 included two males, one female; 2012-2013, two males, one female; 2013-2014, three males, zero females; 2014-2015, three males and two females.

It should be noted that there may be a link between referrals for academic and behavioural concerns. Some students will display behavioural problems if they are experiencing difficulty with their academics. The frustration the student feels could be manifested in their outward behaviour at school. Therefore, finding whether the cause of the behavioural issue is academically related could reduce the number of problems experienced by teachers in the classroom.

Graph 4: Comparison of the Number of males and females referred for Academic, Behavioural and Both
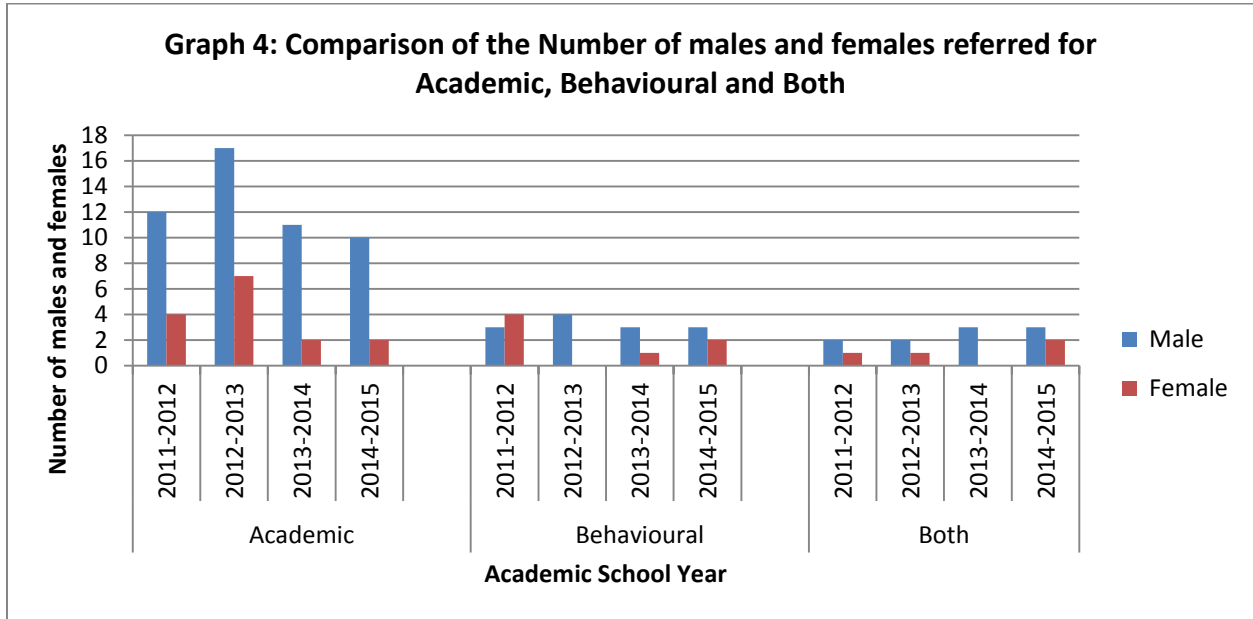
Graph 5 below shows the school level from where referrals were received. Most referrals were received from the primary level over the past four years. During the 2011-2012 school year, there were seven secondary referrals, seventeen primary referrals and one pre-school referral. During 2012-2013, three secondary and twenty eight primary referrals were received. For the school year 2013-2014, eight secondary and twelve primary referrals were sent to the educational psychologist. During this past school year 2014-2015 six secondary and sixteen primary referrals were received.

Graph 5: School Level Referrals
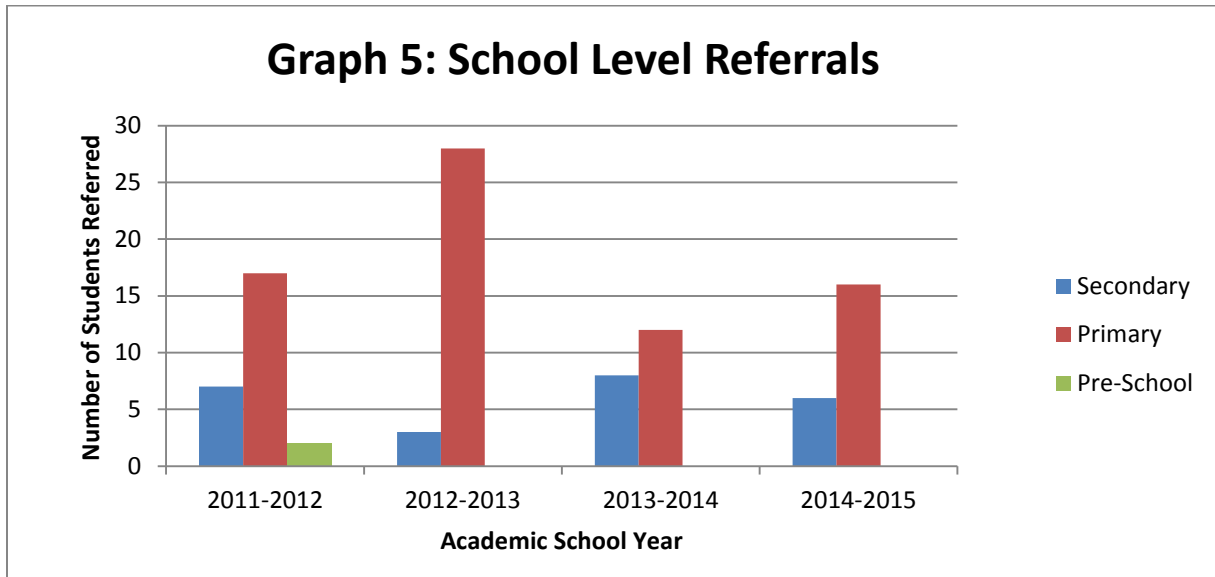
Testing Information

The following information is based on the testing done by the school psychologist with individual students using the Wechsler Intelligence Scale for Children, 4th Edition (WISC-IV) and the Wechsler Individual Assessment Test, 3rd Edition (WIAT-III). Rating scales were used to assess students internalizing and externalizing behaviour with the Achenbach Child Behaviour Checklist.

Psychological Assessments

Fifteen students were assessed using the WISC-IV during the school year 2014-2015. As shown in Graph 6 below, five students full scale IQ score fell within the Extremely Low Range. Four fell in the Borderline range. Four fell in the Low Average range and two fell in the average range. No one tested scored above the Average range. The students who obtained scores in the Extremely Low to Borderline Range are being catered to in the Special Education Needs centers at the primary and secondary level, as well as the Pupil Referral Unit or WISE Campus of the Albena Lake Hodge Comprehensive School. The remaining students are in the mainstream classroom at the Primary and Secondary level. Differentiated academic instruction and other

interventions suggested in reports are necessary for these students, as placements in centers are limited at this time.

Below are the ranges for Cognitive Scores on the WISC.

Below 70 - Extremely Low	110 – 120 – High Average
70 – 80 - Borderline	120 – 130 - Superior
80 – 90 - Low Average	Above 130 – Very Superior
90 – 110 – Average	

Graph 6: Students Full Scale Cognitive Ability

A bar chart titled "Graph 6: Students Full Scale Cognitive Ability". The y-axis is labeled "Number of Students" ranging from 0 to 6. The x-axis is labeled "Qualitative Descriptions of Students' Ability" with categories: Extremely Low (5), Borderline (4), Low Average (4), Average (2), High Average (0), Superior (0), Very Superior (0). Legend indicates the bars represent FSIQ.

Graph 7: Students' Composite Scores

Number of Students' (y-axis)

Qualitative Descriptions of Students' Abilities (x-axis): Extremely Low, Borderline, Low Average, Average, High Average, Superior, Very Superior

Legend: VCI, PRI, WM, PS

Graph 7 above shows the scores for students for the composite scores of the WISC-IV. The Verbal Comprehension Index (VCI) looks at a child's ability to draw on learned information from both formal educational and past experiences, reason through an answer and express themselves out loud. Two students scored in the Extremely Low Range, six scored in the Borderline Range, three scored in the Low Average Range and four scored in the Average range. No student scored above the Average Range. Scores in the lower ranges suggest that these students may find it difficult to follow lessons taught verbally and would benefit from strategies to ensure the student's comprehension of verbal instructions and lessons taught.

The Perceptual Reasoning Index (PRI) measures the ability to draw on visual motor and visual spatial skills, reason in order to examine a problem and organize thoughts to solve a problem. Of the fifteen students tested, five scored in the Extremely Low Range, three scored in the Borderline Range, four scored in the Low Average Range and three scored in the Average Range. No one tested scored above the Average Range. Students tested tended to perform slightly better in Perceptual Reasoning. However, the majority of these students will benefit from the use of visual aids in the classroom, as well as hands on learning and experiential learning. Students would benefit from the use of puzzles and other visually presented material to aid in their visual perceptual reasoning skills, which would help with their math reasoning.

The Working Memory Index (WMI) measures a student's short term memory, attention and mental manipulation. Of the fifteen students tested, one students scored in the Extremely Low

Range, six scored in the Borderline Range and seven scored in the Low Average Range and one in the Average range. No one scored above the Average Range. These students will require interventions to assist them their short term memory and retention ability; such as frequent repetition, use of multi methods of giving the same instruction or lesson and mnemonics.

The Processing Speed Index (PSI) looks at a child's capacity to focus their attention quickly, scan and process visually presented information and their rote coping speed/accuracy. Four students scored in the Extremely Low Range, two scored in the Borderline Range and six scored in the Low Average Rang and three scored in the Average. No one scored above the Average Range. All of the students tested here may have some difficulty processing information given verbally or visually. They will require accommodations in the classroom to assist with their attention, their ability to process information, their hand-eye coordination and copying speed.

Academic Evaluations

Academic assessment of the fifteen students tested during the 2014-2015 academic school year was done either through curriculum based assessment measures or with the use of the WIAT-III. Students who were referred for academic assessments, where identified by the teacher or school as having difficulty with their work. Most students were tested using the curriculum based assessment, using high frequency word lists, spelling lists, basic math facts, basic general knowledge (colours, shapes, numbers, etc.). This was done due to the student not being able to access the WIAT-III to a level that would provide a score. Five students were assessed using the WIAT-III. The scoring information is shown in Graph 8 below.

Composite Score Summary for WIAT-III
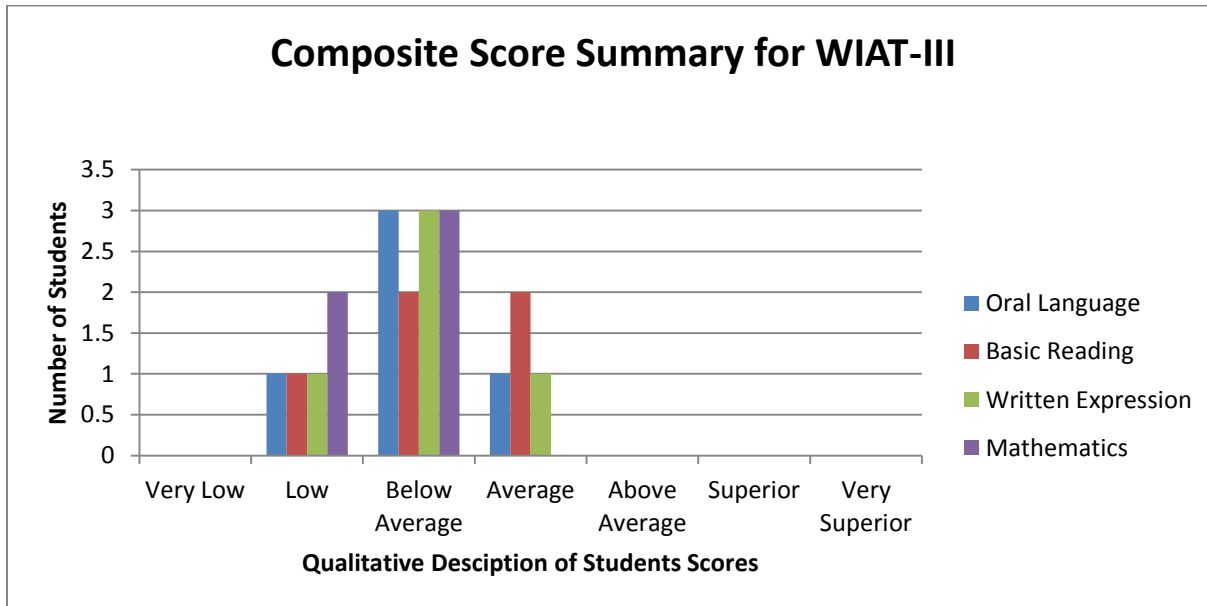
Standard Score Ranges

Below 55 – Very Low   115 – 130 – Above Average
55 – 70 – Low   130 – 145 - Superior
70 – 85 – Below Average   Above 145 – Very Superior
85 – 115 – Average

Oral Language includes the subtests of listening comprehension, and oral expression. One student tested using the WIAT-III scored in the Low, three scored in the Below Average and one student scored in the Average range for Oral Language.

In the area of Basic Reading, which includes word reading, Pseudoword Decoding, comprehension, one student scored in the Low range, two scored in the Below Average range and one student scored in the Average Range.

Written Expression is comprised of Sentence Composition, Essay Composition and Spelling. One student scored in the Low range, three scored in the Below Average Range and one scored in the Average Range for Written Expression.

Mathematics is made up of the Problem Solving subtest and Numerical Operations. Two students scored in the Low and three in the Below Average ranges.

Behaviour Rating Scales.

Rating scales are utilized to assess a range of behaviours and characteristics frequently associated with childhood psychopathology. One student referred was rated using the behaviour rating scales. Most subscale were rated in the average to normal range, however the Withdrawn/Depressed subscale was rated to be in the at risk range. The student's placement at the time was found to be contributing to the at risk rating on that particular subscale. This particular behaviour rating scale has not been used as frequently due to it being out dated and very time consuming for the raters. A new behaviour rating scale has been identified for use and will be sourced by the educational psychologist for future use.

REFERRALS TO CLINICAL PSYCHOLOGIST

Five students were referred to Dr. Linda Banks for clinical intervention during the 2014-2015 school year. All students were from the Primary level and were referred due to extreme behavioural and emotional difficulties at school and at home. One Student was also referred to the visiting Psychiatrist for further assessment.

AREAS OF CONCERNS

- Teachers not willing to differentiate work in the classroom to cater to the different abilities of students. There are a range of abilities in any classroom and there is a need for differentiation of work at both primary and secondary levels.
- Teachers unwilling to have students from the SEN unit in their classrooms for some subjects to increase those students access to the general curriculum and provide them with opportunities to be with their same age peers. Socialization is also important for all students.
- Early Identification of students is necessary to provide students with early interventions which may help to alleviate some of the problems encountered later on. Teachers should be required to identify students who repeatedly fail class tests or who fall well below the expected level required for that particular grade.

- Some SEN centers are not preparing reports in a timely manner so that meetings can be held for IEP reviews.

- Due to the lack of early identification, students in the mainstream classrooms are struggling, even more so than students in the centers. These students are required to complete the same level of work as their more able peers. When students reach grades 5 and 6, they have already been passed through the lower grades with no assistance. What services can be offered to these students at this stage in their academic careers to prepare them for high school?

RECOMMENDATIONS

- The Department of Education should continue to sensitize all staff (primary and secondary) of the importance of differentiation of class work, the acceptance of special needs students in their classrooms and early identification of students who may need further assessment by the School Psychologist. Passing students along only help to widen the achievement gap between them and their peers and create more problems, such as behavioral issues, as they get older.

- Workshops and professional development courses are essential when working in the field of Education. New best practice ideas, interventions and strategies are presented frequently. All individuals who work with children should be offered the chance to attend these workshops. Those individuals could then return to Anguilla and share their knowledge and experience with the other staff members.

- Use of visually presented material for students in centers and mainstream. Scores on the perceptual reasoning index tended for be higher for some students. Students would benefit from lessons being taught in a multi-modal format. Use of puzzles and reasoning activities using visually presented material would also be helpful to develop visual spatial and visual motor skills in students.

- Use of centers in the Special Education Needs unit would be beneficial for students and teachers. Students would benefit from the rotation of lessons throughout the day and also build their independence skills, by having them work independently on activities they can

handle. Teachers would be able to work with students on a more one to one basis and therefore work on individual targets for each student.

- Use of best practice interventions be put in place in the mainstream to help students who are struggling. The source of the problem must be identified before the intervention in put in place.

- Expose teachers to data collection methods and the types of data that can be collected on students. Data is important when implementing interventions.

- Students who are high achievers or gifted in their academic achievement and cognitive ability are not given opportunities to explore their interests and develop those skills within the school setting. Testing of such students would provide the necessary data to begin developing programs to target these students in schools.

- Testing kits and other instruments currently in use are or are becoming out dated. It is recommended that the Wechsler Intelligence Scale for Children, Fifth Edition, The Behaviour Assessment Scale for Children, Third Edition, the Developmental Assessment Scale and other such instruments be bought.

THE WAY FORWARD

- Assess remaining students in centers who have outdated assessment reports and those not tested during the previous year.

- Monitor Students on Caseload to ensure strategies and interventions are being implemented to assist the student.

- Attend IEP review meetings with SEN teachers and parents for students in all units.

- Recommend to Department that IEP meetings and IEP paperwork be compulsory for all SEN teachers to ensure students' needs are being met.

- Create a schedule for IEP meetings for all centers at the beginning of the year. This will ensure teachers, parents and support staff are aware of dates they will have to have reports and other documents ready for ahead of time.

- Begin to explore the possibility of testing high achievers and researching appropriate in school programs to enhance the learning experience for these students.

- Attend the 2016 National Association of School Psychologists (NASP) annual convention from February 10th to 13th, 2016, New Orleans, USA for professional development.

- Complete draft of SENCO document for circulation.

READING RECOVERY SERVICE

Reading Recovery, a short-term early intervention programme designed for children who have the lowest achievement in literacy learning in the first grade, was developed by New Zealand's educator Marie M Clay. Children identified for this programme meet individually with a specially trained teacher for thirty (30) minutes each day for an average of 12-20 weeks. The goal is for children to develop effective reading and writing strategies in order to work within the average range of classroom performance. Proficient readers and writers develop early. There is strong evidence in the research literature that retention in grade level and long-term remediation efforts do not enable low-progress children to catch up with grade level peers so that they can profit from classroom instruction.

Description of Schools

There are six (6) Government primary schools on the island. Each school has grades ranging from Kindergarten to Grade Six (6). These schools are managed by a Principal, Deputy Principal and Staff. The 6 primary schools have a total of ten (10) first grade classes.

It should be noted here that during this academic year of 2014-2015, no Reading Recovery was conducted at the Vivien Vanterpool Primary School. So data recorded will be for five (5) primary schools. Also, the data for Alwyn Alison Richardson Primary School (AARPS) will be only for late 3rd term as that school started Reading Recovery during the last month of June 2015.

Description of Reading Recovery Teachers

During the academic year 2014 – 2015 no new teachers were trained. However, teachers continued as Continuing Contact teachers and conducted the programme in their schools. They

also attended Continuing Contact sessions twice per term at the Reading Recovery Centre. During these sessions, teachers bring children in to teach for their colleagues behind a screen. After teaching, discussions are held with the teacher in order to lift her thinking and decision making processes regarding the particular child. There are presently nine (9) teachers and the Reading Recovery Teacher Leader delivering the programme in the schools:

Table 1.1: Description of Trained Reading Recovery Teachers

Description of Teachers	Status – Trained
Sex: Female	9
Total	9

It should be noted here that during the academic year 2014-2015, a former Reading Recovery Teacher rejoined the Reading Recovery Team during the last month of the 3rd term. She was placed at AARPS.

Table 1.2: Teachers' Current Roles

Role	Trained/Active
Grade Level of Service:	
• Full Time	3
• Half Day	5
• Reading Recovery Teacher Leader	1
Total	9

The major goals of the annual Reading Recovery evaluation are:

a) to report pupil outcomes.

b) to plan for improved implementation and instruction based on an analysis of effectiveness and efficiency.

Study Participants

Reading Recovery Pupils

Data was collected for all children served during the school year by Reading Recovery Teachers. The children were assigned to one of the following end-of-programme status categories:

- **Discontinued**: A pupil who successfully met the rigorous criteria to be discontinued from the intervention during the school year or at the time of year-end testing.

- **Recommended Action After a Full Programme:** A pupil who was recommended by Reading Recovery teachers for assessment/consideration of other instructional support at the point of departure from Reading Recovery, after receiving a full programmed of at least 20 weeks (a positive action benefiting the child and the school).

- **Incomplete Programme At Year End:** A pupil who was still in Reading Recovery at the end of the school year with insufficient time (less than 20 weeks) to complete the intervention. These programmes will continue the following school year.

- **Moved While Being Served:** A pupil who moved out of the school while being served before specific programme status could be determined and who may or may not have had a full programme of 20 weeks.

- **None of the Above:** A rare category used only for a pupil who was removed from Reading Recovery under unusual circumstances, with fewer than 20 weeks of instruction.

Design

Reading Recovery is designed to serve the lowest achievers in the first grade cohort within a school. Because the goal is successful performance within an average literacy setting in the

classroom, children are discontinued as soon as it can be predicted that they can engage with and profit from classroom literacy instruction without further individual tutoring. Rigorous discontinuing criteria is applied. In addition to strong performance on the Observation Survey and observation in class during the last two weeks of their programme, discontinued children must demonstrate a self-extending system i.e. they are expected to continue to learn on their own efforts and to demonstrate the ability to work as independently as possible within their classroom settings. The annual evaluation design, then, includes an examination of performance on Reading Recovery literacy measures.

Literacy Measures

The six tasks in Clay's text, 'An Observation of Early Literacy Achievement,' were used as pre-test and post-test measures. The Survey tasks have the qualities of sound assessment instruments with reliabilities and validities. These post-tests are conducted by independent teachers to ensure validity.

- **Text Reading**

  Purpose: *To determine an appropriate level of text difficulty and to record, using a running record, what the child does when reading continuous text.*

- **Letter Identification**

  Scoring: maximum score = 54

  Purpose: *to find out what letters the child knows and the preferred mode of identification.*

  Task: to identify upper and lower case letters and conventional print forms of 'a' and 'g'

- **Word Test**

  Scoring: maximum score = 23

  Purpose: *to find out whether the child is building up a personal resource of reading vocabulary.*

  Task: to read a list of 23 high frequency words.

- **Concepts About Print**

Scoring: maximum score = 24

Purpose: *to find out what the child has learned about the way spoken language is put into print.*

Task: to perform a variety of tasks during book reading by the teacher.

- **Writing Vocabulary**

  Scoring: count of words in a 10-minute time limit.

  Purpose: *to find out whether the child is building a personal resource of words known and that can be written in every detail.*

  Task: to write all known words in 10 minutes.

- **Dictation (Hearing And Recording Sounds and Letters in Words)**

  Scoring: maximum score = 37

  Purpose: *to assess phonemic awareness by determining how well the child represents the sounds of letters and clusters of letters in graphic from.*

  Task: to write a dictated sentence, with credit for every sound correctly represented.

The six tasks of the Observation Survey were administered to Reading Recovery children in September (start of the school year) and/or at the entry to the intervention. These scores serve as pre-test measures in the evaluation design. The six tasks are also administered to Reading Recovery students upon discontinuing or exiting from the programme. (posttest measures)

RESULTS: STUDENT OUTCOMES

Research Question 1:   How many children were served in Reading Recovery from September 2014 to June 2015?

Reading Recovery teachers served fifty-four (54) pupils in Anguilla during the 2014– 2015 year. During the academic year, forty one (41) pupils from the six (6) Primary Schools were selected. Later, teachers increased their numbers after children were discontinued or recommended for further testing. An additional thirteen (13) pupils from the original selection and those from Kindergarten who were already 6 years, were taken on to the programme.

Table 2.1: Number and Description of Reading Recovery Children: Gender and Year Group

	2014-2015
Male	23
Female	31
*Kindergarten	3
Year 1	31
Year 2	7
Incomplete Programmes	13

* NB: These children from Kindergarten were children who were already 6 years old at the beginning of the 3rd term.

Table 2.2: Total Number of Children Served Over the Past 16 Years

Year Gender	1998 - 1999	1999 - 2000	2000 - 2001	2001 - 2002	2002 - 2003	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015
Male	21	40	24	27	28	18	25	35	26	42	37	33	41	33	31	23
Female	13	15	20	17	13	16	12	15	20	25	14	22	20	20	19	31

The total number of children that have received Reading Recovery tuition since 1998 is as follows:

No. of boys receiving Reading Recovery: 484

No. of girls receiving Reading Recovery: 292

Total no. of children receiving Reading Recovery since 1998:   776

Figure 1: Total Number of Children Served Over the Past 16 years
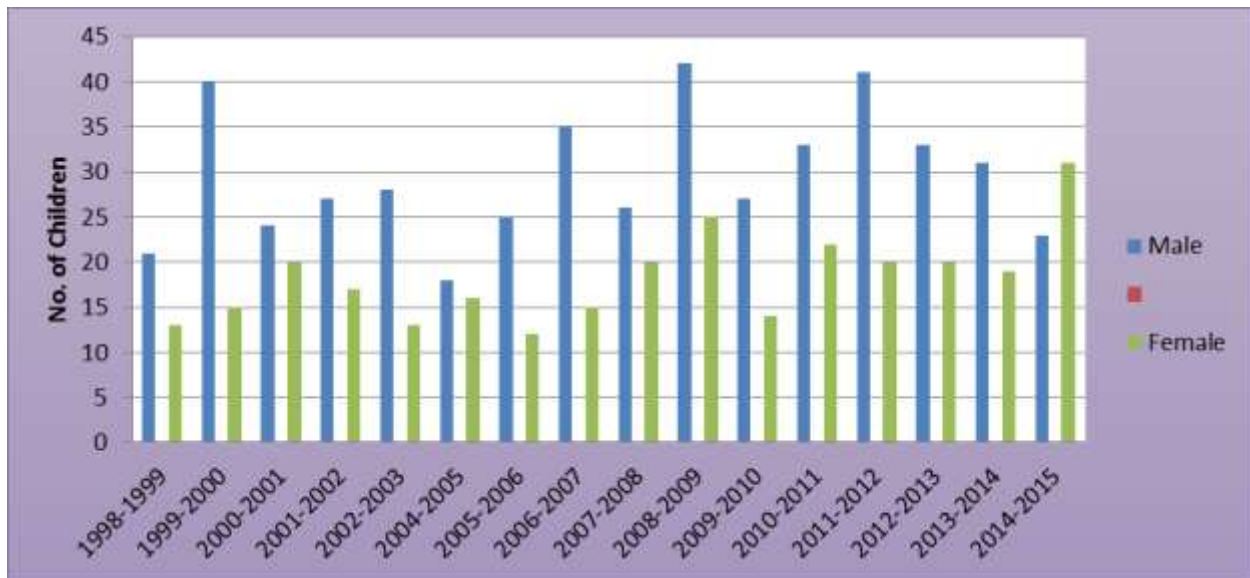
Summary

Over the past 16 years, the programme has served more males than females. Research is also showing that at this age most males are identified for further help more so than females.

Table 2.3: Nationality of Children on the Reading Recovery Programme

Nationality	Total
Anguillian	48
Santo Domingan	03
Grenadian	01
Dutch	01
Kittian	01

End-of-Programme Status and Percentage Discontinued

Research Question 2:   What was the end of programme status of children served by Reading Recovery? What percentage was successfully discontinued?

Reading Recovery accounts for all pupils served within a particular year. At the end of each child's programme, a status category is assigned. These five status categories were described in detail earlier on page 5.

Table 3.1 provides numbers and percentages of children in each status category. A graphic display of percentages of the total number served in each status category is shown in Figure 2:

Table 3.1:   Outcomes of Children on Reading Recovery Programme

School	End of Programme Status								Total
	Discontinued		Recommended		Incomplete		Moved			No.
	No.	%	No.	%	No. %		No.	%		
VVPS	0	0	0	0	0	0	0	0		0
MVPS	2	50	1	25	1	25	0	0		04
OKPS	6	40	5	33	4	27	0	0		15
VPS	8	73	1	09	2	18	0	0		11
ATHPS	15	71	2	09	4	19	0	0		21
AARPS	1	33	0	0	2	66	0	0		03
TOTAL	32/41	78	9/41	21	13		0	0		54

Discontinued: 32

Referred: 9

Incomplete: 13

Figure 2.1: End of Programme Status of Reading Recovery

Children

Programme Status
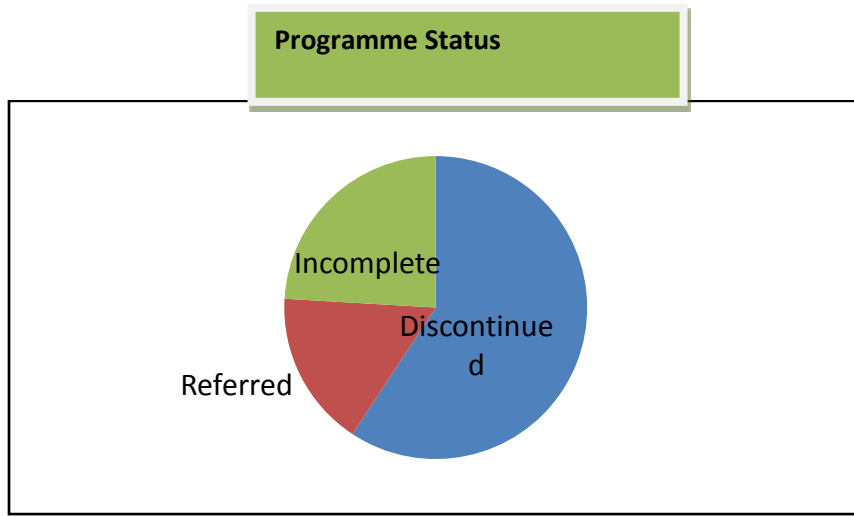
Summary:

Fifty four children were served in Reading Recovery for this year. Out of that fifty four, thirteen children will continue their programmes in the new school year as they were not able to have their full 12-20 week programme. In total, forty one children had a status of either discontinued or referred.

Figure 2.2

End of Programme status for children
Discontinued and Referred from the programme
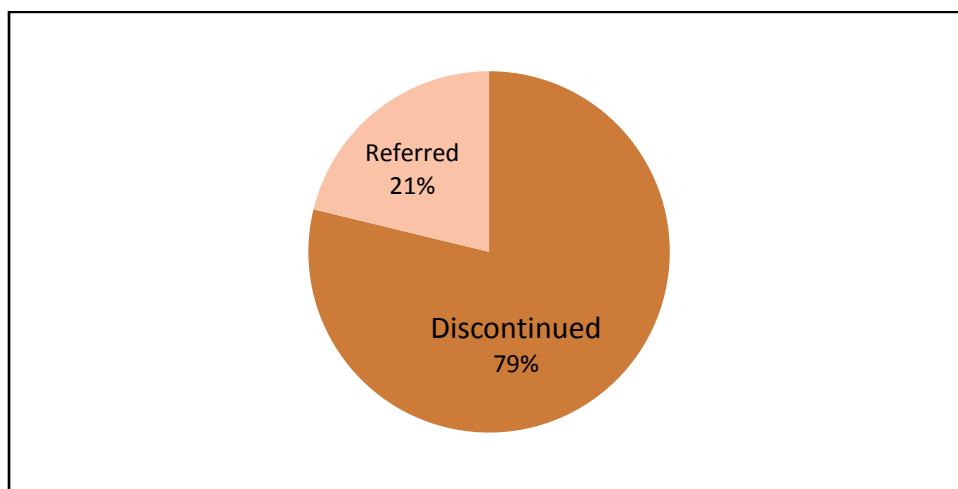
Summary:

Seventy nine percent (79%) of the children taken on to the programme were successfully discontinued. The twenty one percent (21%) who were recommended, were recommended either for Remedial Reading or Special Needs Support. Although these children were not discontinued, the programme still made a difference to their chances of becoming literate.

Since the number of weeks in a Reading Recovery programme is critical to the efficiency of its implementation, the average length of a child's programme was calculated. Table 4.1 shows the average number of weeks a Reading Recovery pupil was on the programme.

Table 4.1:   Average Number of Weeks on the Reading Recovery Programme

	End of Programme Status		
	Discontinued	**Recommended**	**Incomplete**
Total No. of Weeks for 54 children	479	119	70
Average No. of Weeks on Programme	15	13	5

Summary: The data shows that discontinued children are taking an average of 15 weeks to complete their programmes. This means that teachers are keeping in mind the whole notion of acceleration and what it means to the children who have to make faster than average progress so that they do not fall further and further behind their classmates.

The children who were recommended for further support were identified on an average of 13 weeks. Identifying children early should give the teacher and Teacher Leader enough evidence to decide whether or not a child's programme should be extended. Early identification also

gives other children on the waiting list an opportunity to be exposed to Reading Recovery teaching.

It should also be noted that the figures above represent average lengths of time on the programme; however, some pupils took shorter times while others took a little longer.

Pupils with incomplete programmes would be taken on first the following year to complete their programmes.

Progress on Literacy Measures

Research Question 3:   What was the progress of Reading Recovery children on literacy measures?

Children are selected for Reading Recovery after they have been assessed on six (6) measures of early literacy. These assessments comprise the Observation Survey. The lowest achieving children in the age range of 5 years 9 months to 6 years 6 months and children born in January, are selected to receive the programme first.

The beginning and year-end scores were used to examine the progress for two (2) Reading Recovery status categories. The tables below give a comparison of the initial and final scores for children discontinued and recommended from the programme in the six (6) components of the assessments described on page 7:

Table 5.1a: Progress on Text Level Reading

End of Programme Status		Text Reading Level	
		Beginning of Term	**Year End**
		Mean	**Mean**
Discontinued	32	Dictated Text	17
Recommended	09	Dictated Text	5

*Dictated Text means some children could only write or read their names.

* Level 17 on Reading Recovery is equivalent to Level 6 in the Class Reading Records. At the end of Grade One children should be reading up to Level 5 in the Class Reading Record.

Table 5.1b: Progress on Letter Identification

End of Programme Status		Letter Identification	
		Beginning of Term	Year End
		Mean	Mean
Discontinued	32	51	53
Recommended	09	37	48

Table 5.1c: Progress on Concepts About Print

End of Programme Status		Concepts About Print	
		Beginning of Term	Year End
		Mean	Mean
Discontinued	32	12	19
Recommended	09	8	14

Table 5.1d: Progress on Word Test

End of Programme Status		Word Test	
		Beginning of Term	Year End
		Mean	Mean
Discontinued	32	11	22
Recommended	09	03	15

Table 5.1e: Progress on Writing Vocabulary

End of Programme Status		Writing Vocabulary	
		Beginning of Term	Year End
		Mean	Mean
Discontinued	32	15	43
Recommended	09	06	21

Table 5.1f: Progress on Dictation

End of Programme Status		Dictation	
		Beginning of Term	Year End
		Mean	Mean
Discontinued	32	37	37
Recommended	09	10	23

Summary:

All children made significant gains during their programme despite low initial scores on entry to the programme. Of special note, the pupils, who were recommended for further help did begin to understand the reciprocal nature of reading and writing. Pupils who were discontinued made significant gains also in every aspect of the assessment. They too show that they understand the whole process of reading and writing. This should augur well for their survival back in the mainstream classroom where they can continue to profit and benefit from appropriate and effective literacy instruction and support back in the classroom. If this strong support is not given, children will falter.

ACHIEVEMENTS FOR 2014-2015

- ➢ Reading Recovery personnel were involved in conducting workshops with Remedial Reading Teachers on how to use Running Records to inform their teaching decisions.

- ➢ Reading Recovery personnel were involved in conducting workshops with Primary teachers in training. This workshop was based on Assessment in Reading.

- ➢ Reading Recovery teachers were invited to the SEN Centres on the island during Special Needs Week to read and engage the children in the wonders of stories.

- ➢ Reading workshops were also held with the OKPS teachers on the effectiveness of Reading Strategies while teaching. Personnel were also involved in setting up a reading centre in the school and centralising all the reading books in that reading centre for teachers to have easy access to all readers.

RECOMMENDATIONS

1. Teacher Leader should devise a plan for monitoring children's reading progress for those who have been discontinued from the programme. This can occur every 6 months. Data collected would be the children's reading ages and observations of their progress on literacy measures.

2.   Children who are succeeding in mainstream in their literacy endeavours should be highlighted at school level so that it can encourage others to aspire.

3.   Liaisons between Principals, Class teachers and Reading Recovery Teachers should be maintained and strengthened.

4.   Teaching times should be interrupted less. When teachers are taken away to perform other duties the efficacy of the programme is diminished.

REMEDIAL READING SERVICE

Remedial Reading intervention exists at all primary schools and aims to equip students with the necessary skills in phonemic awareness and phonics and comprehension skills. Remedial Reading caters to children from grades 2 to 6. Students are educated in small groups with a maximum of six students for atleast 30 minutes.

During the year 2014 -2015, five Remedial Reading teachers were trained in the execution of Jolly Phonics and Comprehension strategies. This training was done by Branches of Learning. This section of the report was extracted from the report prepared by Branches of Learning at the end of the nine month training. This training also involved the restructuring of the Remedial Reading programme.

Entrance Criteria/Data Collection

- ➢ McMillan Reading Test-Students scoring two years below or more are considered canidates for Remedial Reading.
- ➢ Student Profiles Will Be Developed for Canidates: Reading Data from general education program accumulated and reviewed (whole child approach)
- ➢ Student Reading Records, Student Report Cards, Teacher Data Collection, ESL/ELL Status/ Special Education Status
- ➢ All students meeting McMillan Testing prerequisite will be assessed using a Quick Phonics Screener in order to determine specific areas of need in literacy development.

> ➢ Based on student data profiles, students considered MOST CRITICAL will be chosen for enrollment if space permits.
>
> ➢ Students not chosen for enrollment but still exhibit deficits in literacy will have instructional recommendations based on Quick Phonics Screener for Response To
>
> ➢ Intervention to be administered in the general education program.

Enrollment/Programming

•Students accepted into the Remedial Reading program based on Student Profile Data/Quick Phonics Screener will be placed into the appropriate Tier of programming:

•Tier 1: Jolly Phonics

•Tier 2: Small Group Differentiated Instruction A

•Tier 3: Small Group Differentiated Instruction B

Exit Program

•Remedial Reading Programming is recommended to be a two year program but is based on adequate student progress (one year or less below grade level) and supporting

data.

•Running Records and QPS Screeners will be used as part exit assessment criteria.

•Supporting data would include data collection of student progress within the general education reading program through grade level literacy assessment.

•Transition planning, and progress monitoring will be needed for students returning to the general education classrroom.

Reading Recovery/Special Education Students/ESL/ ELL Learner Considerations

JOLLY PHONICS MATERIALS

The Department Of Education purchased the Jolly Phonics Program Kits, including Jolly Grammar and Jolly Music in 2013 to be used within the Remedial Reading Program. The Jolly Phonics Kit included all supplemental materials excluding Student Workbook and

Multiple Copies of Jolly Readers. Teacher lesson plan manuals were purchased with scripted daily lesson plans. A request was made in October 2014 for additional Jolly Readers to be purchased. Only one set per school was able to be purchased at the time

INSTRUCTIONAL DATA COLLECTION:

Initial QPS Data Trends

The initial assessment in September of 2014 using the Quick Phonics Screener revealed a clear deficit trend in phonics instruction across all primary schools based on students assessed in three phonics tasks:

Quick Phonics Screener

Task 2 (Grade 1 Skills) Vowel Consonant (VC)/ Consonant Vowel Consonant (CVC)

Task 3 (Grades 1 /2 Skills) Consonant Vowel Consonant Consonant (CVCC)

Task 4 (Grade 2 Skills) Vowel Consonant Final e (VCe)

Initial Running Record Data Trends

Trends in deficit areas of reading comprehension strategies and skills were observed during initial the administration of Running Record Assessment across all primary campuses.

 Campus Data:

Complete campus data collection and individual student reports can be reviewed at each campus. Teachers who submitted electronic data shows reading accuracy, self-correction rate, independent reading level and comprehension score (combination of skills not isolated) to review isolated skills please see individual student reports with questioning.

PROGRAMMING CHALLENGES & CONCERNS:

 ➢ Integrity Of Instructional Time

A significant challenged faces throughout the Remedial Reading program has been securing the integrity of instructional time.

As with all programming, consistency of instruction is critical in order for students/ programming to be successful and have adequate growth to take place. The following three areas were identified:

Teachers were encouraged during these significant laps of complete instructional days if students showed up for class to instruct using supplemental resources reviewing previously taught skills. Collaboration with general education programing during these times are key. Please note the above does not include teacher absences, thus the approximation loss of total instructional days at approximately 2 months & 2 weeks. This significant loss of instructional time greatly impacts the student's progress.

> ➤ Teacher Attendance

It is imperative that teachers are healthy and present. Two particular campuses experienced numerous long term teacher absences thus instruction was not able to take place.

> ➤ Student Attendance

Student attendance is taken daily within the Remedial Program. Research tells us that students who struggle in school often miss a great amount of school. Student attendance is monitored closely and reported to administration/truancy officers if contact is not able to be made with guardians.

> ➤ Administrative

It is imperative the administrative program officer actively monitors the Remedial Reading program and provide constructive feedback to support growth in the program or guidance for support in instruction. Teacher data collection of student assessment will need to be submitted to administrative staff for student and program review per term. The structured lesson plan templates can be used as an observational tool to help provide feedback in following the program structure. It is recommended that on-going instructional coaching and/or training take

place at minimum two times per term based on Remedial Reading Teacher's program recommendation feedback form.

> ➤ Student Enrollment

VPS - 34

OKPS - 48

VVPS- 17

MVPS - 8

ATHPS - 15

 ATHPS - 12

AAPS - 9

It is evident the two largest school's Remedial Reading Program significantly exceed the research based recommended numbers of student per group (5-6 students). Teachers are scheduled for five instructional groups per day placing their maximum student enrollment at 30 students. OKPS will need to be given consideration of hiring an additional Remedial Reading teacher due to their significant needs of that campus. As previously recommended a comprehensive response to intervention plan (RTI) needs to be considered in order to clearly define literacy programming for ESL/ELL and Special

Education students who are currently enrolled in the Remedial Reading Program. Despite the new Remedial Reading programming accommodates for ESL/ELL and Special Education students at varying levels, each should have their own specialized programming and support services in order to maximize meeting their needs and would also decrease the Remedial Reading Program enrollment.

 * Leveled Readers

Please note training was to be provided by Education Department Personnel on Leveling Text to support Remedial Reading teachers in leveling current books in their classroom libraries. This was unable to be completed during this year's training by Education Department Personnel as planned. Please note this training is critical in order to for teachers to choose appropriate

leveled text to support reading development. Support through coaching and consultant training has been provided throughout the year to guide these efforts. It is recommended that this training take place during summer professional development or early in the beginning of the year in order to support to support teachers and students in choosing just right books to develop their reading competence.

LOOKING AHEAD:

It is evident despite the challenges faced within the new Remedial Reading Programming structure, it has been a great success in that there has been both student and teacher growth as reflected in the data and teacher feedback of the overall programming. Based on teacher and administrative feedback, on-going training and coaching support will be needed in the following areas:

1. Analyzing and choosing appropriate level text to support comprehension instruction.
2. Collecting and analyzing student/group data in order to plan and guide future instruction.
3. Transitioning students through reading levels (What are the skills developed at each level?)
4. Implementation of effective higher order thinking skills in comprehension (Tier 3)

SUBSTANCE MISUSE SERVICE

DESCRIPTION AND GOALS OF THE PROGRAMME

- To provide support for students and/or parents who may be experiencing problems with substance abuse via one to one counselling sessions.

- To educate students to be more aware of some of the possible harms and issues surrounding alcohol and drug use so they can make more informed decisions in the future.

- To facilitate awareness and educational lessons as part of PSHE classes for Years 1 and 3 at ALHCS, WISE and PRU.

- To facilitate drug and alcohol awareness sessions for parents and adults in the community.

- To introduce the Drug & Alcohol Policy into the schools now the Education Act has been passed.

ACTIVITIES

One-to-one client group;

Clients carried over from 2013 - 2014 = 17

New Referrals During The Year;

Referrals from Campus A = 6

Referrals from Campus B = 0

Referrals from WISE = 5

Zenaida Referrals = 1 (Schooling at Campus A)

Primary = 0

Other = 0

=   12

New Referrals 2014-2015
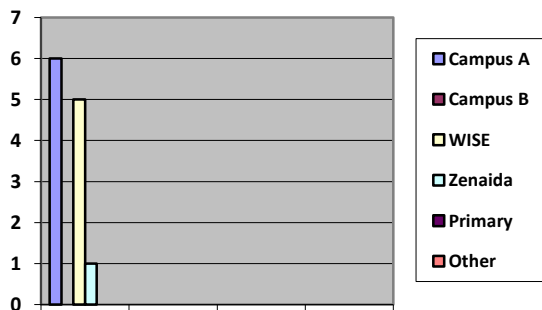
New Referrals Year on Year
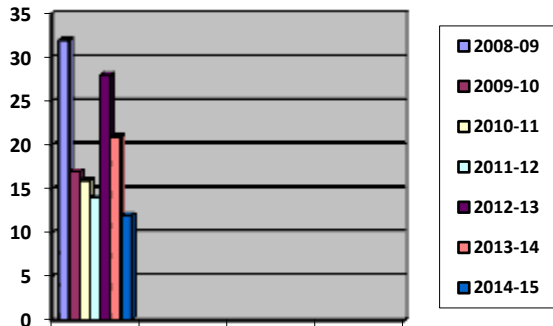
New Referrals by Type:

Marijuana =   8
Alcohol =   0
Marijuana & Alcohol =   2
e-cigarette = 0
'Purple Drank' = 1
Cigarette = 1
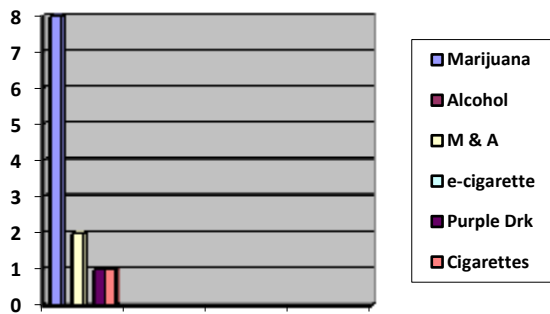
2013-14 Comparison
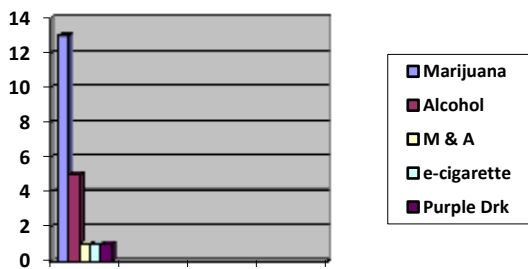
Drug & Alcohol clients closed during 2014 - 2015

Closed = 12

Planned Discharge following completion = 8

Unplanned Discharge = 4

Stopped Use = 8

Reduced Use = 3

No Change = 1

(These results are based on self-reporting, observations by parents, teachers, staff at Zenaida, drug tests via Probation Department & and review appointments)
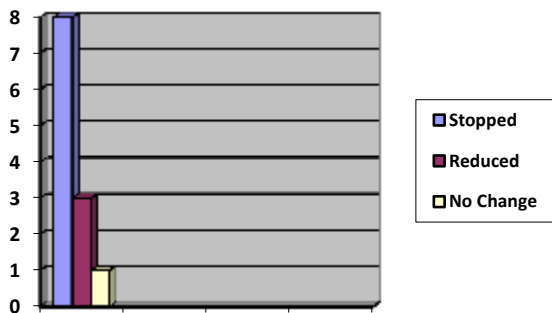
Still Active going into 2015 - 2016 =   12

Stopped Use = 6

Reduced Use = 4

No Change = 2

(These results are based on self-reporting, observations by parents, teachers, staff at Zenaida, drug tests via Probation Department & and review appointments)
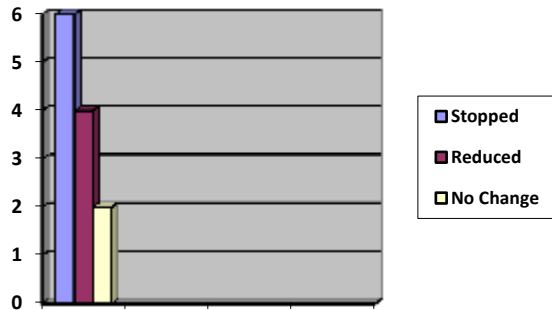
Group Sessions, PSHE lessons & articles etc.

<u>August 2014</u>

- 'Orientation Day' for New Campus B students (Form 1)

<u>September 2014</u>

- Facilitated training for prison staff on 'Drug Testing Kits'

- 'JymJams Jamboree' for Grade 2 Primary School.

- Co-facilitating weekly sessions of 'Drumbeat' with students at WISE.

- Prize giving for previous year 3rd Formers' for Drug Awareness Poster Competition.

- PSHE sessions start - 'Alcohol & Drug Awareness' for 3rd Form Students to continue for the rest of the term and into Lenten Term.

- Final submission of Draft Copy of Drug & Alcohol Policy to PS.

<u>October 2014</u>

- Facilitated workshop for Teachers Union 'Children Using Drugs … Why it's not a good idea'

- Article in 'The Anguillian' with regard to the results of the 'Alcohol & Drugs Awareness' poster competition for 3rd formers.

<u>January 2015</u>

- Drumbeat Performance and awarding of certificates for WISE students.

- Start PSHE sessions 'Alcohol & Drug Awareness' for 1st Form at Campus B to continue for rest of term and into Trinity Term.

<u>March 2015</u>

- Completed PSHE classes for Form 3 at Campus A.

<u>April 2015</u>

- Co-Facilitated Juvenile Justice Workshop for 'Court Assessors' - presentation on the significance of the *Drug and Substance Abuse Report in the Juvenile Court reporting process.*

<u>May 2015</u>

- Drug and Alcohol Awareness for PSHE at PRU start and continue for the rest of Trinity Term.
- Article in *The Anguillian* – 'Police crack-down on underage drinking'.
- Organised prizes for the 3rd formers Drug & Alcohol Poster Competition.

<u>June 2015</u>

- Completed Alcohol and Drugs awareness lessons as part of PSHE classes for year 1 at ALHCS.
- Completed PSHE sessions at PRU.

Updated Drug & Alcohol information leaflets for 3rd formers and distributed to students along with information on the 'Poster Competition'

<u>Accomplishments</u>

- Completing all PSHE classes 'Alcohol and Drug Awareness' for years 1 and 3 at ALHCS and at PRU and WISE.

- Update and production of new information leaflet to accompany PSHE to include everything covered in the sessions.

- Managing to accommodate 29 students for one to one sessions during the school year.

- Facilitation of positive change in a number of students' substance misuse behaviour via one to one sessions.

- Organisation of 'Drug and Alcohol Awareness' poster competition for 3rd formers of ALHCS to conclude PSHE awareness classes.

- Taking steps to try to involve parents more in the process of counselling and more one to one awareness sessions so they feel more engaged and empowered to talk to their children about their drug use.

- Completion of first Drumbeat group sessions.

- Final submission of completed Drug & Alcohol Policy to PS for the perusal of the executive council.

Areas of Concern

- It would appear that some students are still managing to get off campus to the park or elsewhere to smoke marijuana during the school day. It is also evident that some students even use on campus. Further steps must be taken to stop this occurring with regular patrols of the park and the campus grounds itself to act as deterrent.

- It is still too easy for people underage to acquire and consume alcohol. Anecdotal evidence tells us that some bars on the island sell alcohol to minors. The only way this practice will decrease or stop is if vendors are prosecuted for doing so.

- The growing momentum towards the possible decriminalisation/legalisation of marijuana in the region and elsewhere has started to legitimise the use of marijuana in the minds of young people. This is an unfortunate effect but we have to remind children that in jurisdictions where marijuana has become legal there is still an age restriction of 21 as there is a big distinction in terms of harm between use as an adult and use while a child. If we are serious about protecting the brain any age restriction should really be put at 25.

- In many cases it is difficult to meet with parents or guardians owing to their work commitments or lack of appreciation for keeping appointments. This at times is quite frustrating.

The Way Forward

- The birth and delivery of the Drug & Alcohol Policy has been a lengthy process. However I feel there is light at the end of the long tunnel. Hopefully at some point during the school year this will be passed and can be introduced into the schools some time during the school year.
- New resources for PSHE classes to make them more visually engaging.
- Incorporating new techniques into teaching which will hopefully improve the experience.

Continue to increase awareness in the community regarding some of the harms which drugs can cause for children and families.

PRIMARY – COUNSELLING SERVICE

Primary School Counselling Programme

End of year Report for September 2014 – July 2015

Guidance Counsellor for Adrian T. Hazell and Alwyn Allison Primary School.

SECTION 1

Programme description including goals and objectives.

Guidance counselling is a relationship that provides students with opportunities to explore their feelings, examine information and consider options for problem solving and decision making. It also affords students the opportunity to express their thoughts and opinions without fear and rejection.

As a guidance counsellor in the elementary schools, we aim to aid in the social, personal and educational development of primary school children by providing help, guidance and support in a warm and caring environment. We also recognize and treat the early symptoms of behavioural

and social problems which could develop into serious problems later on in life. Basically, our overall aim is to contribute to the mental health of the students through different avenues such as the curriculum, the community of the school and group counseling as well as whole class sessions. Additionally we offer individual counselling to students, which is in keeping with programme component C4 as set forth in the work plan of the Department of Education which reads, "tailoring programmes to the meet the individual student's needs".

SECTION 2

Activities planned for the school year

Transition Day Activities

This year the counsellors embarked on a venture to bring the grade six students of the primary schools together once a term. Three transition day activities were planned for the year. The counsellors felt that this move was necessary to ensure that the students were given ample time to form new friendships by familiarizing themselves with their peers from across the island. Unfortunately the second transition day activity did not transpire.

 The first of the Transition Day activities took place on November 21st 2014 at the Orealia Kelly Primary School. The half- day session saw the students engaging in team building activities both in and outdoors. There was also a motivational speaker who addressed the students during the earlier part of the morning.

Culminating Transition Day (TD) Activity (May 22nd) – This Transition Day activity is now in its sixth year. The day's event included motivational speeches on Being responsible, Having Self Esteem, Having Respect and Using illegal drugs, and Knowing Who You Are and not allowing others to change you. The students also were grouped according to their gender and listened to presenters who spoke on the topics Becoming a Young Lady/Gentleman and Peer Pressure. They also heard from their prospective year head who addressed expectation at high school and the differences between the two level of education. Finally the sixth graders took part in a getting to know you exercise.

Costing of Activity was around $2000.00EC. NB We were able to secure some donations to help offset the cost for the day's activity. Viceroy Hotel who normally donates fruits and cookies was only able to provide the cookies, however one of the employees stepped in and contributed

the fruits. Best Buy Supermarket and Syd and Pete's Supermarket also made some valuable contributions.

MPSS – Attended several MPSS meetings during the year.

Counsellors' Meetings - Met with fellow counsellors weekly to discuss issues that we were facing in our respective schools. Last year when we met, many of our discussions were centered around the possibility of having a transition day retreat for the grade 6 students once per term. This year we were able to make this a reality, and planned and executed two of those transition day activities. We also meet to discuss our way forward for the during the school year.

Professional and Personal Development

- Attended a School's Health Committee Meeting on October 27th 2014
- Attended Universal Children's Day Ceremony at the A.O. H Building on Nov 11th 2014
- Attended a MPSS Department session on S.E.N. Units on November 26th, 2014 .
- Attended the handing over ceremony of the Somebody Please Help Me Booklet on November 20th 2014
- Attended the Performance Management System Workshop on January 22nd 2015
- Attended a two day Gender affairs Workshop at TRC on 20th and 23rd February 2015
- 2015
- Assisted with the Pre School Sports on March 20th 2015
- Attended a course on Abnormal Psychology at the Anguilla Community College April to May 2015
- Attended two meetings to discuss the General Orders on May 15th and June 5th 2015
- Assisted with the Pre - Schools Sports Day March 20th
- Attended the Global Center for School Counselling Outcome Research Evaluation and Development Conference which was held in Trinidad June 28th to July 1st

SECTION 3

SPECIFIC SESSIONS CONDUCTED AT THE SCHOOLS

Adrian T. Hazell Primary School

- Continued to encourage the promotion of Character Education throughout the school. Created
   and mounted charts with the virtue for month throughout the year around the school.

- Prepared roster for the general Monday morning assemblies. The selection of songs, stories and
   other items for assembly are centered around the virtues that were chosen.

- Displayed a countdown calendar for test of standards

- Orientation of transfer students around school and expectations at A.T.H.P.S.

- Collected names and prepared the breakfast list for the needy students

- Prepared materials to aid the students on getting ready for tests. These included studying skills,
   how to take tests, and how to combat test anxiety.

- Organized and assisted with sports day fund raiser and others.

- Attended meetings with other professionals as it pertained to a few of the students in the school.

- Held classes in the absence of teachers.

- Held conferences with parents both face to face and via the telephone to discuss issues of
   concern about their children based on referrals from teachers, the principal and from the
   parent(s) themselves.

- Assisted with graduation ie selected the songs and prepared the programme.

- Conducted sessions for grade 6 girls and boys respectively about their bodies and the changes

they go through, sex and what to do if they are being pressured into having it, use of sanitary napkins and the dangers of having sex too early on in life.

- Conducted a number of one on one sessions with each grade six student about their expectations and fears about secondary school.

- Conducted individual sessions which covered topics such as respecting authority, obeying class rules, lying and stealing, inappropriate behavior, threatening others, conflict resolution, misbehavior, controlling your anger, bullying, teasing, inappropriate touching, making the right decisions, importance of school, grief, separation and future goals.

- Served as an additional chaperon on field trips for some of the classes.

- Attended Parent Teachers Association meetings and spoke on Preparing Children to take Test

- Took 2 SEN students to Campus B for orientation (one was out ill).

- Assisted with the first ever Spanish/Anguillian celebration at our school on Anguilla Day "A Cultural fair: Celebrating our Spanish Heritage".

- Conducted a careers day activity on March 30th

Topics covered during the whole class sessions.

TOPIC	KG	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	L.C.
Following Rules	✓	✓	✓	✓	✓	✓	✓	✓
Being Responsible	✓	✓	✓		✓		✓	✓
Friendship	✓	✓					✓	✓
New Years Resolutions	✓	✓	✓	✓	✓	✓	✓	✓
Decision Making	✓	✓						✓
Familes	✓	✓	✓					✓
Self Esteem						✓	✓	
Abuse					✓			
Good Touch Bad touch	✓	✓						✓
Being Unique	✓	✓	✓	✓	✓	✓	✓	✓

Respect	✓	✓	✓	✓	✓	✓	✓	✓
Tattling and Telling	✓	✓						
Lying	✓	✓	✓	✓				
Making Mistakes	✓	✓						✓
Good Citizens	✓	✓	✓					
Conflicts	✓	✓	✓	✓		✓	✓	
Time Management				✓	✓	✓	✓	
Study skills				✓	✓	✓	✓	✓
Test taking				✓	✓	✓	✓	✓

Alwyn Allison Primary school

- Held some parent conferences both in person and via the telephone to discuss concerns with

    parents about their children.

- Held several conferences with teachers to discuss concerns about some of the students

- Delivered individual sessions on the importance of school, learning to control ones anger,

    keeping friends, respect of (peers, authority figures, the property of others,) following school

    rules, lying, stealing, reading nonverbal cues, disturbing the class (excessive chatter),

    staying focused and motivated at school.

Topics covered during the delivery of the whole class sessions

TOPIC	KG	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
Listening	✓	✓	✓	✓	✓		
Being Responsible	✓	✓	✓	✓	✓	✓	✓
Manners	✓	✓	✓				
Friendship	✓	✓	✓	✓	✓		✓
Being Unique	✓			✓			
Good Citizen	✓	✓	✓				
Families	✓	✓	✓	✓	✓	✓	✓
Conflict	✓	✓	✓	✓	✓	✓	✓
Making		✓	✓				

Mistakes							
Misbehaviour	✓						
Good Touch Bad touch		✓					
Peer Pressure					✓	✓	✓
Lying	✓	✓	✓		✓		
Feelings	✓	✓	✓	✓	✓	✓	✓
Rules	✓	✓	✓	✓			
Respect	✓	✓	✓	✓			
Perseverance	✓	✓	✓	✓	✓	✓	✓
Discrimination			✓				
New Years Resolution	✓	✓	✓	✓	✓	✓	✓
Study Skills				✓	✓	✓	✓
Test Taking				✓	✓	✓	✓
Test Taking Anxiety				✓		✓	

ACCOMPLISHMENTS

The school year September 2014 to July 2015 saw the Guidance Counsellors attending the Global Centre of School Counsellors outcome Research Evaluation and Development (GSCORED) conference in Trinidad. The information that was acquired at the conference will prove to be quite invaluable to the Guidance Counsellors.

Guidance Counsellors were also able to attend a Human and Behavioural Psychology class which served as a refresher as it pertained to the human mind and also looked at disorders in children.

SECTION 5

Referrals and Data

Adrian T. Hazell Primary School

During the school year the Guidance Counsellor saw individual students and delivered lesson to whole classes. No small groups were established this school year. The pie chart below shows a breakdown of the counselling sessions for the school year of September 2014 to July 2015. About seventy percent (70%) of the sessions were whole class sessions and thirty percent (30%) were individual sessions.

Breakdown of Counselling Sessions

70%

■ Whole Class
■ Individual
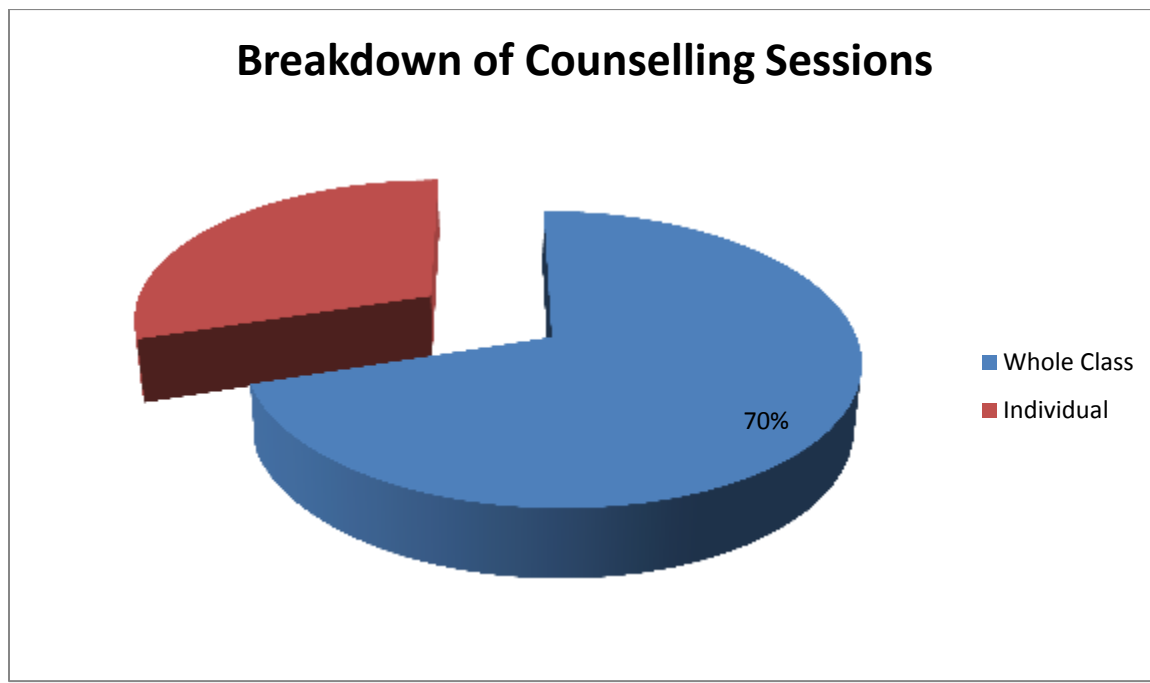
Figure Two: showing a breakdown of the delivery of counselling sessions during the year

Basis on which students were seen

- Long Term Basis
- Short term Basis
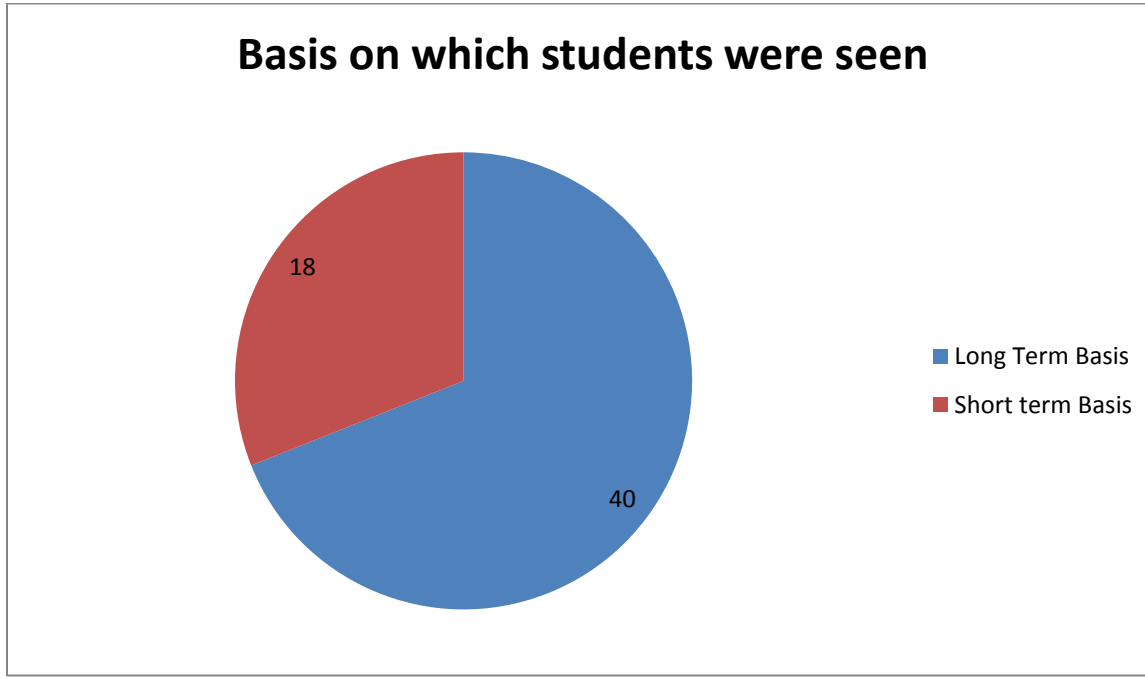
The number of students seen during the year was fiftyeight. Some were seen on a bi weekly or monthly basis (40), while eighteen (18) were seen on a short term basis (for one to three sessions) until their issues were resolved.

Students seen based on Gender

Fifty seven students received counselling (30 males and 27 females) during the school year. The body of students was comprised of 52 children who are in main stream and five who are in the Special Education Needs Unit. There have been 18 terminations this year. Three of the students have made the transition to secondary school and others have had their issues resolved.

Gender of students seen
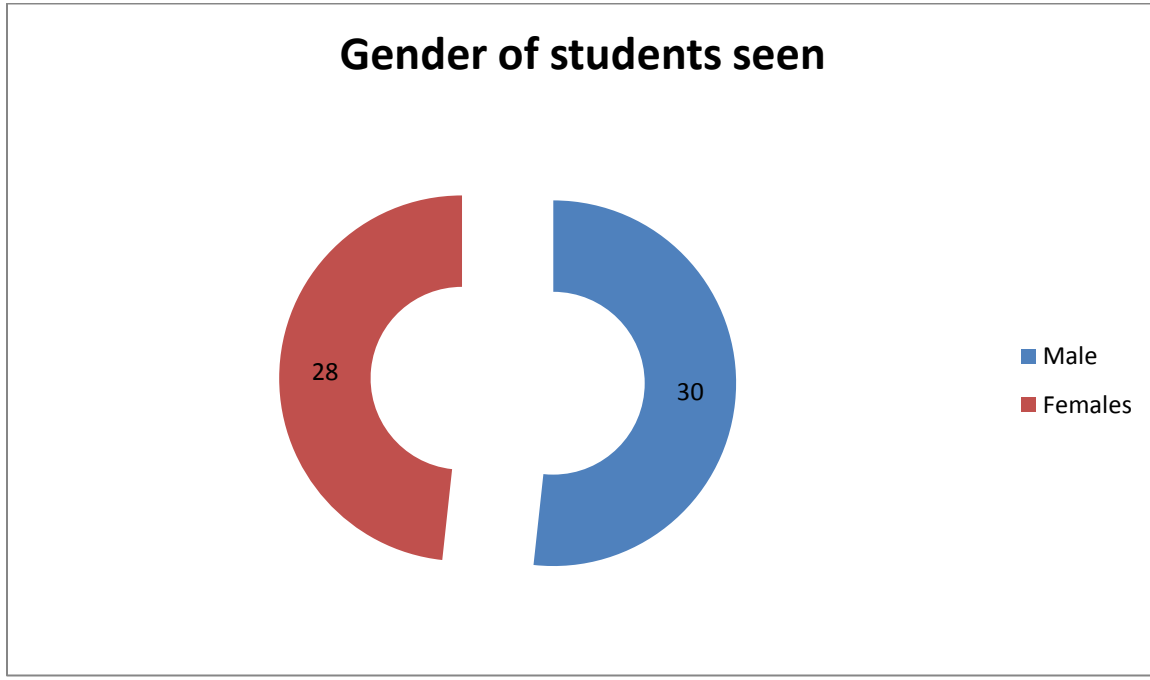
Figure Three: showing the Number of Students Seen based on Gender

Reasons for referrals

At Adrian T. Hazell primary I saw fifty eight individual students during the school year. Most of the students were seen on a bi weekly basis. Ten of those seen were new referrals. The new referrals were generated from class teachers (7), parents (3) and self - referral (1). The referrals made were due to behavioural, emotional and other issues that the students were experiencing. Twenty six of the students had behavioural issues, one had emotional issues and twenty had other issues.

Reasons for Referrals
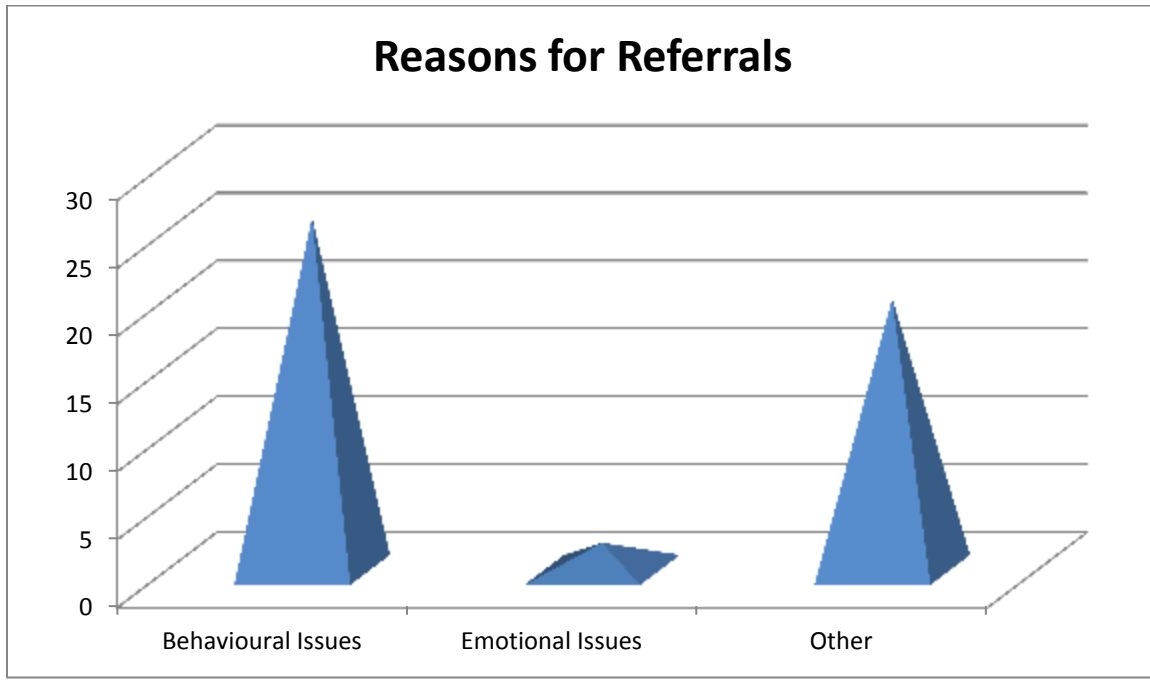
Figure Four: showing reasons for referrals to guidance counsellor

NB Other refers to issues such as loss and grief, stealing, acting too mature (beyond their age), family issues, lack of motivation towards school work, inappropriate sexual behaviour.

Referrals and Data cont'd

Alwyn A. Richardson Primary School

Sessions conducted at the school were done on a whole class and individual basis. About 60% of the sessions were whole class and 40% were individual. The pie chart below shows how the counselling sessions for the school year of September 2014 to July 2015 where broken down.
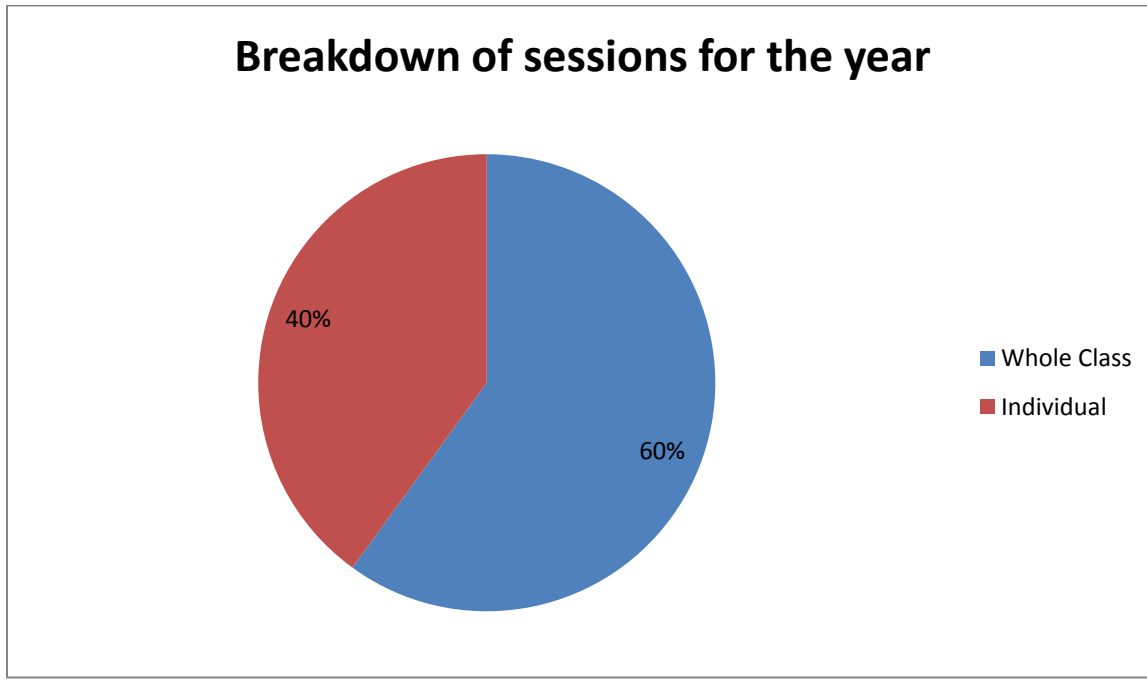
Figure Five: showing a breakdown of the delivery of counselling sessions during the year

Students Seen Based on Gender

Twenty one students received counseling (13 males and 8 females) during the school year. There were three terminations this year. These students are now attending Campus B.
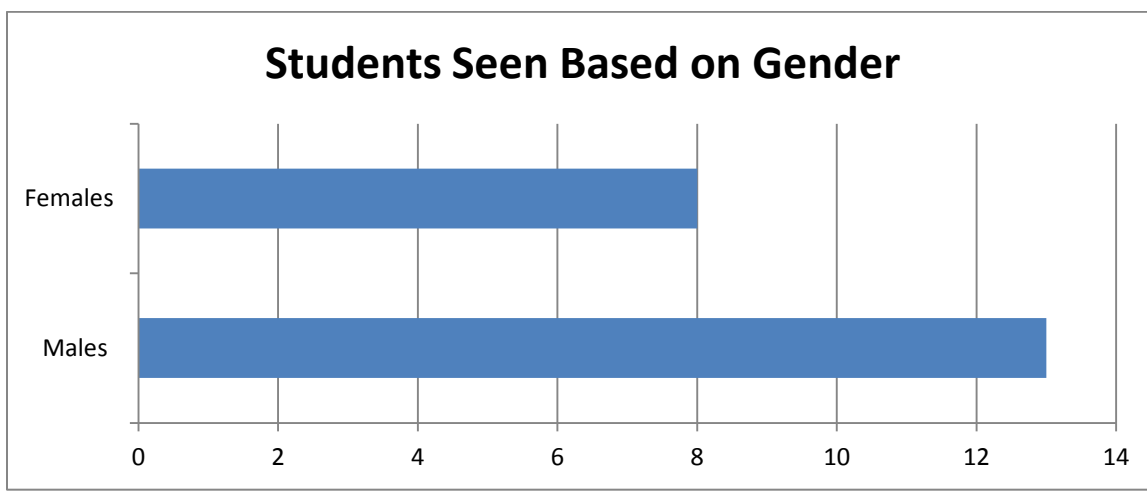
Figure Six: showing the number of students seen based on gender

Reasons for referrals

At Alwyn A. Richardson twenty four individual students were seen during the school year. Most of the students were seen on a bi weekly basis. Twelve of those seen were new referrals. The new referrals were generated from class teachers. The referrals made were due to behavioural, emotional and other issues that the students were experiencing.
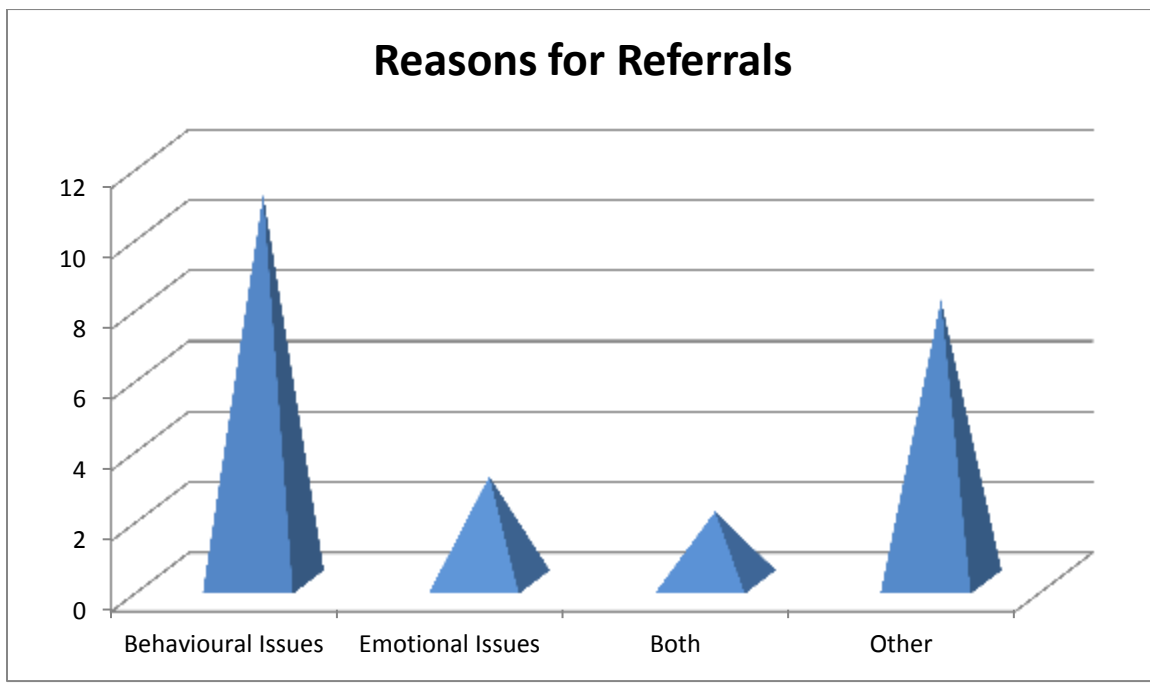
Figure seven: showing reasons for referrals to guidance counsellor

NB Other refers to issues such as loss and grief, stealing, family issues, lack of motivation towards school work, inappropriate sexual behaviour.

SECTION 6

Areas of Concern

Once again a request is being made for the installation of a separate telephone line for counsellors. Having a private telephone line would greatly aid the Guidance Counsellor in making contact with parents and other professionals to discuss concerns especially matters that are highly confidential. Counsellors over the years have been forced to use their personal cell phones. This is not only costly but can also be unsafe in that parents now have access to the counsellor's private numbers.

SECTION 7

Recommendations to the Department of Education in reference to Guidance Counselling

- Secure funding to purchase at least one projector for the counsellors use, so as to make lessons

  more interactive and appealing to students during their sessions.

- Secure funding for the purchasing of dvds such as the Auto Be Good Club which are centered
  around good character traits as well as other dvd which address issues that the children are
  facing.

SECTION 8

The way forward (Future projects)

- Conduct two 10 week drum beat programmes at AARPS and ATHPS

- Conduct some 10 week anger management group sessions

- Conduct at least two parental sessions for the school year.

- Conduct more gender based sessions to discuss issues that are pertinent to both genders.

- Revive the litter Warden Programme at the school

Counselling programme at Orealia Kelly Primary School and Morris Vanterpool Primary School

Section 1 – Brief Introduction:

School counselors are very important members of the education team. All students receive help in the areas of academic achievement, personal/social development and career development. Focus in these areas ensures that students become the productive, well-adjusted adults of tomorrow.

Children are living in an exciting time, with an ever changing society with new technologies and expanding opportunities. Counselors help prepare students to become the next generation of parents, workers, leaders and citizens. It is realized that every student needs support, guidance and opportunities during their childhood, which is a time of rapid growth and change. Children face unique and diverse challenges, both personally and developmentally, that have an impact on their academic achievement

This is a time when students begin to develop their academic self-concept and their feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as character values. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups and family. School counseling programs provide education, prevention and intervention services. These services play a fundamental part in all aspects of children's lives. It is believed that early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and promoting academic achievement. The knowledge, attitudes and skills that students acquire in the areas of academic, career and personal/social development during these elementary years serve as the foundation for future success.

Section 2:

A. Activities Planned for the School Year

- Drum Beat Sessions: Fridays (Grades 5 down) – Fridays: Due to scheduling issues of co-facilitator the programme did not come off.

- Viewing of Play "Somebody Help me Please**:** This is an initiative done by the Ministry in collaboration with Sunshine Theater to sensitize children and the community of the safety of a child. The play was to shown to the grade four students as a piloting exercise.

- In Class Observations (Grades K – 6): This activity is done at the beginning of every term. Students are observed in their classroom setting among their peers and teachers. Their class involvement and participation is observed and how they interact in a classroom setting. Dialogue with the class teacher to acquire information about issues being faced in class is also done during this time. Issues are then dealt with and discussed with students during the In-Class Sessions.

- Individually meet with Kindergarten Children/other new comers**:** This activity was to help with the proper orientation of all new students to both MVPS and OKPS. This process was to assess new students and ensure that the transition to a new environment was pleasant.

- Individually meet with children with behavioral Issues / or children who were referred:

- School Information News Letter**:** This concept came about to make the public aware of services offered and situations. It was with this that parents and students would have a better understanding of the issues in schools and find ways and measures to improve their approach to cultivate and encourage positive behavior.

- Provide classroom support and educational sessions for all grades/classes in the areas of actions for living, activities for learning, activities for the world of work, motivational and encouraging activities among others and other topics requested by teachers.

- Counselor's Meetings: Met with counselors periodically to discuss and agree upon topics for the curriculum that is a work in progress.

- 6 Week Parenting Sessions**:** The idea of these sessions was to provide parents with the necessary skills and abilities to raise productive individuals. Sessions were targeted at all parents at the Morris Vanterpool Primary School. six week parenting program was

conducted by Mrs. Sonia Skellekie from the Department of Social Development and other appropriate professionals within the field.

- Transition Day**:** All grade sixth students on the Island from both the public and private settings were invited to attend and participate in the Fourth Annual Transition Day event. This year's activities covered areas that focused on self-esteem building, participants getting to know each other, preparations for high school, breakout sessions that targeted peer pressure and how to be a lady/gentleman among other presentations. The information that was delivered to the students was to help them face the fears of going to high school and build their confidence as they were faced with a big change in their lives. It was a great help to have the students and the year head from Campus present to answer and address questions and issues that the said children may be face with. The Cost of the programme was about EC$2000.00. Overall, feedback from students and teachers were positive and helpful.

- OKPS Graduating Boys Club: In an event to improve the grades, behavior and classroom presence of the boys in particular of grade six, this idea was conceived. The efforts of the club were to mushroom at the end of the school year where the successful boys, who upon graduation would be reward with a trip to Viceroy Hotel. Due to certain behaviours of the boys during the school it was agreed that the trip to viceroy be forgone.

- OKPS Self Esteem Building Programme: This programme lasted the entire first time. Grade six girls were the target. The programme provided the girls with the necessary materials and information to build their self-esteem and place value and worth on themselves. The programme ended with a toaster club idea where girls were given the opportunity to toast to and commit to making a positive change in their lives.

B. Personal Development

- Attended a School's Health Committee Meeting on October 27th 2014

- Attended Universal Children's Day Ceremony at the A.O. H Building on Nov 11th 2014

- Attended a MPSS Department session on S.E.N. Units on November 26th, 2014.

- Attended the handing over ceremony of the Somebody Please Help Me Booklet on November   20th 2014

- Attended the Performance Management System Workshop on January 22nd 2015

- Attended a two day Gender affairs Workshop at TRC on 20th and 23rd February 2015

- Assisted with the Pre School Sports on March 20th 2015.

- Attended a course on Abnormal Psychology at the Anguilla Community College April to May 2015

- Attended two meetings to discuss the General Orders on May 15th and June 5th 2015

- Assisted with the Pre - Schools Sports Day March 20th

- Attended the Global Center for School Counselling Outcome Research Evaluation and Development Conference which was held in Trinidad June 28th to July

Section 3: Specific Session Conducted at the Schools

Morris Vanterpool Primary School

- Observed each class during the first term to determine student's interactions with peers, teachers and the class environment.

- Held Classes in the absence of teachers

- Assisted with fundraisers for the school

- Utilized materials to aid students on getting ready for tests; studying skills, students in grades 3, 5 and 6 were handed time tables to work with their parents to fill in, how to combat anxiety and how to prepare for and take tests.

- Write article for first publication of School News Letter

- Conducted small group sessions with students who were displaying behavioral issues.

- Conducted individual sessions that covered topics such as coping mechanisms, bullying, how to treat each other, teasing, making right decisions, setting goals, importance of school among other topics

- Participated in Anguilla day Festivals – Old time way of cooking in the yard

- Conferenced with parents about their children behavior and the appropriate level of punishments and parental involvement in their children lives.

- Case conference with particular students case worker at Social Development to determine the way forward

- Attended Graduation Ceremony

Orealia Kelly Primary School

- Observed each class during the first term to determine the students interaction with peers, teachers and the class environment.
- Held Classes in the absence of teachers
- Conducted individual sessions that covered topics such as coping mechanisms, bullying, how to treat each other, teasing, making right decisions, setting goals, importance of school, individual school planning among other topics
- Created a box of weekly whole group challenges to encourage student to look out for one another and being their brother's keeper.
- Met individually with parents concerning their children and the issues they are facing at home
- Case conference with particular students case worker at Social Development to determine the way forward

Responsive Services Available For Both Schools
- Individual and small-group counseling
- Individual/family/school crisis intervention
- Conflict resolution
- Consultation/collaboration
- Referrals

System Support Available for Both Schools

- Professional development
- Consultation, collaboration and teaming
- Program management and operation

Academic planning for Both Schools

- Goal setting/decision- making
- Education on understanding of self, including strengths and weaknesses
- Transition plans

<u>Whole Class Sessions</u>

These sessions were done on a rotation each term, seeing three grades a term. Topics were age appropriate and suitable for each grade according to their needs. Three main areas of coverage are academic, career and personal/social development. Topics were covered at both schools.

Table 3.1: Topics covered

Topic	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Communication, problem-solving and conflict resolution	X	x	x	X	x	x	X
Peer relationships, coping strategies and effective social skills					X	X	X
Listening Skills	X	X	X	X	X	X	X
Education on understanding self				X	X	X	X
Bullying				X	X	X	X
Valuing Each Other				X	X	X	X
Importance of Team Work					X	X	X
Self Esteem				X	X	X	X
Dealing with Anger							
Following Directions	X	X	X	X	X	X	X
Embracing each other's differences	X	X	X	X	X	X	X
Using Courteous Words	X	X	X	X	X	X	X
Making friends	X	X	X				
Study Skills				X		X	X

Recognizing Different Feelings	X	X	X				
Career Awareness, exploration and planning				X	X	X	X
Making Right Decisions					X	X	X
Setting Goal/Staying on Task					X	X	X

Section 4: Referral Data and Analysis

Morris Vanterpool Primary School

Table 4:A:1: List of Students for individual Counselling

Initials of Student	Grade	Gender	Reason for Referral
J. H.	6	M	Bullying Recipient
G. H.	2	M	Anger Issues
D. R.	6	M	Family Issues/Behaviour/Learning Barriers
D. R.	6	M	Family Issues/Learning Barriers/Behaviour
D. D.	4	F	Learning Barriers
S. H	5	M	Behaviour Issues
M. G	4	M	Behavioral Issues
G. G	4	M	Family Issues

The table above outlines the number of students that was seen by the GC for the school year 2014 – 2015 and the reasons for their referral. Of the eight students that were seen, four referrals were new. All of the new referees were referred by the parents. There were a number of reasons for referrals. However, behavioral and learning blocks preceded the other reasons for referral. Family Issues nevertheless cannot go unnoticed as such reasons, although a small

representation is recorded is a pivotal cause for issues that our children are facing. Noteworthy, there was one female student referred or seen for this school year. This does not mean that there are no other females that need counseling, they were just not referred. There were a group of girls from grade five and two male students from grade six that were seen unofficially by the Counselor. They were unofficial because they were not referred.

Again, a referral and report was sent to the Department of Social Development on two students who are possibly experiencing issues at home. The case already existed in the DSD.

Over all, some students have shown some improvement in their behavior. Although, this improvement was seasonal, efforts were seen. Other elements such as home environment played an integral part in the prevention of some of the children's improvement.

Challenges:

All the students were seen. However, some were seen more regular then others. There were no particular challenges that hindered the sessions of any particular student. Conversely, the amount of sessions that was desired per child was not possible because of scheduled meetings, workshops and school activities throughout the school year.

Because of the commuting between schools, some incidents go unnoticed to the counselor. Cases and meeting that would warrant the counselor's intervention or presence the counselor is at times absent from.

Orealia Kelly Primary School

Table 4:B:1: List of Students for individual Counselling

Initials of Student	Grade	Gender	Reason for Referral
D.F.	2B	M	Behaviour Issuues
L.D	2A	M	Behaviour Issues
D.F	3H	M	Behaviour Issues
G.W	3A	M	Learning Difficulties/Behavioral Issues
K.W.	3A	M	Behaviour Issues

Z.B.	4A	F	Behaviour Issues/Learning Difficulties
B.M	4A	F	Sexual Abuse/Family Issues
S.N.	5M	M	Behaviour Issues
T.W.	6R	M	Behaviour Issues
S.L	6S	M	Behaviour Issues
D.M	6S	M	Behaviour Issues
K.P.	6S	M	Behaviour Issues
Q.A.	6S	M	Behaviour Issues
J.H.	6S	M	Behaviour Issues
T.B.	SEN Unit	M	Behaviour Issues

Table 4.B.1 shows the students that were seen by the GC during the school year 2013-2014. six of the listed students were new referrals of which none where females and all were referred for behavioral issues. Majority of the students were males.

Again, some of the students have made improvement, some more than others. Here again home environment played a very important part in the level of improvement. Children have been affected negatively because of family issues.

Concerns/Challenges:

This year a lot of group work was done to cover a wider range of students and also because of the presenting issues such as bullying, mini and subtle gang behaviours among others. This approach was necessary as issues are mushrooming.

Also, a lot of my office time was cut as office issues still persist. Term 1 SEN Unit needed the space as their space were not functional for majority of the term. Term 2 painting issue arose again and Term 3 as it was coming to a close the paint issue started.

In addition to all of that it has been a struggle daily to access my office as the music room seems to be a storeroom as well. However, this situation as was reported by the principal will be resolved by start of new school year, September 2015.

Offices not equipped with enough therapeutic resources for students to utilize during individual sessions or in times of crisis or where necessary intervention is needed.

The Guidance Counselor office at OKPS is set up in the music room. This is an ongoing problem that prohibited a lot of individual counselling this school year. Preparations however are in the process of fixing this problem for upcoming school year, September 2015.

Section 6: Recommendations:

- Schools should eliminate or reassign certain inappropriate program tasks, if possible, so school counselors can focus on prevention initiatives.
- It would be beneficial and more effective if each school were assigned a full time guidance counselor
- Investments need to be made in the purchasing of resources for therapy play, and workbooks.
- Because people and social issues are ever changing, Guidance counselors needs to be allowed opportunities to network and interact with other guidance counselors internationally to stay abreast with the changes and new approaches

Counselling Programme at Vivien Vanterpool Primary School (V.V.P.S) & Valley Primary School (V.P.S)

Sessions conducted at schools

During this school year most grades benefitted from Personal and Social Education sessions. These sessions were done as whole class and small group sessions. Circle time activities were also done. A detailed list of topics covered in each school and at each grade level is presented.

The year started out with session conducted at Kindergarten and Grade six during the first term. During term two Grades Three and Five were the main focus. Term three was spent working

mainly with the Test of Standards grades and equipping Grade six with skills necessary for Campus B.

Grade 4 at both schools completed four sessions educating them on the issue of sexual abuse using the video 'Somebody Help Me Please. These sessions sensitized pupils on the emotional and physical effects that sexual abuse has on families and individuals. Pupils also learnt how to deal with and report incidents of sexual abuse. On completion of each scene, pupils answered question in their handbooks.

Valley Primary School

Table 1.1: Topics covered and at various grade levels

Topics	*Grades*				
	K	1	3	5	6
Listening	✓	✓	✓	✓	✓
self-esteem	✓	✓	✓	✓	✓
my body (private parts)	✓	✓			
Feelings	✓	✓			
decision making	✓		✓	✓	✓
peer pressure			✓	✓	✓
conflict resolution		✓	✓	✓	✓
Friendship	✓				
study skills			✓	✓	✓
Bullying	✓	✓			

In addition to whole class sessions weekly small group sessions were conducted with boys from the Emotional Behaviour Disorder Unit. Sessions were done through play, story and handouts to help boys bond while building self- esteem. Individual sessions were done with pupils who were referred by the school, parents and the Department of Social Development.

.

Vivien Vanterpool Primary school

Table 1.2 showing whole class sessions conducted at VVPS.

Topics	*Grades*				
	K	1	3	5	6
Listening	✓	✓	✓	✓	✓
self-esteem	✓	✓	✓	✓	✓
my body (private parts)	✓				
Feelings	✓	✓			
decision making	✓	✓	✓	✓	✓
peer pressure				✓	✓
conflict resolution			✓	✓	✓
Friendship	✓	✓			✓
study skills			✓	✓	✓
Bullying	✓	✓			

In addition to whole class, small group sessions were also conducted. Ongoing one on one sessions were done.   Support was given to Grade 2 teacher by making regular visits to class and assisting slower students.

Referral Data

During the school year 2014– 2015 a total of 39 children were seen by the counselor for either one on one or small group sessions.

Vivien Vanterpool Primary School

Figure 1: Number of boys and girls referred to counselling
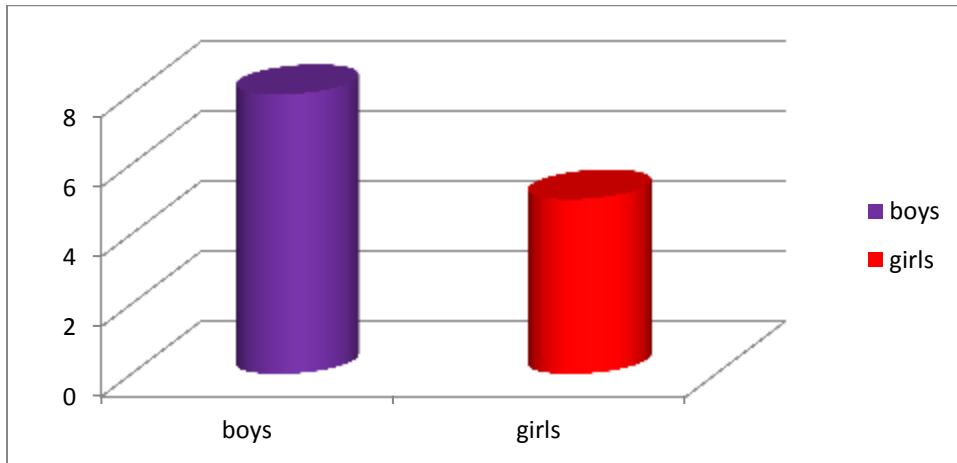
Figure 1 shows that a total of thirteen (13) children received counseling at Vivien Vanterpool Primary School. Of this number four (4) were new referrals and nine (9) were ongoing,

Figure 2: Referral issues
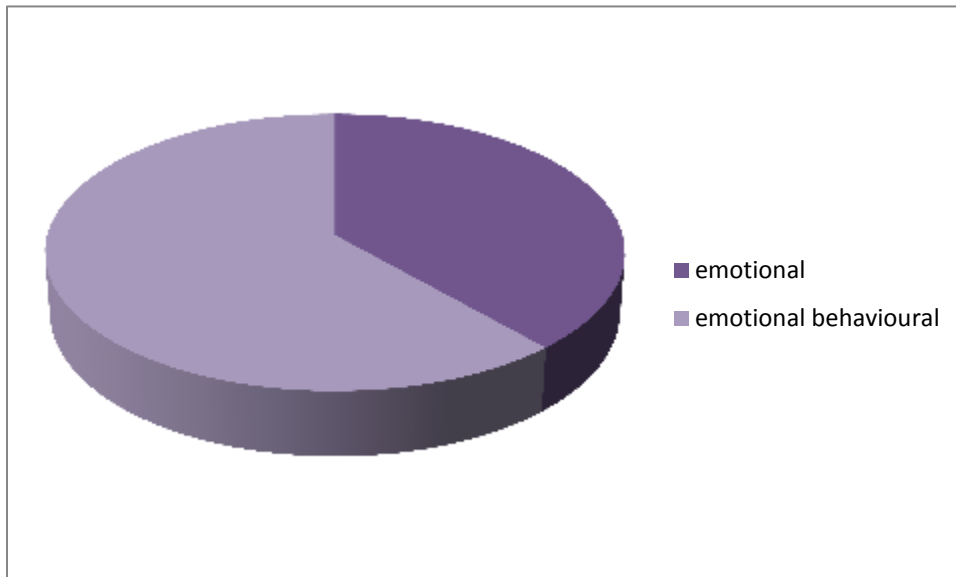
Figure 2 shows the issues dealt with during the one on one and small group sessions. Five (5) students were seen for emptional issues while eight (8) were seen for emotional and behavioural issues.

Valley Primary School

Figure 3: Number of children referred for counseling
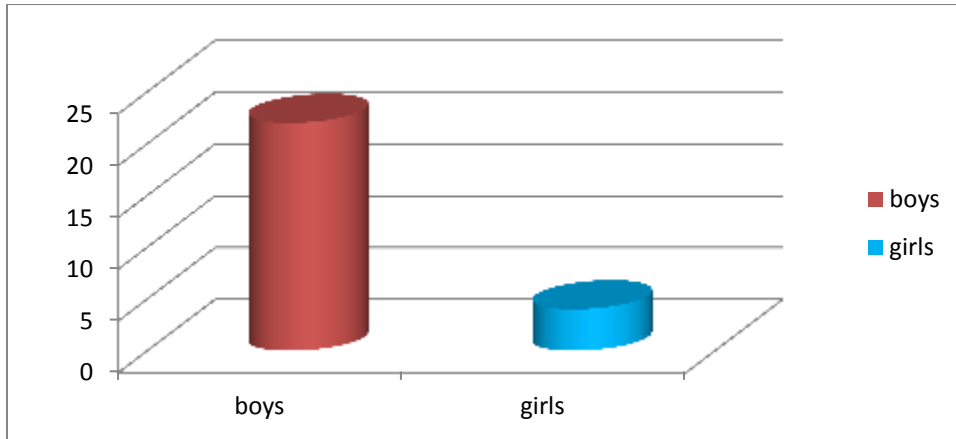
Figure 3 shows that a total of twenty-six (26) children were referred for counseling at Valley Primary School. Of this number twenty two (22) were boys and three (4) were girls. Seven (7) of the boys referred were seen as a small group from the EBD Unit. One (1) girl was referred by Social Development for emotional support.

Figure 4: Referral issues
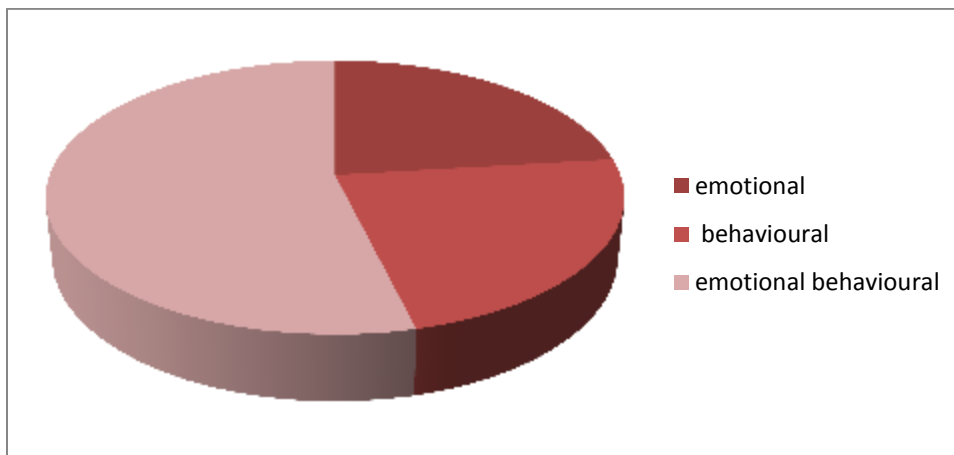
The pie chart shows issues dealt with during the counselling sessions. Out of a total of twenty-six (26) students six (6) were seen for emotional issues, six (6) for behavioural and fourteen (14) for emotional and behavioural issues.

Figure 5: referred students for four years
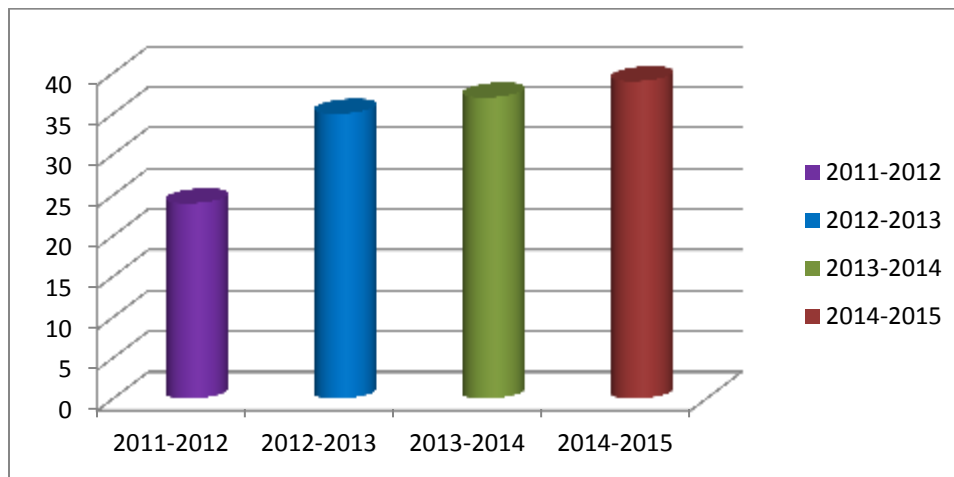
Figure 5 shows that over the past four years there has been an increase in the number of students being referred for one on one counseling sessions. 2011-2012 had 24 students, 2012-2013 increased to 35, 2013-2014 had 37 students and 2014-2015 had 39.

Referrals to Campus B

VPS: a total of nine (9) students were referred – three (3) for behavioural and emotional issues and five (4) for low academic performance. Two (2) boys have been sent from EBD Unit.

VVPS: a total of 2 students - both for low academic performance.

Referrals to Psychologist

Two (2) referrals were made to the school psychologist. One fro VVPS and one from VPS.

Accomplishments

There were many activities and events that were accomplished during this school year. Some of them were ongoing while others were new initiatives.

- Planned and executed the first term, transition day activity. This activity was enjoyed by all students present.

- Parental sessions conducted at both schools which shared tips with parents on helping their children succeed in school and being prepared for examinations.

- Collaborated with other primary school counselors and conducted a successful Grade Six (6) Transition Day for both public and private schools students. A total of about 210 children and teachers participated in the event held at Orealia Kelly Primary School Auditorium. This year children benefitted from positive words of encouragement from a motivational speaker who shared about the importance of hard work and remaining focus at Campus B. Tips on boosting self- esteem and confidence were also shared. Both boys and girls were grouped and spoken to about peer pressure and what it means to be a lady/gentleman. The afternoon was spent giving children an opportunity to get to know each other better.

Children at the retreat were given both snack and lunch. These were made possible again this year by contributions of cookies from Viceroy Hotel and fruits from a generous worker at the same hotel. Contributions were again given by Best Buy Supermarket. Each school represented contributed juice and each child gave ten dollars.

Evaluation forms were completed by all students. Information will be used to guide future events.

SPEECH & LANGUAGE SERVICE

The overall objective of the speech-language pathology programme is to provide appropriate assessment, treatment and consultation for students in primary schools, ranging from kindergarten to grade 6. This programme is designed to serve students, who exhibit, or are at risk for developing, one or more communication disorders that affect speech, spoken language, written language, swallowing, and/or hearing. Services are provided based on applying the best available research evidence, using expert clinical judgments, and considering clients' individual preferences and values. As a Speech Language Pathologist (SLP) I address challenges in typical and atypical communication and swallowing. Some challenges are as follows, many of which are manifested in the Primary School system.

- speech sound production
- resonance
- voice
- fluency
- language (comprehension and expression)
- cognition
- feeding and swallowing

Prior to the onset of therapy, the students were given screening tests, oral peripheral examinations (OPE) and diagnostic tests. These tests were analyzed and results were used to determine a plan of treatment that would best cater to the individual needs of the students.

Achievements/Accomplishments

- Celebrated Better Hearing and Speech month by:
  o having a display at the Teacher Resource Center
  o having a press release aired on the Radio Anguilla and
  o placing an article in the newspaper (The Anguillian)
  o distributing bookmarks about disorders in speech and language to teachers and parents
  o sharing handouts with teachers about taking care of their voices
- Given a teaching assistant to work in the speech and language department

- Completed a yearlong Certificate of Clinical Competence which is an internationally recognized professional credential that represents a level of excellence in the field of **Speech-Language Pathology (CCC-SLP).**

- Seven children were successfully dismissed from the speech and language program

- Four individuals are transferred to another location where ongoing service from the current provider is not available.   Efforts should be made to ensure continuation of services in the new locale.

- Contacted and met with most of the parents/guardians of children on caseload.

- Gave verbal and written material/handouts to parents to assist them with addressing communication needs of children.

Gifts received for SLP programme

- Grant of $1500 U.S. dollars from the Community Foundation to purchase Ipads for students was received in July. The Ipads were purchased in September.

Referral Data and Statistics

During the period September 2013 to June 2014, the SLP conducted speech and language services with a total of 59 students. Individual treatment and group treatment are two service delivery approaches used to address the communication needs of the students. Thirty five students were taught individually and twenty four were taught in groups of 2 and 3.

No. of boys and girls who received services
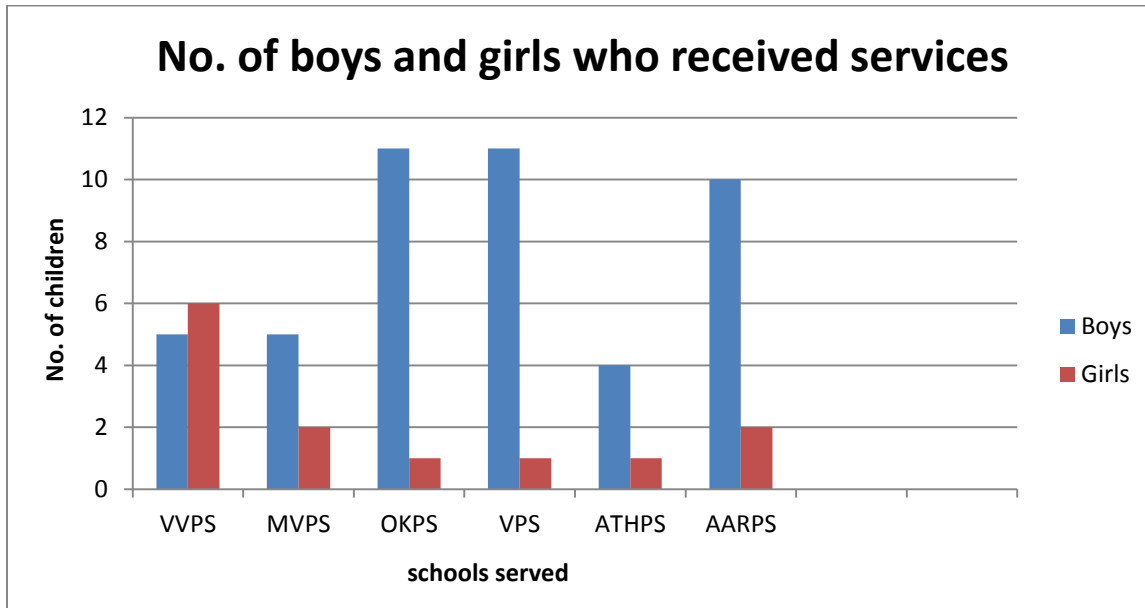
Distribution of students on caseload across grades levels

Kindergarten	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Special Needs	Total
9	8	6	5	5	7	5	14	59

New Referrals

Gender	School	2011-2012	2012-2013	2013-2014
Male	**VVPS**	1	1	5
	OKPS	4	7	6
	ATHPS	3	1	5
	MVPS	7	2	2

	VPS	0	10	7
	AARPS	0	2	5
Female	VVPS	1	1	2
	OKPS	4	1	1
	ATHPS	1	2	6
	MVPS	3	1	1
	VPS	0	1	0
	AARPS	0	0	0
Total		**14**	**29**	**40**

Of the 40 new referrals, 28 (22 boys, 6 girls) were added to the SLP's caseload.

Distribution of referrals across grades levels

Kindergarten	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Special Needs	Total
20	6	4	4	4	0	0	2	40

Throughout the school year a variety of speech-language categories were targeted. They are outlined in the graph below.

Categories addressed

Legend:
- Articulation
- Language
- fluency
- Communication Modalities
- Combination
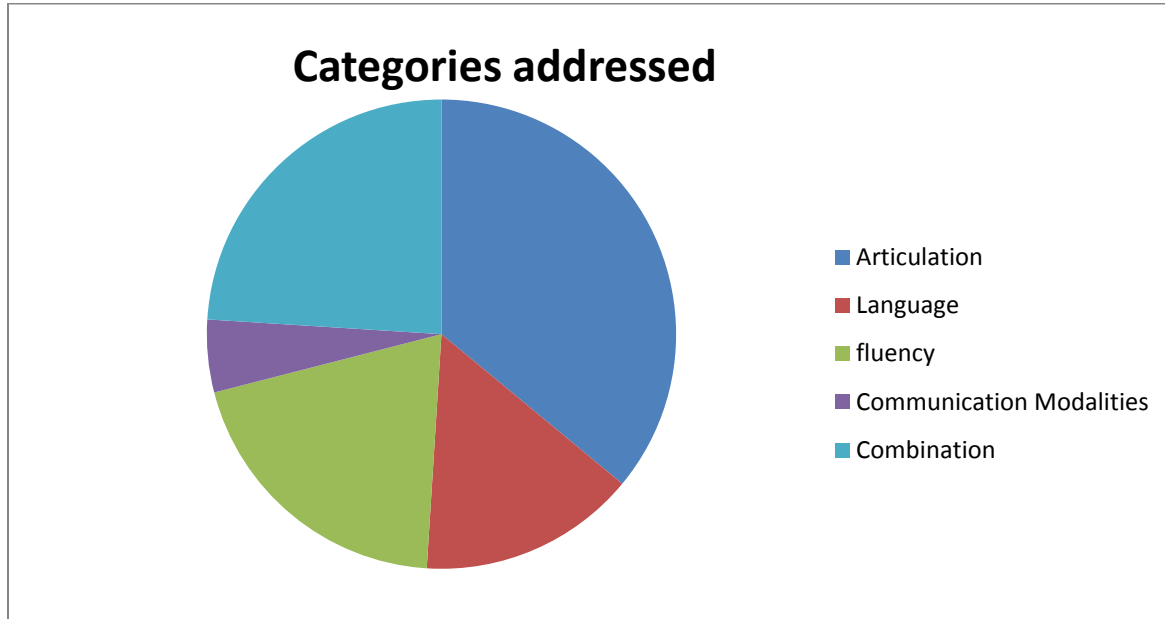
Areas of Concern

- Training should be provided for the teaching assistant so she becomes a certified SLP
- Inability to effectively meet and monitor the needs of the children due to large caseloads and limited amount of contact time with children
- Number of hours each week used for direct intervention with large numbers of students leaves little time for meetings, collaborating with other teachers, and supporting students' educational programmes
- Large caseloads is a factor constraining the service delivery options provided to students with disabilities e.g. pull out vs push in
- There are many students who are eligible to receive speech-language services but are denied this service because of the ever increasing workload of the SLP department
- Limited number of sessions available to each child
- Most intervention services are delivered through a pullout program. Individual/group treatment that is provided in a separate room is called "pull out" therapy because the SLP "pulls" the child from the classroom setting and from interactions with adults and peers that take place during ongoing classroom activities.
- Evidence states that students on large caseloads take longer to make progress in communication skills.

- Access to technology
  - Internet in some schools continues to be a challenge
- Lack of reinforcement by some parents and teachers
- Lack of access to essential resources and work space
- No place to store supplies so they are readily available

Recommendations

- More trained personnel are needed to address the growing needs and large number of children with speech and language challenges
- More teaching resources and testing material need to be purchased
- Work centre with wheel chair access needed
- A work centre where all children with similar needs can be addressed within group settings. This would allow more children to receive services and lead to quicker dismissals from the program.

The Way Forward

- Continued professional development in the area of speech-language pathology
- Continue to increase awareness of the issues related to speech and language
- Conferences with teachers and parents to sensitize them on issues affecting children
- Have sensitizing sessions with teachers of kindergarten to grade two teachers about the development of speech and language in children

SPECIAL EDUCATION CENTRES

At primary school level, there are four centres where students that function at the very lowest level are placed. These units are staffed by a LEAD teacher who is a trained special education teacher whose main responsibility is to ensure each child at the centre is following a specific programme known as an individual education plan (I.E.P) that suits his or her needs. The centre is also staffed with teaching assistants who work alongside the students to provide individual guidance in the building of skills. All centres to the exception of D.O.V.E accommodates a maximum number of twelve students. D.O.V.E can only adequately accommodate seven (7) students.

<u>Adrian T. Hazell Primary School</u> learning center caters to students with moderate learning difficulties. The students in attendance are mostly attending the centre for half day. During the half day in attendance they are provided with reinforcement of specific skills and taught new skills in the areas of Literacy and Numeracy. A strong collaboration exists between the mainstream teacher and the centre teacher to ensure that the same skills are being built in both locations.

Staffing for 2014 -2015 – 1 LEAD Teacher and 1 Teaching Assistant

<u>Orealia Kelly Primary School</u> centre caters to students with severe learning difficulties. These students attend the centre on a full time basis and work towards a level of reintegration. This programme works mostly on teaching basic literacy and numeracy skills, social skills and some exposure to Science and Social Studies.

Staffing for 2014 – 2015 – 1 LEAD Teacher, 1 Teaching Assistant and 1 Pupil Assistant.

<u>Valley Primary School</u> centre was originally set up to serve students with severe emotional and behavior disorders but due to the low number of students fitting this category, adjustments were made for other students to benefit from the centre.   Other students who were identified as having a severe learning difficulty also admitted.   Students can be full time or part time. Students are mostly reintegrated at the upper school level (grade 4, 5 or 6). When this is done, students begin going out for one subject area and then builds up to a full day but with support where necessary.

Staffing for 2014 – 2015 – 1 LEAD Teacher and 3 Teaching Assistants

<u>Alwyn Allison Richardson Primary School</u> centre known as Developing Our Vision For Education (D.O.V.E) caters to students with profound mobility and communication issues. The programme at this particular unit is heavily based on developing a sense of self -awareness and the provision of stimulation for most of the students. Additional support is provided in the area of therapy and resources to this center from the Arijah Foundation which is a private institution. D.O.V.E is considered a special project which is monitored by a steering committee made up of various stake holders.

Staffing for 2014 -2015 – 1 LEAD Teacher and 3 Teaching Assistants

<u>DOVE Centre's School Year - September 2014 to July 2015</u>

The new school year for DOVE Centre began on September 1st 2014 with a roll of six students. In addition to this number, there were two female students in transition during the second and third terms, with the expectation to be full time in September 2015.

<u>Main Accomplishments/Successes for the year</u>

1. High level of cooperation from all staff members in regards to the daily operations of the centre.
2. There was further improvement in one particular student's behavior (student A).
3. Staff and students were able to produce a variety of Art pieces during the year for the SEN Art exhibition.
4. From donated monies the centre was able to secure a larger refrigerator.
5. The concert in aid of DOVE Centre was a great success. Persons in the community responded very well.
6. Several newspaper articles were in the Anguillian newspaper during the year highlighting DOVE Centre
7. DOVE Centre's Facebook page was launched in October 2014
8. Three partitions were erected in the centre to accommodate the two new students and to provide private space for teaching students individually.
9. Parents were generally pleased with their children's progress
10. The Anguillian community has become more aware of DOVE Centre, through its Facebook page, persons visiting the school and articles written in the newspaper.
11. As a result of this awareness, several persons have seen the need to contribute to the operation of the centre and have done so.

<u>Challenges</u>
1. Parental support and cooperation was evidently lacking mainly in the following areas: attendance at functions in relation to DOVE, communicating with LEAD Teacher, assisting with events to aid DOVE and punctuality of three students particularly in arrival to school.
2. Very late notice of what was to be done in regards to a SEN student for Test of Standards. Also, adaptations to Test of Standards for this student was lacking .

Goals: To

1. Improve parental support and communication.
2. Work on further improving students' abilities in all areas of their development
3. See an improvement in punctuality of students to school in particular
4. Have one student attend classes regularly in the mainstream with his age group
5. Conduct at least two large fund raising activities for the year
6. Further promote awareness of DOVE Centre through different mediums
7. Obtain the main pieces of equipment to assist with the development of students' gross motor skills.
8. Encourage community partners to continue supporting the centre's initiatives.

SCHOOL HEALTH SERVICE

School Health Services, a unit of the Multi-Professional Support Services of the Department of Education, aims to promote and protect the health and wellbeing of students and staff through the mobilization of personnel, agencies and the planning and implementation of programmes in the school setting as well as in the community.

The two (2) school health nurses provide services to the six (6) government primary schools, Albena Lake- Hodge Comprehensive School's four (4) campuses as well as the two (2) private schools.

In order to ensure prevention, early detection, correction or amelioration of disease, disability or abuse from which students can suffer school health resources must be improved. From 1992 to present, the number of school nurses employed has fluctuated from one to two, then one, then two, then one, then two. Presently the ratio of school nurse to students is 1:1412. The National Association of School Nurses (NASN) in the U.S has a ratio of 1:750 and discussions are ongoing to lower this figure, based on the increasing health demands of students.

During the period of the fluctuations in staffing, the health issues of the students have multiplied - tremendously in some instances.This has resulted in some instability in the execution of

nursing duties. With this increase in the health needs of the students and staff it has become more challenging for the two nurses to effectively meet the needs of the school community therefore at least three (3) nurses are greatly needed for School Health Services to function properly.

The school health nurse has a key role in the education team in the planning, implementing and monitoring of the health care of the students. NASN states that:

"The number of students with chronic diseases in schools in the U.S. has increased from 1.8% in the 1960s to more than 28% in 2007 (Halfon & Newacheck 2010)."

Here in Anguilla the statistics on chronic non-communicable diseases (CNCDs) among students are not available to make a comparison but anecdotal evidence show that CNCDs such as asthma, diabetes, hypertension, epilepsy among others do exist among the students. Health care needs of students with CNCDs are complex and continuous and teachers should not be burdened with nursing responsibilities for which they are not trained. Therefore if School Health Services are available, then adequate human resources should be available to provide the necessary care to the school community as well as to prevent or allay legal ramifications.

In order to efficiently and effectively execute our duties and responsibilities, taking into consideration the limited staff available, the following goals were selected:

• To provide adequate health services to students and staff.

• To provide comprehensive and appropriate health education to the school and general community.

• To promote a safe and healthy school environment that is conducive to learning.

• To monitor and evaluate the effectiveness of the school health programme.

Activities

1. Participated in the Police-Sponsored Youth Development Programme for the Form 1
students at ALHCS-B.

2. Organized Healthy School Day in celebration of Caribbean Wellness Day. All
students and staff at the Primary and Secondary Schools (both government and
private) participated in 15 to 20 minutes of exercise in their school yards. The school
Food vendors were visited in preparation for Healthy School Day to encourage the provision of
only healthy meals, snacks and water.

4. Participated in the health screening during the Health Fair organized by Primary Health Care
as part of Caribbean Wellness Day activities.

5. Weight, height and BMI measurement along with blood pressure checks were conducted on
5th form students at ALHCS.

6. Students of Kindergarten, Grade 6 and all new students entering school at primary level as
well as all new students from overseas entering ALHCS were scheduled for laboratory
investigations.

7. Appointments were scheduled and sent to the parents of Grade K, Grade 6, new students at
primary level and new overseas students at ALHCS to attend the health assessments
conducted by the school nurses.

8.. Immunization records of new students checked and copied on Student's
Health Records. All students who are not completely immunized were referred to their
respective Health Centres.

9. Vision and hearing screening, weight, height and BMI measurements were completed
on all Grade 3 students at all public and private schools.

10. Liaised with Dr Anthony Gordon- Optometrist re: continuity of Comprehensive Vision
Screening on Form 3 students at ALHCS.

11. Vision and hearing screening completed on all residents at Zenaida Haven Juvenile
Centre.

12. Height and weight measurements, BMI and blood pressure check completed on all
public Primary School staff.

13. Participated in the development of the National School Health Policy.

14. Facilitated and participated in students' health/ family conferences.

15. Facilitated School Health Committee Meetings.

16. Students with special needs such as diabetes, asthma, epilepsy, sickle cell disease,

injured students monitored and care given as needed.

17. Investigated, assessed, advised and referred health issues involving students at primary schools, ALHCS – Campus A,B,C, W.I.S.E. and Zenaida Haven.

18. In conjunction with Community Health nurses, participated in the administration of 3rd booster of DT and Polio immunization to 15 year-old students at ALHCS.

19. Updated the immunization records of 15 year-old students.

20. Liaised with Health Authority - Hospital Laboratory, Emergency Room, Community Clinics, Dental Unit and Primary Health Care Unit to facilitate adequate care of students.

21. Liaised with private medical facilities to facilitate adequate care of students.

22. Hospitalized students visited.

23. Provided counseling/support for students, parents and staff during grieving process and illness.

24. Administered First Aid at Sporting Events.

   - Sports Day for the Primary Schools and the ALHCS
   - Road Races for students of the Primary Schools and the ALHCS
   - Fun Day for students of the Primary Schools SEN Units

25. Environmental Evaluation of all public schools conducted. Findings, comments and recommendations discussed with the principals and report done.

26. Responded to calls from schools and community on matters pertaining to health issues.

27. Participated in the Anguilla Diabetes Association celebration of World Diabetes Day activities.

28 Conducted public awareness programme by providing newspaper articles during Healthy School Day celebrations.

Sessions Conducted

   • Personal Hygiene - ALHCS Form 1 students - Police Sponsored Youth Development Programme

   Healthy Eating and Healthy Habits during the Healthy School Day- Valley Primary School and Central Christian School students and staff.

- School Health Services and Importance of Health Assessment – Primary Schools PTA meetings.

- Healthy Eating and Hygiene- Valley Primary School and Orealia Kelly Primary School Kindergarten students.

- Healthy Eating – Morris Vanterpool Primary School Kindergarten and Grade 1 students.

- "Diabetes in the School" during Teachers' Conference.

- Healthy Lifestyle- ALHCS Form 1 class.

- Epilepsy in the School- staff in SEN Unit at Orealia Kelly Primary School, all staff of Alwyn A. Richardson Primary School and staff of PRU.

- Healthy Eating- Residents of Zenaida Haven Juvenile Centre.

- Presentation on Scabies with Primary School principals.

- Health Status of the School Community and Its Implications with PS-Education, Education Officers, School Principals and Counselors.

- Healthy Lifestyle with Vivian Vanterpool Primary School staff.

- Virtuous Lady- ALHCS 4th Form students.

- • Growth and Development, Systems of the Human Body, Puberty, Appropriate and Inappropriate Touch

Accomplishments

- All of the activities planned for this school year were accomplished.
- Weight and height measurements, BMI and blood pressure check of ALHCS Form 5 students were completed and recorded. Referrals were made and followed up as needed.

- All health assessments of Kindergarten, new entrants in Primary and Secondary Schools and Grade 6 students were done. Referrals were made and followed up as needed.

- Vision and hearing screening, weight and height measurements and BMI of Grade 3 students in all schools were done and recorded. Referrals were made and followed up as needed.

- Sessions on Growth and Development, Systems of the Human Body, Puberty and Appropriate and Inappropriate Touch conducted at all Grade 4 classes with good results as evidenced by the pre- and post- tests.

- Sessions on health topics were conducted as needed.

- Individual and group counseling on health-related issues conducted as needed.

- Environmental Evaluation of all public schools – Primary and Secondary were completed, discussed with the principals and problems requiring immediate attention addressed.

- Report on Health Assessment, Vision and Hearing Screening, Height, Weight, BMI Measurements and blood pressure check, Growth and Development Sessions Pre-test and Post-test Results and Environmental Evaluation were made and discussed with the school principals upon completion of each.

Notification of students with health conditions by the Health Authority continued. Pediatrician– Dr Singh sends a copy of students' sick leave or exemption from physical activity letter to School Health.

- Compilation of common illnesses in the school and their initial management with exclusion and readmission guidelines for the production of School Health Manual in progress

Areas of Concern
For the past eight years, some areas of concern have remained the same.
- Safe drinking water free of cost is still not available in all schools.

- Adequate space to conduct health assessments with some degree of privacy is not readily available at all schools. Occasionally, in spite of advance notice (1- 2 months) then a reminder a few days before the appointed date, space is not available to conduct health

assessments. .Also the nurses have had to clean the room after moving tables, boxes etc to provide space to work while the parents are waiting.

• Incident forms are not completed by some schools. Presently ATHPS is the only school that completes this form regularly. The importance of completing this form is always expressed to principals.

• For years some life threatening deficiencies recorded on the environmental evaluations at some schools are not addressed. For example the light switch with exposed wires that shock when touched at VVPS, paint and cleaning supplies stored in areas that do not have adult supervision at all times such as the bathrooms and secluded corridors. Exposed electrical wires, hanging wires, broken outlets and switches, missing outlet covers are all dangerous in schools. Problems with raymice droppings, termites and rodents still exist.

• Students' intake of high fat, high caloric, high sugar foods still exist.

• Lack of a clean, comfortableplace away from the dust for students to eat their snack and lunch.

Sponsored food that is provided may not always meet the nutritional needs of students.

• All classrooms are not easily accessible to students with special conditions e,g, students with crutches/wheelchairs.

The cleaning of the classrooms need to be addressed. Some are not cleaned, others are cleaned by the teachers and sometimes only the garbage is removed.

The increasing incidence of overweight and obesity is cause for much concern. Studies have shown that very often an obese child becomes an obese adult. Obesity is one of the predisposing factors for CNCDs and the prevalence of CNCDs among children is also increasing. In addition research indicates that childhood obesity may also affect the cognitive and therefore the academic performance of students (Yau et al 2012).

Due to the shortage of staff, ALHCS has not received the services of School Health regularly.

Over the past twenty years, School Health Services has had one or two nurses. Over the same period, the health issues of the school community have tripled in some cases. Numerous requests for additional personnel to assist in providing the much needed

health care have been unsuccessful. In 18 months time the Senior School Health Nurse will be retiring. It is hoped that proactive succession planning will be demonstrated and School Health Services will continue improving.

HEALTH ASSESSMENT OVERALL REPORT
Kindergarten, New Entrants and Grade 6- 2014 – 2015

	GRADE K		NEW ENTRANTS Grades 1-6		GRADE 6	
	Total	Percentage	Total	Percentage	Total	Percentage
Total Number of Students	231	100%	33	100%	202	100%
Students Seen	231	100%	33	100%	202	100%
Students Not Seen	0	0%	0	0%	0	0%
Gender: Male	117	51%	20	61%	99	49%
Female	114	49%	13	39%	103	51%
Parents Attendance: Present	198	86%	25	76%	175	87%
Not Present	33	14%	8	24%	27	13%
Immunization Record:						
Up-to-date	157	68%	18	55%	148	74%
Incomplete	22	10%	6	18%	25	12%
Not Presented	52	22%	9	27%	29	14%
Lab. Works Not Done: Blood	33	14%	10	30%	12	6%
Stool	42	18.2%	12	36%	N/A	N/A
Normal Haemoglobin	113	49%	18	55%	174	86%
Negative Sickle Cell	188	81%	20	61%	169	85%
Negative Stool Test	188	81.4%	21	64%	N/A	N/A
Anaemia: Mild (10-11.9)	85	37%	5	15%	16	8%
Moderate (7-9.9)	0	0%	0	0%	0	0%
Severe (<7)	0	0%	0	0%	0	0%
Sickle Cell: Trait	2	1%	0	0%	9	5%
Disease	0	0%	0	0%	0	0%
For Hb Electrophoresis	8	4%	3	9%	8	4%
Positive Stool Test	1	0.4%	0	0%	N/A	N/A

	GRADE K		NEW ENTRANTS Grades 1-6		GRADE 6	
With Allergies	23	10%	4	12%	34	17%
Chronic Condition: Asthma	8	3%	2	6%	9	4%
	Total	**Percentage**	**Total**	**Percentage**	**Total**	**Percentage**
Diabetes	0	0%	0	0%	0	0%
Epilepsy	0	0%	1	3%	0	0%
Heart Problem	0	0%	0	0%	0	0%
Eczema	8	3%	0	0%	4	2%
Others	3	1%	2	6%	0	0%
Family History: Diabetes	114	49%	11	33%	127	63%
Hypertension	96	42%	13	39%	130	64%
Asthma	55	24%	7	21%	70	35%
Sickle Cell	26	11%	5	15%	29	14%
Cancer	47	20%	7	21%	43	21%
Heart Problem	14	6%	2	6%	20	10%
Others	1	0.4%	0	0%	4	2%
BMI: Healthy	143	62%	24	73%	117	58%
Underweight	28	12%	0	0%	10	5%
Overweight	12	5%	4	12%	29	14%
Obese	48	21%	5	15%	46	23%
Hygiene: Unsatisfactory	0	0%	0	0%	0	0%
Skin: Normal/Clear	179	77%	26	79%	176	87%
Eczema	4	2%	0	0%	4	2%
Rashes	18	8%	1	3%	3	1%
Fungus	20	9%	1	3%	15	8%
Mosquito Bites	7	3%	2	6%	2	1%
Others	3	1%	3	9%	2	1%
ENT: Normal	228	99%	33	100%	198	98%
Ear Problem	2	1%	0	0%	4	2%

	GRADE K		NEW ENTRANTS Grades 1-6		GRADE 6	
Nasal Problem	0	0%	0	0%	0	0%
Throat Problem	0	0%	0	0%	0	0%
	GRADE K		**NEW ENTRANTS Grades 1-6**		**GRADE 6**	
	Total	**Percentage**	**Total**	**Percentage**	**Total**	**Percentage**
Referred	9	4%	0	0%	19	9%
Unable to Assess	3	1%	0	0%	0	0%
Hearing Screening: Normal	227	98%	33	100%	198	98%
Referred	0	0%	0	0%	4	2%
Unable to Assess	4	2%	0	0%	0	0%
Speech: Clear	224	97%	33	100%	202	100%
Referred	7	3%	0	0%	0	0%
Unable to Assess	0	0%	0	0%	0	0%
Heart Rate: Regular	230	99.6%	33	100%	202	100%
Irregular	1	0.4%	0	0%	0	0%
Lungs: Clear	229	99%	33	100%	200	99%
Referred	2	1%	0	0%	2	1%
CNS: Normal	231	100%	33	100%	202	100%
Referred	0	0%	0	0%	0	0%
MS: Normal	231	100%	33	100%	200	99%
Referred	0	0%	0	0%	2	1%
Teeth: Dentally Fit	185	80%	30	91%	186	92%
Referred	46	20%	3	9%	16	8%

SCHOOL HEALTH SERVICES
HEALTH ASSESSMENT OVERALL REPORT
ALHCS NEW ENTRANTS (FROM OVERSEAS) 2014 – 2015

	ALHCS-A		ALHCS-B	
	Total	Percentage	Total	Percentage
Total Number of Students	9	100%	8	100%
Students Seen	9	100%	8	100%
Students Not Seen	0	0%	0	0%
Gender: Male	2	22%	3	37.5%
Female	7	78%	5	62.5%
Parents Attendance: Present	8	89%	4	50%
Not Present	1	11%	4	50%
Immunization Record:				
Up-to-date	5	56%	3	37.5%
Incomplete	4	44%	3	37.5%
Not Presented	0	0%	2	25%
Blood Works Not Done	0	0%	1	12.5%
Normal Haemoglobin	8	89%	5	62.5%
Negative Sickle Cell	9	100%	5	62.5%
Anaemia: Mild (10-11.9)	1	11%	2	25%
Moderate (7-9.9)	0	0%	0	0%
Severe (<7)	0	0%	0	0%
Sickle Cell: Trait	0	0%	1	12.5%
Disease	0	0%	0	0%
For Hb Electrophoresis	0	0%	1	12.5%
With Allergies	4	44%	2	25%
Chronic Condition: Asthma	1	11%	0	0%
Diabetes	0	0%	0	0%
Epilepsy	0	0%	0	0%
Hypertension	0	0%	0	0%

	Total	Percentage	Total	Percentage
Eczema	0	0%	0	0%
	ALHCS-A		**ALHCS-B**	
	Total	**Percentage**	**Total**	**Percentage**
Hypertension	7	78%	3	37.5%
Asthma	6	67%	1	12.5%
Sickle Cell	0	0%	0	0%
Cancer	1	11%	0	0%
Heart Problem	1	11%	0	0%
BMI: Healthy	5	56%	5	62.5%
Underweight	0	0%	0	0%
Overweight	2	22%	3	37.5%
Obese	2	22%	0	0%
Hygiene: Unsatisfactory	0	0%	0	0%
Skin: Normal/Clear	9	100%	8	100%
Eczema	0	0%	0	0%
Rashes	0	0%	0	0%
Fungus	0	0%	0	0%
Mosquito Bites	0	0%	0	0%
ENT: Normal	9	100%	8	100%
Ear Problem	0	0%	0	0%
Nasal Problem	0	0%	0	0%
Throat Problem	0	0%	0	0%
Vision Screening: Normal	8	89%	8	100%
Referred	1	11%	0	0%
Unable to Assess	0	0%	0	0%
Hearing Screening: Normal	9	100%	8	100%
Referred	0	0%	0	0%
Unable to Assess	0	0%	0	0%
Referred	0	0%	1	12.5%
Unable to Assess	0	0%	0	0%

	ALHCS-A		ALHCS-B	
	Total	Percentage	Total	Percentage
Heart Rate: Regular	9	100%	8	100%
Irregular	0	0%	0	0%
Blood Pressure: Normal	9	100%	8	100%
Referred	0	0%	0	0%
Lungs: Clear	9	100%	8	100%
Referred	0	0%	0	0%
CNS: Normal	9	100%	8	100%
Referred	0	0%	0	0%
MS: Normal	9	100%	7	87.5%
Referred	0	0%	1	12.5%
Teeth: Dentally Fit	9	100%	5	62.5%
Referred	0	0%	3	37.5%

Number of Pregnant Students:

Campus A- nil

Campus B- nil

SCHOOL HEALTH SERVICES

GRADE 3 VISION AND HEARING SCREENING REPORT2014-2015

School	Total Number of Students	Students Screened	Absent Students	Normal Vision Screening	Students Referred for Vision	Normal Hearing Screening	Students Referred for Hearing
VPS	72	70	2	68	4	70	0
ATHPS	44	40	4	36	4	40	0
AARPS	21	20	1	20	0	20	0
OKPS	44	44	0	36	8	44	0
MVPS	14	14	0	11	3	13	1
VVPS	11	11	0	10	1	11	0
CCS	13	13	0	11	2	13	0
OIS	7	7	0	7	0	7	0
FSMA	0	0	0	0	0	0	0
Total	**226**	**219= 97%**	**7= 3%**	**199= 88%**	**22= 9%**	**218= 96.5%**	**1= 0.5%**

GRADE 3 BODY MASS INDEX REPORT2014-2015

School	Total Number of Students	Students Screened	Absent Students	Healthy Weight	Underweight	Overweight	Obese
VPS	72	70	2	46	6	10	10
ATHPS	44	40	4	21	2	10	7
AARPS	21	20	1	16	0	2	2
OKPS	44	44	0	30	2	7	5
MVPS	14	14	0	10	0	0	4
VVPS	11	11	0	9	1	1	0
CCS	13	13	0	7	1	3	2
OIS	7	7	0	5	0	0	2
FSMA	0	0	0	0	0	0	0
Total	**226**	**219= 97%**	**7= 3%**	**144= 64%**	**12= 5%**	**33= 14%**	**32= 14%**

REPORT ON ALHCS 5th FORM STUDENTS' BODY MASS INDEX AND BLOOD PRESSURE 2014-2015

School	Total Number of Students	Students Screened	Absent Students	Healthy Weight	Under-weight	Over-weight	Obese	FOR BP WATCH
ALHCS-A	192	169=88%	23=12%	99=51%	23=12%	32=17%	15= 8%	11=6%
W.I.S.E.	15	15=100%	0=0%	6=40%	4=27%	5=33%	0=0%	1=7%
Total	**207**	**184= 89%**	**23= 11%**	**105= 51%**	**27= 13%**	**37= 18%**	**15= 7%**	**12= 6%**

REPORT ON VISION AND HEARING SCREENING OF RESIDENTS OF ZENAIDA HAVEN December 11, 2014

Total Number of Students	Students Screened	Normal Vision Screening	Students Referred for Vision	Normal Hearing Screening	Students Referred for Hearing
7	7= 100%	7= 100%	0= 0%	7= 100%	0= 0%

GROWTH AND DEVELOPMENT SESSION GRADE 4 STUDENTS 2014-2015 TEST RESULTS

SCHOOLS	PRE-TEST AVERAGE	POST-TEST AVERAGE
VPS	26 %	56 %
OKPS	31 %	64 %
ATHPS	28 %	56 %
MVPS	20 %	55 %
VVPS	22 %	38 %
AARPS	24 %	51 %
Overall Average	**25%**	**53%**

COMPARATIVE REPORT ON INCIDENCE OF PREGNANCY

School	2011-2012	2012-2013	2013-2014	2014-2015
ALHCS-A	4	1	3	0
ALHCS-B	0	0	0	0

COMPARATIVE REPORT ON
SPORTS DAY INJURIES/ILLNESSES

School	2012-2013	2013-2014	2014-2015
PRIMARY	-	2	11
ALHCS	11	30	19

Report on Body Mass Index of Primary School Staff 2014–2015

ALHCS Staff Health Assessment 2014-2015
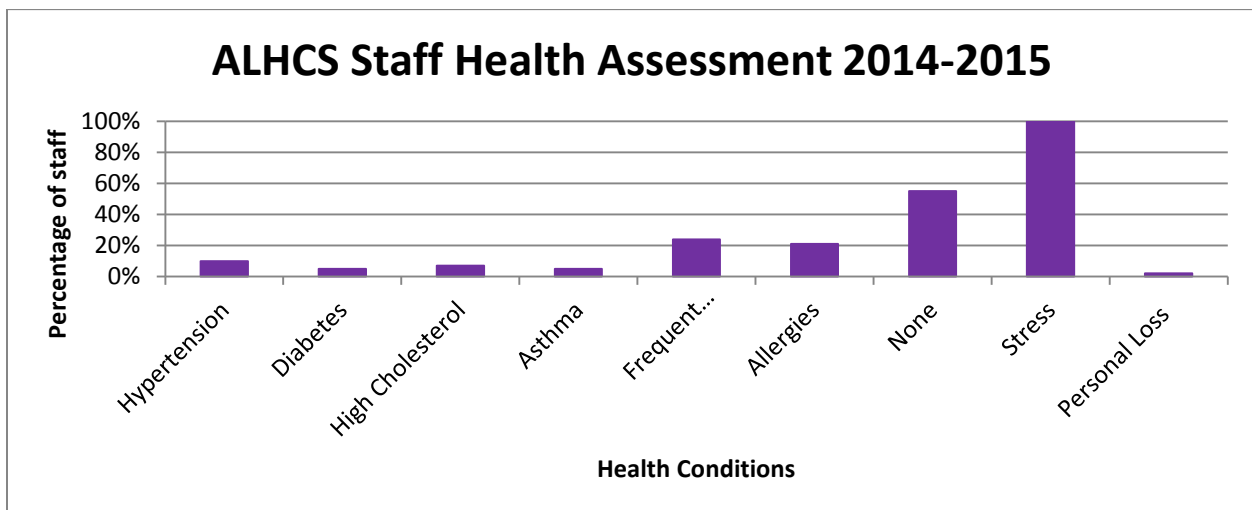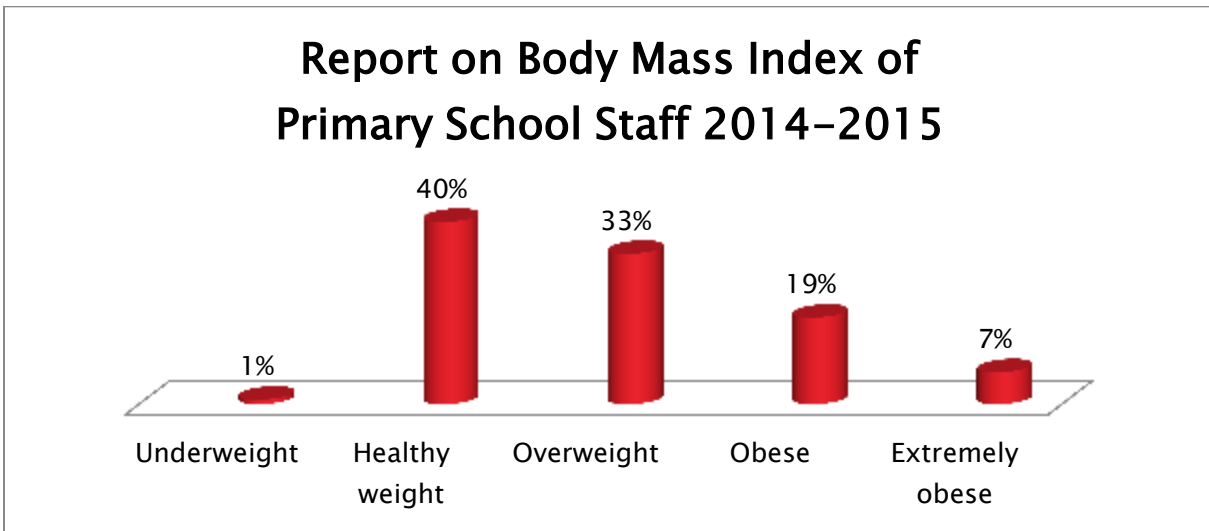
**Comparative Report on
Body Mass Index of Kindergarten students**

■ 2011-2012 ■ 2012-2013 ■ 2013-2014 ■ 2014-2015

	Healthy Weight	Underweight	Overweight	Obese	Absent Students
2011-2012	63%	17%	6%	14%	0%
2012-2013	74%	17%	1.5%	7%	0.5%
2013-2014	61%	13%	7%	19%	0%
2014-2015	62%	12%	5%	21%	0%
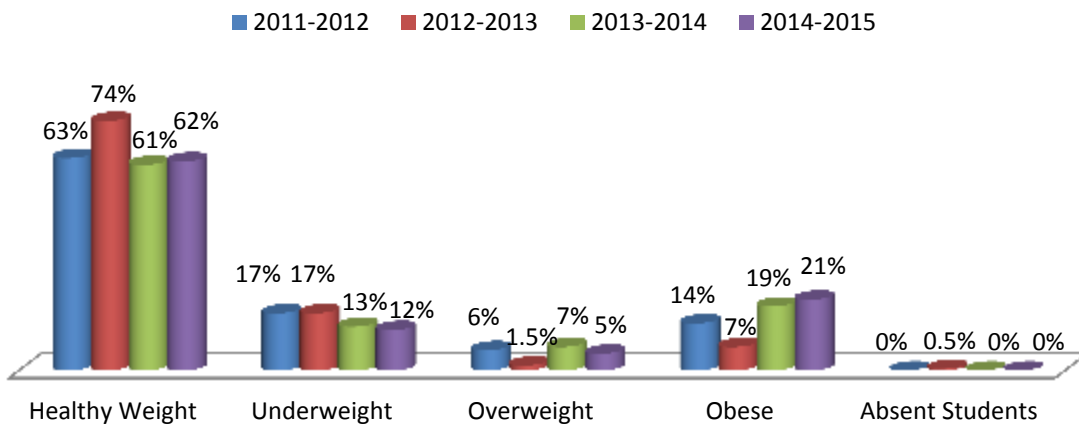
**Comparative Report on Body Mass Index of
New Students in Grades 1-6**

■ 2011-2012 ■ 2012-2013 ■ 2013-2014 ■ 2014-2015

	Healthy Weight	Underweight	Overweight	Obese	Absent Students
2011-2012	60%	7%	21%	12%	7%
2012-2013	71.5%	9.5%	4.75%	14.25%	0%
2013-2014	76%	2%	8%	13%	0%
2014-2015	73%	0%	12%	15%	0%

246
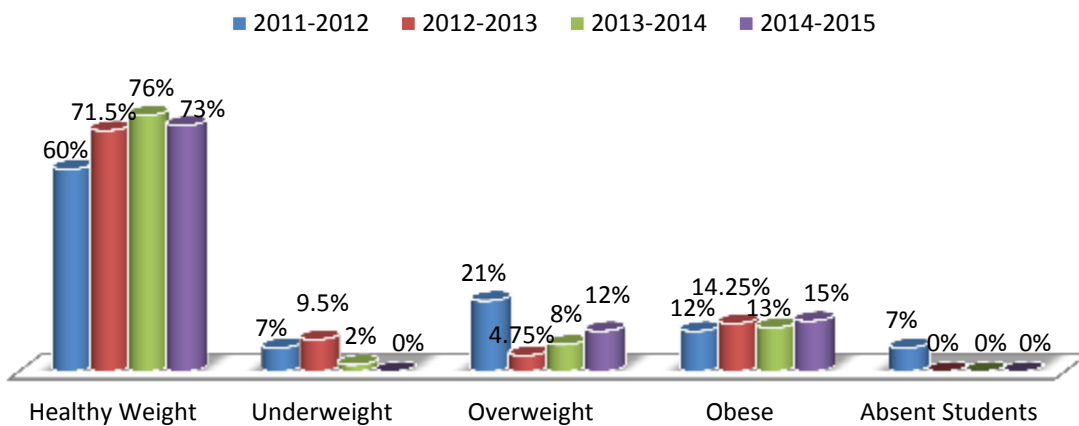
Comparative Report on
Body Mass Index of Grade 3 students

■ 2013-2014 ■ 2014-2015

	Healthy Weight	Underweight	Overweight	Obese	Absent Students
2013-2014	62%	2%	10%	17%	9%
2014-2015	64%	5%	14%	14%	3%
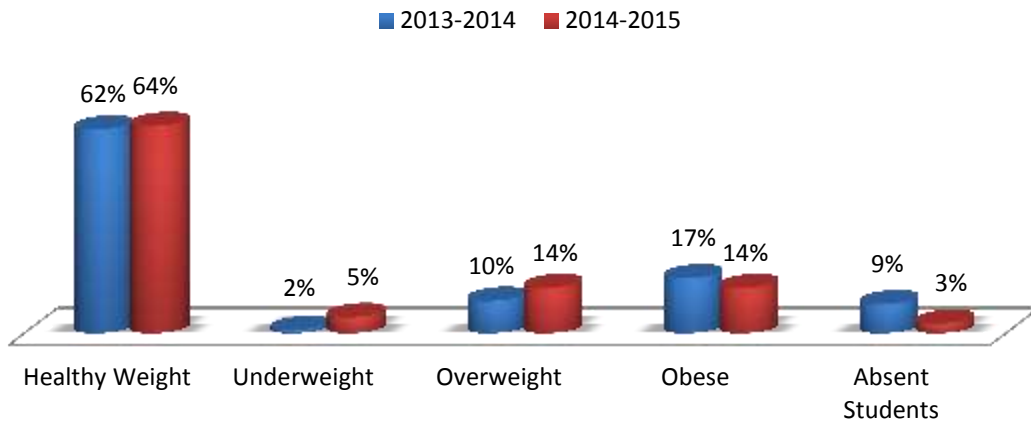
Comparative Report on
Body Mass Index of Grade 6 students

■ 2011-2012 ■ 2012-2013 ■ 2013-2014 ■ 2014-2015

	Healthy Weight	Underweight	Overweight	Obese	Absent Students
2011-2012	59%	7%	16%	17%	1%
2012-2013	63.5%	5%	12%	19%	0.5%
2013-2014	66%	4%	13%	17%	0%
2014-2015	58%	5%	14%	23%	0%
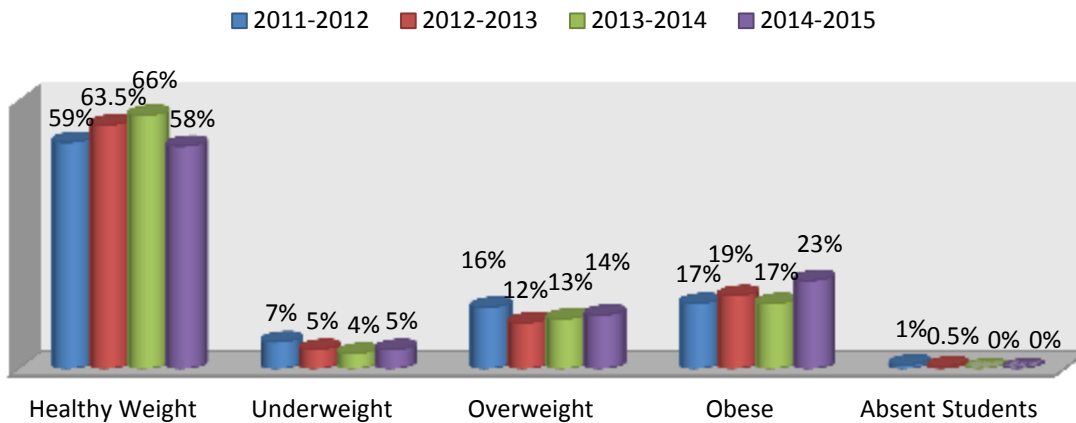
Comparative Report on
Anaemia among Kindergarten students

■ 2011-2012 ■ 2012-2013 ■ 2013-2014 ■ 2014-2015

	Normal Haemoglobin	Mild Anaemia	Moderate Anaemia	Severe Anaemia	Blood Test Not Done
2011-2012	61%	30%	0%	1%	8%
2012-2013	59%	32%	0%	1%	8%
2013-2014	53%	35%	0%	1%	11%
2014-2015	49%	37%	0%	0%	14%
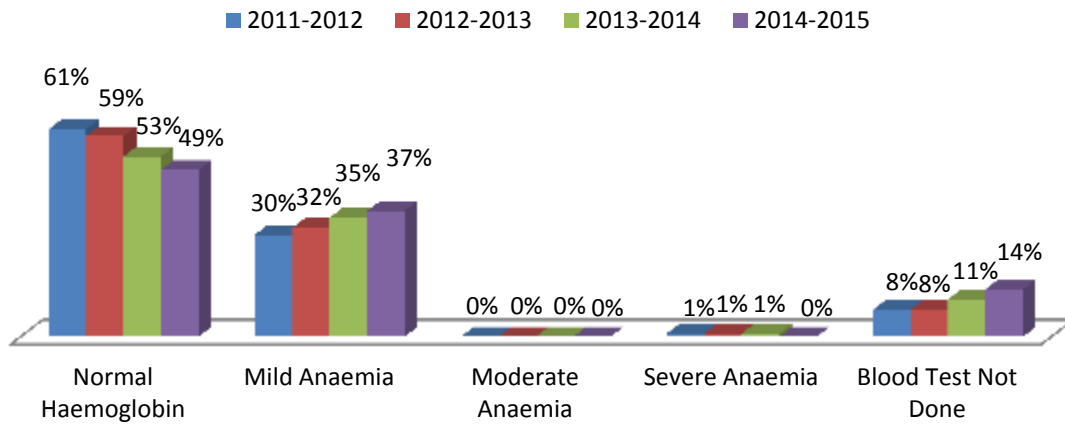
Comparative Report on Anaemia
among New students in Grades 1-6

■ 2011-2012 ■ 2012-2013 ■ 2013-2014 ■ 2014-2015

	Normal Anaemia	Mild Anaemia	Moderate Anaemia	Severe Anaemia	Blood Test Not Done
2011-2012	63%	21%	0%	0%	16%
2012-2013	43%	33%	0%	0%	24%
2013-2014	58%	24%	2%	0%	16%
2014-2015	55%	15%	0%	0%	30%
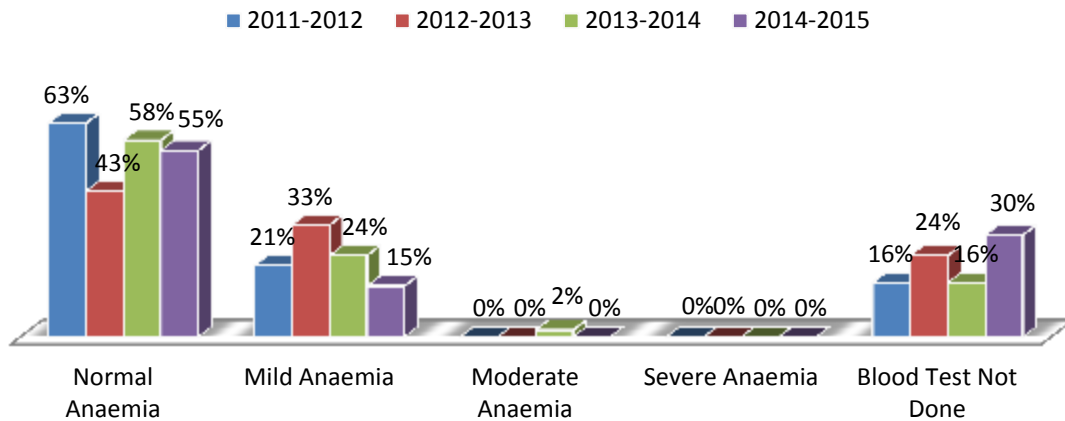
Comparative Report on Anaemia among Grade 6 students

■ 2011-2012 ■ 2012-2013 ■ 2013-2014 ■ 2014-2015

90%
89% 81% 86%

18%
8% 8% 8%

0% 0% 0% 0%

0% 0% 0% 0%

2% 3% 1% 6%

Normal Haemoglobin | Mild Anaemia | Moderate Anaemia | Severe Anaemia | Blood Test Not Done
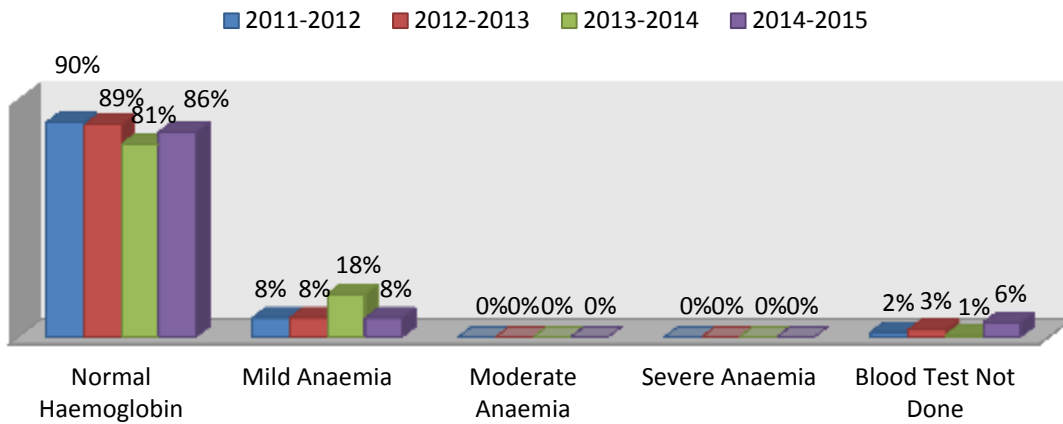
Comparative Report on Chronic Non-Communicable Disease among Kindergarten

■ 2011-2012 ■ 2012-2013 ■ 2013-2014 ■ 2014-2015

91.1%
86%
80% 81%

11%
3% 7% 3%

0.4% 0% 0% 0%

1% 0.5% 0% 0%

1% 0.5% 0.5% 0%

0% 0% 0% 0%

2.5% 5% 3%
1.7%

5% 4%
2% 1%

Asthma | Diabetes | Sickle Cell | Epilepsy | Heart Problem | Eczema | Others | None
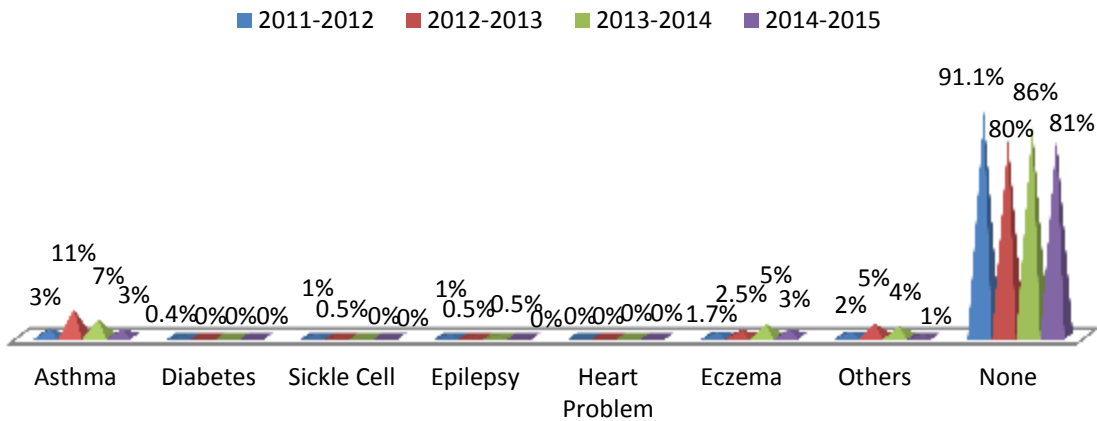
Comparative Report on Chronic Non-Communicable Disease among New students in Grades 1-6

■ 2011-2012   ■ 2012-2013   ■ 2013-2014   ■ 2014-2015

	Asthma	Diabetes	Sickle Cell	Epilepsy	Heart Problem	Eczema	Others	None
2011-2012	7%	0%	0%	0%	0%	2%	5%	86%
2012-2013	4.75%	0%	0%	0%	0%	0%	4.75%	90.50%
2013-2014	5%	0%	0%	0%	0%	0%	2%	89%
2014-2015	3%	0%	0%	0%	0%	3%	1%	93%
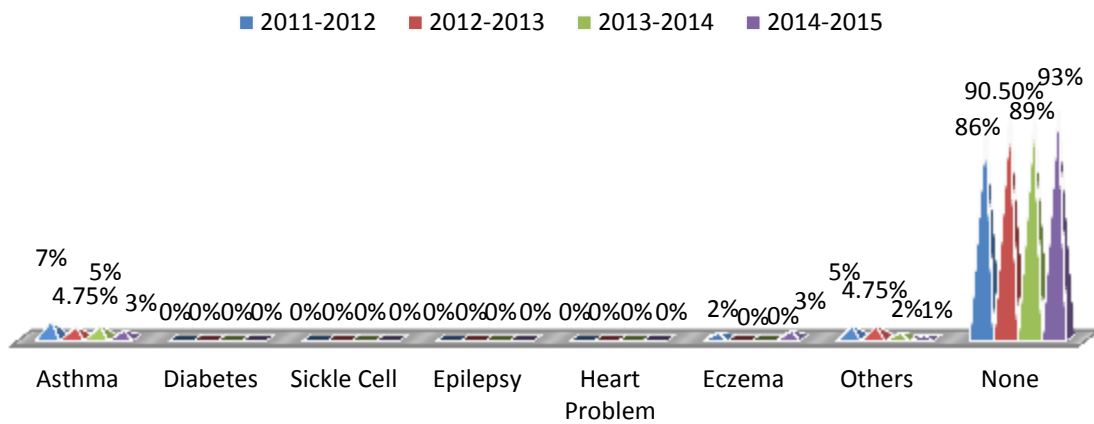
Comparative Report on Chronic Non-Communicable Disease among Grade 6 students
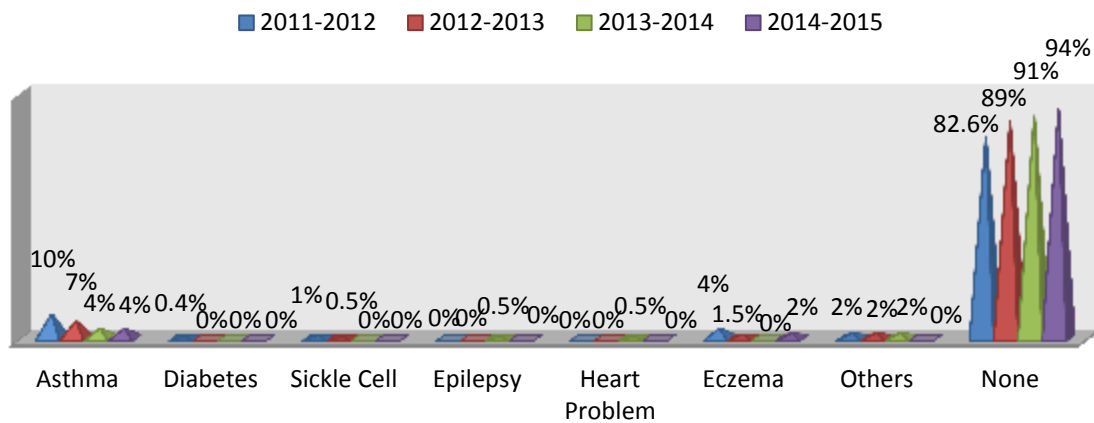
■ 2011-2012   ■ 2012-2013   ■ 2013-2014   ■ 2014-2015

	Asthma	Diabetes	Sickle Cell	Epilepsy	Heart Problem	Eczema	Others	None
2011-2012	10%	0.4%	1%	0%	0%	4%	2%	82.6%
2012-2013	7%	0%	0.5%	0%	0.5%	1.5%	2%	89%
2013-2014	4%	0%	0%	0.5%	0%	0%	2%	91%
2014-2015	4%	0%	0%	0%	0.5%	2%	0%	94%

Comparative Report on
Vision Status of Kindergarten students

■ Normal Vision   ■ Referred   ■ Unable to Assess   ■ Absent Students

98%	93.5%	96%	95%
0.4% 1.6% 0%	4% 2% 0.5%	3% 1% 0%	4% 1% 0%
2011-2012	2012-2013	2013-2014	2014-2015
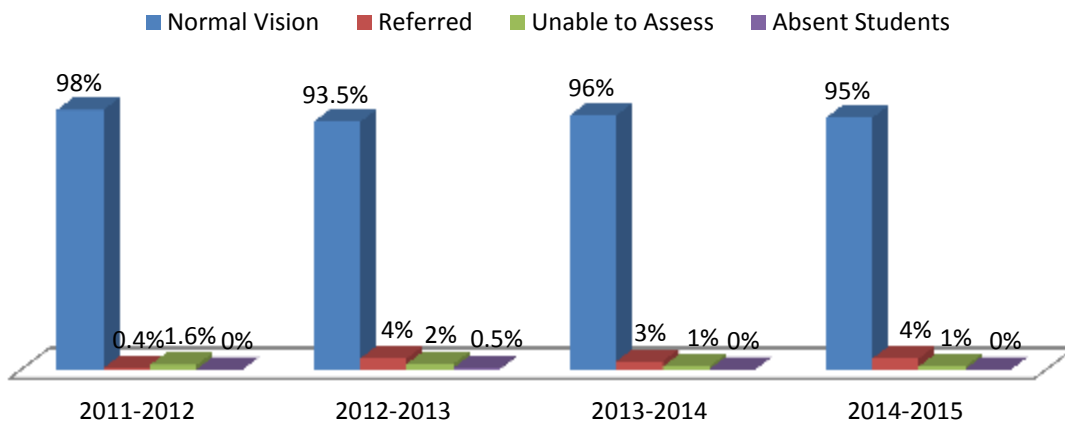
Comparative Report on
Vision Status of New Students in Grades 1-6
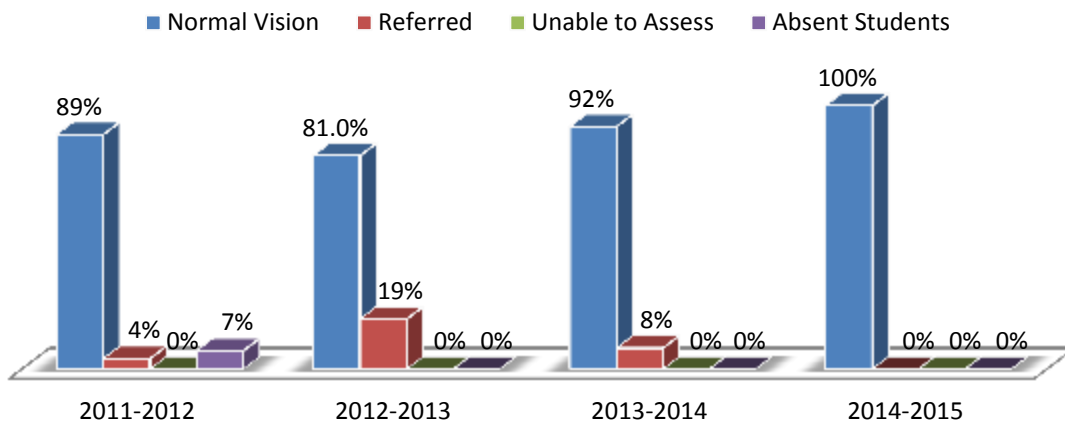
■ Normal Vision   ■ Referred   ■ Unable to Assess   ■ Absent Students

89%	81.0%	92%	100%
4% 0% 7%	19% 0% 0%	8% 0% 0%	0% 0% 0%
2011-2012	2012-2013	2013-2014	2014-2015

Comparative Report on
Vision Status of Grade 3 students

■ Normal Vision   ■ Referred   ■ Unable to Assess   ■ Absent Students

95%   85%   72%   87%

5%   0%   0%   15%   0% 0%   19%   0%   9%   10%   0%   3%

2011-2012   2012-2013   2013-2014   2014-2015

Comparative Report on
Vision Status of Grade 6 students

■ Normal Vision   ■ Referred   ■ Unable to Assess   ■ Absent Students

92%   79.5%   88%   91%

7%   0%   1%   20%   0%   0.5%   11.5%   0.5%   0%   9%   0%   0%

2011-2012   2012-2013   2013-2014   2014-2015
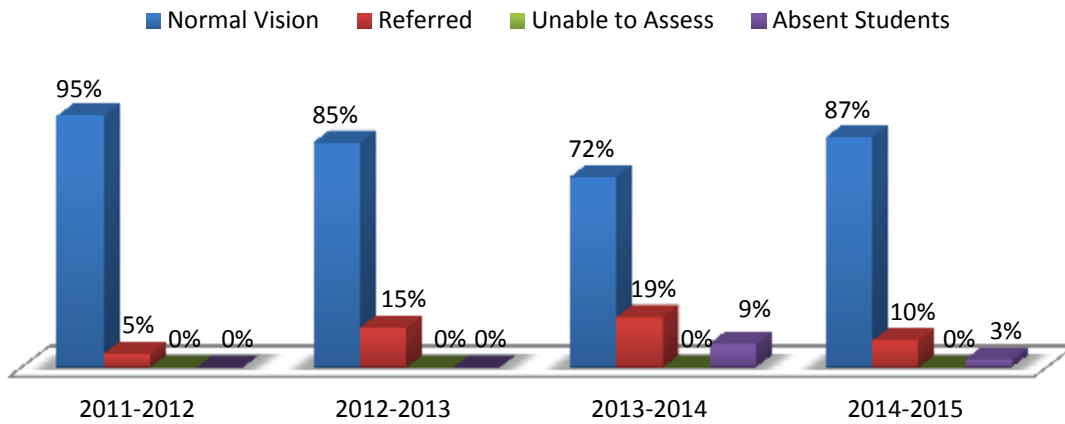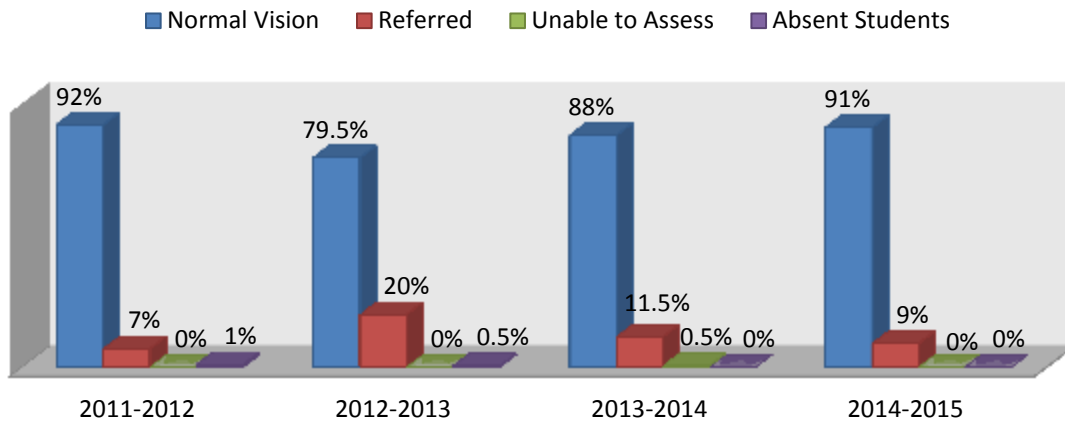
Comparative Report on
Hearing Status of Kindergarten students

■ Normal Hearing   ■ Referred   ■ Unable to Assess   ■ Absent Students

	2011-2012	2012-2013	2013-2014	2014-2015
Normal Hearing	98%	97%	99%	98%
Referred	0%	1%	0.5%	0%
Unable to Assess	2%	1.5%	0.5%	2%
Absent Students	0%	0.5%	0%	0%
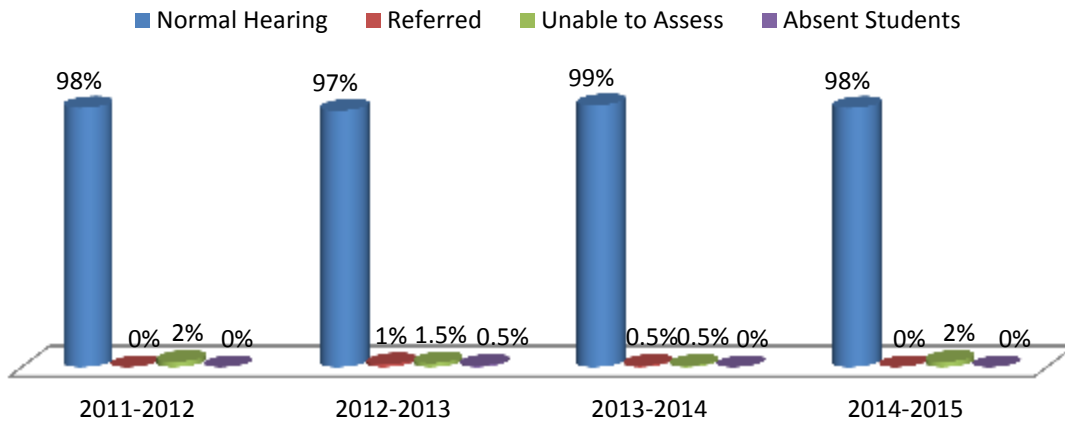
Comparative Report on
Hearing Status of New students in Grades 1- 6

■ Normal Hearing   ■ Referred   ■ Unable to Assess   ■ Absent Students

	2011-2012	2012-2013	2013-2014	2014-2015
Normal Hearing	89%	100%	100%	100%
Referred	2%	0%	0%	0%
Unable to Assess	2%	0%	0%	0%
Absent Students	7%	0%	0%	0%

Comparative Report on
Hearing Status of Grade 3 students

■ Normal Hearing   ■ Referred   ■ Unable to Assess   ■ Absent Students

	2011-2012	2012-2013	2013-2014	2014-2015
Normal Hearing	98%	99%	91%	96.5%
Referred	2%	1%	0%	0.4%
Unable to Assess	0%	0%	0%	0%
Absent Students	0%	0%	9%	3.1%

Comparative Report on
Hearing Status of Grade 6 students

■ Normal Hearing   ■ Referred   ■ Unable to Assess   ■ Absent Students

	2011-2012	2012-2013	2013-2014	2014-2015
Normal Hearing	97%	99%	96%	98%
Referred	2%	0.5%	3.5%	2%
Unable to Assess	0%	0%	0.5%	0%
Absent Students	1%	0.5%	0%	0%

254

Comparative Report on
Dental Status of Kindergarten students

■ Dentally Fit   ■ Referred   ■ Absent Students

| 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
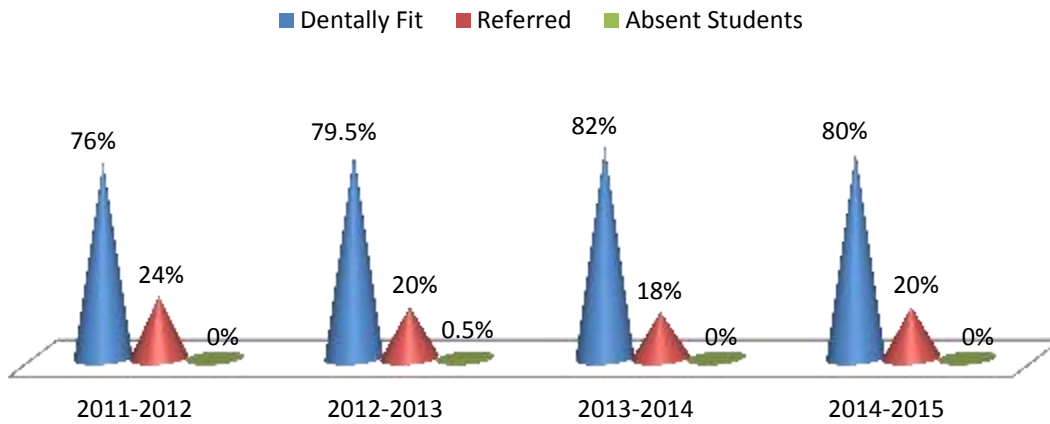
Comparative Report on
Dental Status of New students in Grades 1- 6

■ Dentally Fit   ■ Referred   ■ Absent Students

| 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |

Comparative Report on
Dental Status of Grade 6 students

■ Dentally Fit ■ Referred ■ Absent Students

87%   89.5%   91.5%   92%

12%   10%   8.5%   8%

1%   0.5%   0%   0%

2011-2012   2012-2013   2013-2014   2014-2015
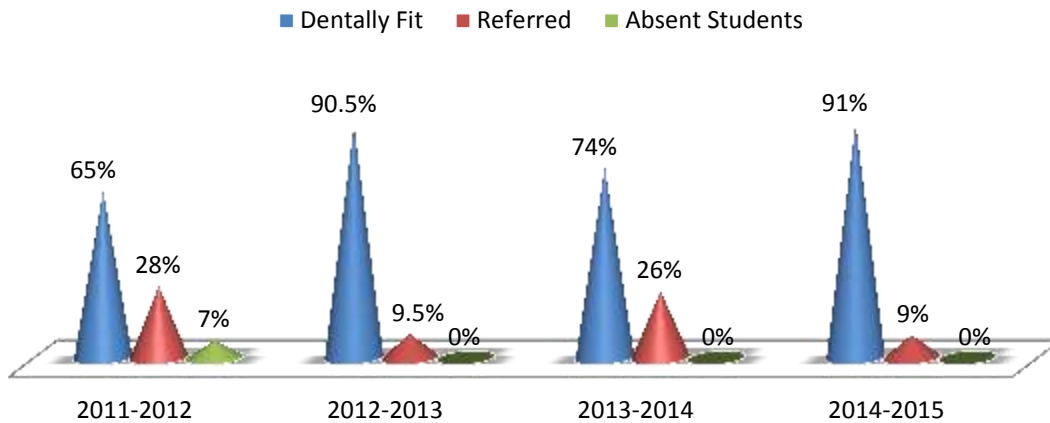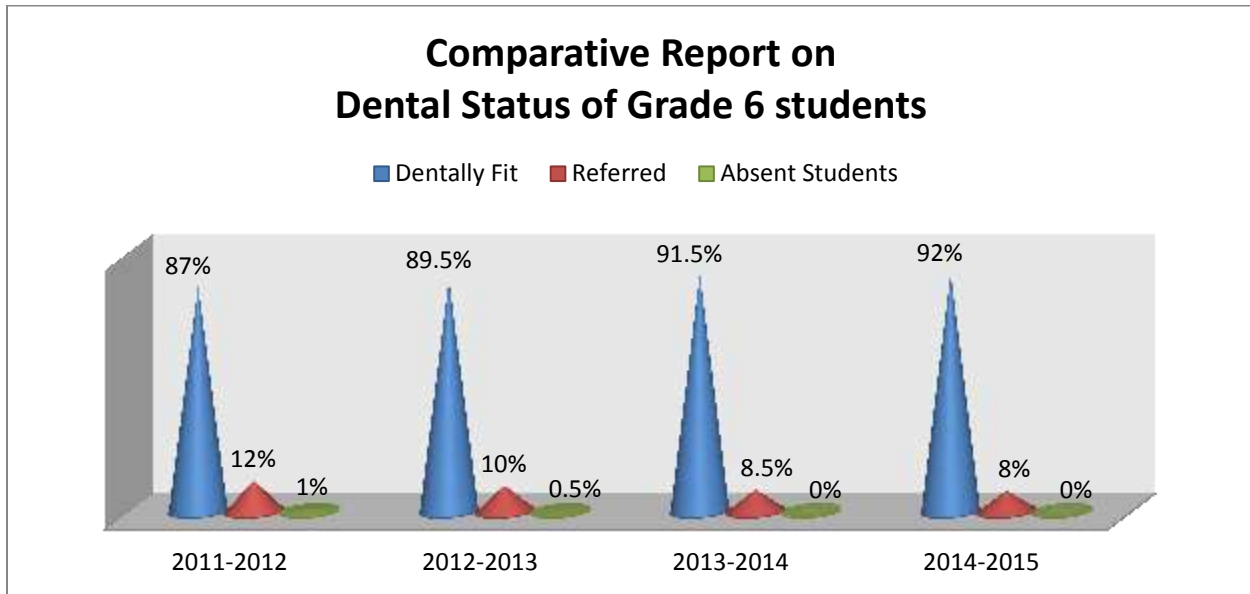
<u>Analysis and Comments</u>

Health Assessment of students is a very effective tool in identifying and highlighting crucial health factors such as body mass index (BMI) which involves weight and height, hemoglobin status, percentage of chronic non-communicable diseases (CNCDs), vision, hearing, dental status and others. Comparative graphs for 4 consecutive years including present year show the following:

<u>BMI- Kindergarten -</u>   BMI statistics show that among Kindergarten students, 14% were obese in 2011-12. It went down to 7% in 2012-13, but climbed to 19% in 2013-14 (a jump of 12%), and 21% in 2014-15 (a further jump of 2%). Obesity climbed by 14% in the last 3 years.

In the case of overweight, figures show it dropped to 1.5% in 2012-13 from 6% the year before but then climbed to 7% last year. It experienced a 2% drop this year (5%).

The statistics for underweight have shown improvement with figures going from 17% in the first 2 years under consideration (2011-12/2012-13), to 13% then 12% last year and this year respectively.

Healthy weight was 63% in 2011-12, improved in 2012-13 to 74%, decreased in 2013-14 to 61% and slightly increased this year 2014-15 to 62%.

It would be interesting to know if the improved incidence of healthy weight and drop in obesity was due to better eating choices, or persons' inability to access more food due to the economic downturn during 2012-13.

Since Kindergarten students generally come from pre-schools, School Health Services conducted educational sessions on "Healthy Eating" during PTA meetings in most of the pre-schools last school year.

BMI- New Students (Grades 1-6)- Incidence of obesity is maintained an eighth (1/8) of the new students population over the past 4 years.

BMI- Grade 3 - Beginning last year, monitoring of the BMI was added to the usual vision and hearing screening as part of the yearly screening for Grade 3 students. This provides more information in monitoring health status in terms of BMI among our children. The percentage of healthy weight has improved from 62% last year (2013-2014) to 64% this year (2014-15). In the case of obesity, figures show it decreased to 14% this year from 17% last year. This is a good indication, though, the statistics show an increase of underweight from 2% last year to 5% this year and overweight from 10% last year to 14% this year.

BMI- Grade 6- The incidence of overweight and obesity among Grade 6 students is rising. In 2011-2012, 17% were obese, increased to 19% in 2012-2013, back to 17% in 2013-2014 but increased to 23% this year (a jump of 6%). Some of these children are extremely obese. More food, less exercise, large servings, incorrect proportions could most likely be the cause. More attention is needed to address the problem of obesity but due to shortage of nurses, programmes are very limited.

Incidence of Anemia- Kindergarten-   Mild Anemia (Hb: 10-11.9 mg/dl) is more prevalent among Kindergarten students. From 30% in 2011-2012, it increased to 32% in 2012-2013, continued to increase to 35% in 2013-2014 and further increased this year to 37%. This is most likely because of their eating habits. Most of them do not like vegetables. Creative ways of encouraging the consumption of vegetables such as mixing with other foods or blending may be more helpful. This age group prefers unhealthy food. Parents are encouraged to establish healthy eating habits early so the children would be more likely to continue eating healthy foods.

Incidence of Anemia- New Students (Grades 1-6)- Incidence of mild anemia among New students has dropped from 33% in 2012-2013 to 24% in 2013-2014 and further decreased to 15% this year. It should be a good indication but there is a high percentage of blood test not

done this year. Lists of students who have not done their laboratory tests were given to both principals and class teachers for follow up. We are hoping for a better support on this matter from next year.

Incidence of Anemia- Grade 6- This year the incidence of anemia among **Gr. 6 students** has decreased from 18% to 8% and normal hemoglobin increased from 81% last year to 86% this year. This age group could have started adapting healthy eating habits. School Health nurses will continue to emphasize the importance of eating more fruits and vegetables during health assessment, class and school sessions.

CNCDs- Kindergarten- The incidence of CNCDs among students is still low. The percentages of asthma, diabetes, sickle cell, epilepsy, heart problem, eczema and others are low. Asthma among Kindergarten students peaked at 11% in 2012-2013 but decreased to 7% in 2013-2014 and further decreased to 3% this year. Eczema has decreased from 5% in 2013-2014 to 3% this year. The rest of the CNCDs among Kindergarten students are at 0% this year.

CNCDs-New Students (Gr. 1-6)- Asthma among new students in Grades 1-6 peaked at 7% in 2011-2012 but decreased to 4.75% in 2012-2013, slightly increased to 5% in 2013-2014 and decreased to 3% this year. Eczema has increased from 2% in 2011-2012, 0% in 2012-2013 and 2013-2014 to 3% this year. The rest of the CNCDs among new students in Grades 1-6 are at 0% from 2011-2012 to present.

CNCDs-Grade 6- Asthma among Grade 6 students peaked at 10% in 2011-2012 but continued to decrease to 7% in 2012-2013, 4% in 2013-2014 and remained at 4% this year. There was 1 case of diabetes (0.4% of Grade 6 population) in 2011-2012 but remained at 0% the year after (2012-2013) to present. Percentages of eczema was 4% in 2011-2012, 1.5% in 2012-2013, 0% in 2013-2014 and though it slightly increased, still has remained as low as 2% this year. The rest of the CNCDs among Grade 6 students are at 0% this year. Obesity is a risk factor, so an assault on obesity could result in even better CNCDs figures now and in the future.

Vision Status- Kindergarten-Vision status of Kindergarten students is quite good. Percentage of referrals peaked at only 4% and as low as 0.4%.

Vision Status- New Students (Grades 1-6)- This year 100% of the new students population passed vision screening. In 2011-2012, 4% of the students were referred. Referred students increased at 19% in 2012-2013 but decreased to 8% in 2013-2014.

Vision Status- Grade 3- Grade 3 students' vision referrals was as low as 5% in 2011-12, but increased to 15% in 2012-13, and further increased to 19% in 2013-14. This year it dropped to 10% which is a good indication. It is nice to think that School Health Nurses' counselling of both students and parents during Health Assessment with regards to this matter is working positively.

Vision Status- Grade 6- Percentage of referred Grade 6 students for vision problem has begun to decrease. In 2011-2012, 7% were referred, increased to 20% in 2012-2013 but started to decrease to 11.5% in 2013-2014 and continued to decrease to 9% this year. This could be due to parents being more receptive of the referrals sent to them as the result of vision screening performed while students are in Grade 3. Though, there are still a few cases where the Grade 6 students who were referred are the same students who were referred at Grade 3. Parents state that they could not afford to purchase glasses for their children. They also express embarrassment about letting others know about their inability to pay for glasses so their children suffer. Due to the shortage of nurses, it is not possible to follow up students every step of the way at all times. A comprehensive eye examination is being conducted at Grade 3 and Form 3 in ALHCS by Dr. Gordon free of charge. This year was not possible due to his movement to set up his permanent office here in Anguilla.

Hearing Status- Kindergarten, New Students (Grades 1-6), Grade 3 and Grade 6- Hearing problems remained very rare. This year, 100% of Kindergarten students and new students in Grades 1-6 passed hearing screening. Students referred among Grade 3 students is only 0.4% and among Grade 6 students is 2% this year. From 2011-2012 to 2013-2014, percentages of referred students peaked at only 3.5% (Grade 6 in 2013-2014) and remained at the range of 0 to 2% among these grades.

Dental Status- Kindergarten, New Students (Grades 1-6) and Grade 6- Dental problems are more prevalent among Kindergarten students than in Grade 6. Among Kindergarten students, 24% were referred in 2011-2012, decreased to 20% in 2012-2013, further decreased to 18% in 2013-2014 but came back to 20% this year. Among new students in Grades 1-6, 28% were referred in 2011-2012, decreased to 9.5% in 2012-2013, increased to 26% in 2013-2014 but decreased this year to 9%. Among Grade 6 students, 12% were referred in 2011-2012, decreased to 10% in 2012-2013 and continued to decrease to 8.5% then 8% last year and this year respectively. Children learn to brush their own teeth as they grow and don't have to rely on parents to do it. Parents may need to pay more attention to their children's brushing at younger ages and conform to dental visits.

Areas of Concern

For the past eight years, some areas of concern have remained the same.

- Safe drinking water free of cost is still not available in all schools.

- Adequate space to conduct health assessments with some degree of privacy is not readily available at all schools. Occasionally, in spite of advance notice (1- 2 months) then a reminder a few days before the appointed date, space is not available to conduct health assessments. .Also the nurses have had to clean the room after moving tables, boxes etc. to provide space to work while the parents are waiting.

- Incident forms are not completed by some schools. Presently ATHPS is the only school that completes this form regularly. The importance of completing this form is always expressed to principals.

- For years some life threatening deficiencies recorded on the environmental evaluations at some schools are not addressed. For example the light switch with exposed wires that shock when touched at VVPS, paint and cleaning supplies stored in areas that do not have adult supervision at all times such as the bathrooms and secluded corridors. Exposed electrical wires, hanging wires, broken outlets and switches, missing outlet covers are all dangerous in schools. Problems with raymice droppings, termites and rodents still exist.

- Students' intake of high fat, high caloric, high sugar foods still exist.

- Lack of a clean, comfortable place away from the dust for students to eat their snack and lunch.

Sponsored food that is provided may not always meet the nutritional needs of students.

- All classrooms are not easily accessible to students with special conditions e,g, students with crutches/wheelchairs.

The cleaning of the classrooms need to be addressed. Some are not cleaned, others are cleaned by the teachers and sometimes only the garbage is removed.

The increasing incidence of overweight and obesity is cause for much concern. Studies have shown that very often an obese child becomes an obese adult. Obesity is one of the predisposing factors for CNCDs and the prevalence of CNCDs among children is also

increasing. In addition research indicates that childhood obesity may also affect the cognitive and therefore the academic performance of students (Yau et al 2012).

Due to the shortage of staff, ALHCS has not received the services of School Health regularly.

Over the past twenty years, School Health Services has had one or two nurses. Over the same period, the health issues of the school community have tripled in some cases. Numerous requests for additional personnel to assist in providing the much needed health care have been unsuccessful. In 18 months' time the Senior School Health Nurse will be retiring. It is hoped that proactive succession planning will be demonstrated and School Health Services will continue improving.

Recommendations

• Numerous studies have shown that health plays an important role in the academic achievement of students. In order to ensure that our students - the future leaders, perform at their maximum potential, we must ensure that their needs are met holistically. With this in mind, at least two more school nurses are needed to ensure adequate personnel to plan, implement, monitor, evaluate and review school health activities to effectively meet the increasing health needs of the school community

Skilled secretarial staff can be available to assist nurses especially during preparation of records for new students, completing laboratory forms, inputting information in computer and other relevant student files.

• Free safe drinking water needs to be available at all times in the schools especially at MVPS, AARPS and ALHCS where it is not available.

• The environmental condition of the schools needs to be improved. Repairs can be started during the schools' vacation.

• A comfortable, clean eating area needs to be allocated in each school.

• Monitoring and evaluation of the Health and Family Life Education (HFLE) classes with emphasis on nutrition and healthy lifestyle should be reinforced.

• More programmes should be encouraged to enlighten school children in adopting a positive attitude to the care of school buildings, facilities and environment. .

• As stated in the proposed Anemia Protocol through Caribbean Food and Nutrition Institute (CFNI), CBC testing needs to be done on Grade 3 students

as part of the Anemia Protocol to facilitate early diagnosis of anemia and other blood disorders during the period between Kindergarten and Grade 6.

• More research and evaluation of the nutritional status of students need to be conducted in addressing the nutritional needs to determine the need for the implementation of a school feeding programme.

• A Grief Support Group needs to be formed to be available to the school community.

• Services provided by School Health and MPSS must be part of the orientation process for all new school staff.

• The importance of completing the incident form must be reinforced to all school staff.

• Training for nurses – First Aid and CPR Instructor course.

OVERALL RECOMMENDATIONS FOR MPSS

- There is a need for more staff, particularly School Health Nurses. There needs to be a succession plan which would allow for adequate identification of persons and for proper hand over.
- Specialist serving the Preschools would allow for early intervention.
- Training of teachers working in Special Education must be ongoing and relevant to the issues faced in the centres.
- Basic training in First Aid and CPR must be an ongoing requirement for staff working in the specialist areas.
- Specific training opportunities for the various specialist personnel should be available on an ongoing basis
- Strengthening of collaboration with ALHCS and the primary specialist is needed.
- Confidentiality continues to be an area to be stressed.
- An additional Clinical Psychologist and/or persons who can provide therapeutic services are needed.

- The need for a registered nurse at the West End Clinic in support of the existence of the D.O.V.E. population must be available.

- A facility such as D.O.V.E 2 must be in existence in the immediate future to ensure that the D.O.V.E programme is able to accommodate new students requiring a space there.

- Parental Empowerment Sessions must be done in collaboration with other agencies.

- Adequate spacing in the schools for support services to function is necessary particularly at the Orealia Kelly Primary School and the Vivien Vanterpool School.

- A general awareness campaign on the importance of education should be done to solicit the support of parents.

- Inclusion of early reading skills (phonemic awareness and phonics) should be integrated into the Literacy curriculum in order to ensure students have the basic skills in order to read.

- More manipulatives should be provided for students in the younger grades and in the Special Education Classrooms in order for mastery of concepts.

- Consideration should be given to have a Remedial Reading teacher at each school on a full time basis and also, an additional Remedial Reading teacher at Orealia Kelly Primary School.

- Provision of a vehicle that travelling specialists can have access to.

- A permanent space should be awarded to the Speech and Language Pathologists where students can be transported to for the service.

- MPSS Reading Personnel should be included on Literacy workshops offered by the Literacy division of the department. This will ensure everyone is knowledgeable of the same processes and strategies so that the appropriate reinforcement can occur.

- More Support Services specialists should be hired so that support can be given at high school so that the gains reaped at primary can continue.

- Continuous training and awareness of the services must occur with teachers so that they are quicker able to identify the needs of the children and possible services they can access.

- Referrals should be done in a timely fashion by the schools.

5. TEACHER TRAINING /PROFESSIONAL DEVELOPMENT UNIT

While there is no specific written mission statement for the Teacher Training and Professional Development Unit, it is clear that the vision and mission of any training unit is to ensure the professional development and training needs of the teachers in the education system. Hence, the role of the Teacher Professional Development Unit (TPDU) is in keeping with this mission.

The **objectives** of the Teacher Professional Development Unit therefore can be seen as among other things to:-

- ➢ introduce or orient all new teachers to (Primary and Secondary) as soon as is possible to the teaching profession.
- ➢ improve the quality of education provision through the development and support of teachers in the classroom.
- ➢ monitor teaching and learning in the classroom (through lesson observation/supervision) with aim of making improvements where necessary
- ➢ provide the necessary training (via workshops) in areas deemed to be in need of improvement as a result of monitoring.

TEACHER TRAINING

The Department of Education through the Teacher Professional Unit is responsible for the training/professional development of teachers. Teachers in Anguilla are trained locally through a teacher training programme developed by the Eastern Caribbean Joint Board of Teacher Education (JBTE) and the University of the West Indies Cave Hill Barbados. The programme that we are presently following is the **Associate Degree in Teacher Education** (ADE) for primary teachers.

PRIORITES FOR 2014-2015

The priority of the DOE and the Unit in terms of professional development continues to be to ensure that all teachers have access to on-going professional development.   It should be noted that the priorities of the TPDU are closely linked to and in fact overlaps with those of the Curriculum Unit when it comes to training.

➢ Continued /Increased monitoring of teaching and learning in the classroom -both at primary and secondary.

➢ Monitoring of the implementation of the CFS framework.

➢ Lesson supervision /observation and support in the secondary school.

ACHIEVEMENTS

➢ Conducted teacher orientation (induction) classes for new persons entering the system

➢ Monitored teaching and learning in the classroom at primary and school

➢ Continued collaboration with the Anguilla Community College re the PGDE programme.

➢ Completed the document on Anguillian culture for use in Teacher Orientation Programme.

➢ Continued liaison/discussions UWI and fellow colleagues on a range of issues/matters related to Teacher training.

➢ Conducted training workshop sessions in leadership and management for principals deputy principals and senior management in primary and secondary schools.

➢ Held first ceremony to award seven teachers with teacher of the year award.

➢ Held training in CFS for principals and staff of four primary schools

6. CURRICULUM DEVELOPMENT:REFORM AND RENEWAL

STATUS OF CURRICULUM DEVELOPMENT

The Curriculum Development Unit continues to make provision for review and development and support of curriculum in Anguilla. The unit comprises: Curriculum Officer, Science, Curriculum Officer Mathematics, The Literacy Champion. ICT Consultant and the Education Officer, Curriculum.

ACHIEVEMENTS IN CURRICULUM DEVELOPMENT: REFORM AND RENEWAL

The work of the Curriculum Development Unit for the year 2014 to 2015 continued in the areas of review, development and support for curriculum in Anguilla.

PRIORITIES

In Curriculum Development: Reform and Renewal for the year the focus was to raise standards of performance in the following priority areas:

- ➢ Literacy Development
- ➢ Improved Performance in Math, Science and Technology
- ➢ Institutionalising Culture, Morals and Culture

The unit comprises: Curriculum Officer, Science, The Literacy Champion, ICT Consultant and the Education Officer, Curriculum. During the year, the unit extended best wishes to the Curriculum Officer, Mathematics who left to pursue other avenues.

ACHIEVEMENTS

In the academic year August 2014 to August 2015, there were several accomplishments. The following are some of the major achievements:

LITERACY

Literacy Month was observed in schools during the period September to October 2014. Several in schools activities were held. On a national level, a number of activities were held. They included:

- The publication of the BIG BOOK Vol. 1 and the launch of Vol. 2 was held on Monday, 8th September in observance of International Literacy Day.
- Members and friends of the Lions Club visited schools on International Literacy Day and read stories to Grade 1 students.
- The JymJams Jamboree for Grade 2 students was held on Saturday, Sept. 13[th.]
- "Read with Porpa/Dad" sessions will be held in all Kindergarten classes
- Poetry Evening was held on Thursday, November 27th at the RMR at 6 p.m. This event saw primarily students from grades 4 to 6 performing two poems.

Other literacy based activities and training organised throughout the year were:

- A session was with Literacy coordinators to look primarily at their responsibilities and reporting format

- The Catch Up Programme for students who fell below minimum standard in literacy was done during the summer
- A session on composition writing was held on March 16th, for all Literacy Coordinators.
- TOS papers 1, 2 and 3 were developed for Grades 3, 5 and 6
- Grade 4 National test paper was prepared
- Reading Assessment for Kindergarten to Grade 2 was carried out
- National test for Form 1 was prepared.

MATHEMATICS

- Summer Camp was held August 18th to 22th. Fifteen students participated. The camp made Maths come alive and relevant to real life.
- In-school Numeracy coordinators were identified to offer support to staff and assist with planning

- Math test was administered to all teachers. Concerns identified are to be addressed in a one week Mathematics workshop being planned for later in the year.
- Format of the weekly lesson plan was revised, shared with principals and was introduced in schools in September.
- Principals participated in a webinar on October 8th. They were introduced to Scholastic Math resources.
- In collaboration with ACC, Training in the use of Geogebra for the teaching of Mathematics will took place at the ACC February 17 to 19 for primary teachers and secondary on 19th (https://www.geogebra.org/. A thesis focusing on educational implication of GeoGebra can be found here: http://archive.geogebra.org/static/publications/jpreiner-dissertation.pdf)

SCIENCE

- **ALHCS Science Fair** was staged November 24th to 28th. Students in Forms 1 to 6 participated. There were 124 projects (a record number) and 496 students participated. There were 51 projects from 5th and 6th form, 48 from 3rd and 4th form and 25 from 1st and 2nd form. Generally the quantity and quality of the projects have improved.

- School gardens are in existence at Morris Vanterpool and Vivien Vanterpool Primary Schools.
- Revision on the curriculum was started. Work done focused on the use of technology in the teaching of Science.
- National tests were developed for Grades 3, 5 and 6 and Forms 1 and 2.

ICT

This report contains the events and activities, as planned and executed by the Curriculum Officer, ICT that occurred in the area of ICT for Primary and Secondary Schools beginning October 2014 to December 2015. The Curriculum Officer, ICT (CO, ICT) took post September 22, 2014. The focus, for the 2014 – 2015 school year, was information gathering on the school technology culture, computer labs, and new curriculum pilot of the 6 Primary Schools.

Primary Schools

New Curriculum

In October of 2014 all 6 primary school ICT teachers piloted the new Primary Curriculum for ICT. ICT teachers awaited for the Curriculum Officer, ICT to take post to begin piloting the curriculum, to receive her assistance and guidance. The CO, ICT provided this guidance and support through the monthly meetings and workshops geared towards tips and strategies for teaching in a computer lab. In addition, the CO, ICT observed teachers on two occasions, one informal unannounced and one scheduled observation. The observations were solely to provide feedback and support for the teachers to improve in their teaching practice. The most support was given to the new ICT teacher responsible for ICT at the Adrian T. Hazell Primary School and the Alwyn A. Richardson Primary School.

The new curriculum is a living document that is still in its pilot phase, even though discussions about the implementation of the new curriculum are ongoing, the IT teachers were given until the 2015- 2016 to provide a formal report since this time they would have been able to start at the beginning of the year. With the new curriculum, schools also received new textbooks, *Oxford International Primary Computing*, from Oxford University Press.

Computer labs

DITES piloted a new terminal system at the Valley Primary School. The purpose of this system was to allow DITES to provide support and maintenance remotely. In addition the system is more energy efficient and budget friendly. The new system proved to be a better method since the number of computer issues as seen in the past declined. With that said the new terminal system was proposed to be the way in all schools. This new method was instituted at the right time, as the CO, ICT was pushing for a complete technology transformation of all primary schools in order to meet the growing demands of technology by our teachers and schools. By the month of December, 4 out of the 6 primary schools had been outfitted with the new terminal system, with plans in place for the final 2 schools.

21st Century Anguilla Schools Transformation

A campaign has been launched to assist the schools with a technological transformation in order to provide the appropriate physical infrastructural support to our schools. This

campaign began with a presentation to the current Ministers of Education when they were newly appointed. The presentation highlighted the history of technology in Anguilla schools, the current status of technology and the future of technology in our schools. It shared the ideology that the 21st Century Anguillan learner needs a flexible, technology rich learning environment that allows them to be critical thinkers, collaborators and innovators. Since then the presentation has been shared times with various stakeholders, including Windsong Foundation to get their buy in for the approval of a project. In December, a project was submitted to Windsong Foundation to receive financial assistance to support the technological developments.

To kick off the transformation each of the six primary school computer lab was given a document camera.

Education City

All primary schools are using Education City. In September 2014, Education City changed the look and use of their software. This change, along with a poor infrastructure to support the program, did pose some challenges for our teachers. Joint blended learning sessions were facilitated by the CO, ICT and Ms. Jesse Patton of Education City to get all members up to date on the new features and how to navigate through the system. In addition, the CO, ICT prepared a document outlining al of the possible applications and how best they can be integrated and utilized during the teaching and learning process.

There were some issues with teachers taking their children to the computer labs and using Education City. Due to the internet issues and misunderstanding as to how the software should be used. I t had become a practice at most schools that the scheduled Education City time was a fun time, used for motivation and discipline, and not a necessity. Suring the Education City training it was explained to teachers what was expected them. CO, ICT all made scheduled visits to conduct informal observations as to how teachers implemented Education City into their lessons and to provide feedback. Since then, IT assistants were to keep monthly reports and to have teachers sign in when they came to the lab. IT Assistants, excluding the Alwyn A. Richardson Primary School (AARPS) IT Assistant, are now reporting that most teachers report regularly with their students for the scheduled Education City time. The reason for teachers not attending at this time has not been made clear.

Despite the CO, ICT's attempts to provide solutions for schools depending on their specific challenges with Education, the only school that showed no improvement in Education City usage was AARPS.

Secondary School

In August of 2015 the CO, ICT held a meet and greet session between Primary and Secondary School IT teachers. This meeting was held to bridge the gap between to the transition from Primary to Secondary. In this session teachers learned of the direction in which ICT was headed and given the opportunity to share what they thought DoE was doing well, what can be done better and what areas in which they needed most assistance. Teachers were also asked to share what they felt they felt they could do in their capacity at each school. A Google Apps Gmail and Drive Session were then facilitated for the Secondary teachers by the CO, ICT. Upon their request, the secondary teachers were also introduced to Edmodo, an online learning management system. Collectively the teachers agreed to pilot the use of GAFE accounts for students, namely 6th form and 5th form IT CSEC classes. Unfortunately, students have not been able to receive access to their accounts due to difficulty in collecting students' data that needs to be given to DITES for the accounts to be set up.

Google Apps for Education (GAFE)

About 4 years ago, DITES, acquired a Google Apps for Education account for the DoE. The purpose at that time was to provide email to all teachers since the current system that supports all of government would not be able to handle such a large capacity of users. However, the CO, ICT has encouraged the DoE to use GAFE as a communication hub, for the sharing, gathering and communicating of information for the entire education system; in turn she has launched an internal paperless campaign. In order for GAFE to become this hub several steps took place, first every education officer and 5 primary schools received two workshops one with the use of Gmail followed by a Google Drive training facilitated by the CO, ICT; one primary school received just an overview of the two applications. At this current time, one and half hour personal coaching sessions are being offered by the CO, ICT to education officers and principals. To this date, personal coaching was provided to two officers, two principals and the permanent secretary for education.

GAFE account policy sessions were held by CO, ICT to 6th form students who will be receiving accounts. Each student was given a copy of the policy, along with a permission slip for parents for those under the age of 18.

GAFE accounts for students will be piloted for 6th form, 5th form IT CSEC and 6th grade at the primary schools.

Edmodo

Towards the latter part of the school year, IT teachers, both Primary and Secondary were encouraged to look into ways to incorporate virtual learning environments. CO, ICT encouraged teachers to attend the Edmodo 2015 online conference and to share their feedback during the August meet and greet. The teachers appreciated the features and recognized the possibilities of using Edmodo, so much so that most of the secondary teachers decided to implement it. The learning by trial and error, the teachers are enjoying the use of the online learning management system. During the December training week, one of the secondary IT teachers will be facilitating an Edmodo workshop for ALHCS Campus B teachers.

There is one primary teacher who is using Schoology with her students, another online learning management system.

Professional Development

In addition to the monthly meetings held during the 2014-2015 school year for the Primary Teachers, the meet and greet and the August workshop provided to the secondary teacher, the CO, ICT found that it was important to have ongoing professional development and support. In that regard, an online group named "AXA tech teachers" was created on Edmodo so that all members can share and assist each other. IT teachers regularly use Edmodo and Gmail to received advice and share achievements with the CO, ICT through this platforms.

On November 12th and 13th, all primary ICT teachers and their assistants, along with 3 secondary IT teachers and one ALHCS language teachers attended St. Maarten's first Technology in Education conference sponsored by DoE. There the teachers experienced a number of best practices by experts in the fields as well as from other teachers like themselves. The teachers enjoyed the experience and learned a great deal on topics such

as Scratch (online programming software), Comic Maker, how to build a teacher website, and how to implement educational apps in the classroom. Even though two Secondary IT teachers did attend an Edmodo workshop, because of their own newly found knowledge of the program, they became assistant facilitators as oppose to participants. During the conference, Tamara Pradel, CO, ICT represented Anguilla in a panel discussion on technology in education, which featured representatives from Jamaica, Antigua, the Virgin Islands and the Netherlands. In addition, the CO, ICT presented an overview as to why they should use Google Apps for Education to over 100 participants. A sharing of the conference between all participants is scheduled to occur during the December workshop week.

DITES

It was the task of the CO,ICT to strengthen the relationship between DOE and DITES. Even though some gains have been made, there are still many challenges, such as how schools are to notify them of technical issues, still need to be sorted. It is the belief of the DOE, that the a subunit of DITES work directly under the DoE not just for computer lab related issues but other technical matters as well.

Additional areas:

- Education City training was held at VPS lab on September 24th for all ICT teachers and assistants. Training was also done for staff at AARPS and MVPS and for all principals
- September 26th, there was Help desk training and provision for google accounts.
- ICT meetings were held biweekly. Areas addressed included lesson planning, creating a positive ICT learning environment, integrating technology into teaching and learning. The first session was held October 3rd and focused on "What makes an effective teacher" and scheduling. Other sessions were reflection on their roles as teachers, self-awareness and self- evaluation
- ICT strategic plan was completed
- **ALHCS**-Meeting held with Lisa Anthony regarding Technology. Vision and mission statements for the department were developed by the team at ALHCS.
- Google Apps training was done for officers and fro staff at all schools.
- Training session on photography with ICT teachers –Friday, 13th.

- ***Technology in Education: The Way Forward-What the Department of Education has done, is doing and would like to do*** session was held on May 19th, 2015 for members of government
- The Audio-Visual technician conducted a workshop on photography for the teachers and assistants
- New Primary IT textbooks from Oxford University Press were ordered to support the curriculum both at the primary and secondary levels
- Primary IT teacher standards were developed.
- ICT Competency Skills Checklist was finalized

SOCIAL STUDIES

- Local History Month was observed during the month of May**.** Curriculum focus for the month centered on**: Traditional Boating, Boat captains and seamen shipping, trading, smuggling; Music about boats, the sea, sailing.**
- Schools held concerts, quizzes and staged exhibitions. This year teachers and students were again encouraged to create outfits using the national colours and other articles that represent our history and culture. The outfits were worn on the school's open day and the day before the national holiday.

- **Hello Tourist** initiative was organised by the Tourism Department. Students experienced a weekend a s a tourist at a participating property and received prizes for the projects promoting Anguilla as a tourist destination.

MUSIC

- Creative Music schedule for new school year was finalised . Decision made at the start of the year and followed through included:
  - o Creative music will be the focus in Kindergarten to Grade 3 and facilitated by Teacher Gordon Hazell
  - o Formal teaching of Steel pan and recorder will be from Grades 4 to 6 with Trs. Shermel, Ashena and Elson
  - o Revision of the music programme

- Drum Beat Therapeutic sessions were conducted at Campus B, WISE and Zenaida The ten week Drum Beat programme at Campus B ended

COUNSELLING

- A revision of the primary schools' document was done by a team of counsellors. A document was produced, distributed and is being used by all counsellors.

PHYSICAL EDUCATION

- Two workshops were held with coaches and Physical Education teachers on their obligations as teachers and coaches and Safeguarding Children in Sports. The sessions were facilitated by Education Officer Curriculum and the Acting Director of Sports.

GENERAL

- Three R's Day (A Day of Respite, Relaxation and Rejuvenation) was organised for all members of the Curriculum Unit on July 25th, at the Anguilla Great House. The morning sessions facilitated by Ms. Sharon Richardson of the Anguilla Community College (ACC) focused on Team building and Customer Care. The afternoon session saw the team engaged in water sports activities.

7. <u>ASSESSMENT UNIT</u>

INTRODUCTION

The Assessment Division engaged in effective/efficient planning and conduct of Testing and Measurement at both regional and local levels and provides guidance and support to teachers and administrators in the administration of test in accordance with established policies, plans and programmes of the Department of Education.

Assessment can be seen as a continuous process by which pupils, teachers and parents/ guardians are able to make judgements which allow them to improve motivation, monitor progress, evaluate the learning experience, improve planning, diagnose difficulty, see progression, allow for differentiation and improve the quality of teaching and learning. It should be fair, accurate, consistent and distinct from the recording process. The recording process involves selecting and retaining what is significant about that learning and reporting, which involves informing others about learning.

OBJECTIVES

The objectives for Assessment Division as outlined in the Department of Education Work Plan 2013-2015 are:

- ➢ To develop and implement a National Assessment Policy
- ➢ Training in assessment level of test
- ➢ To maintain an effective data Management System
- ➢ To introduce National Assessments at the end of Forms One and Two for core subjects.
- ➢ To develop and implement a student tracking system across all level of formal education
- ➢ To facilitate the smooth running of Caribbean Examination Council examinations such as CAPE, CSEC, CCSLC and CPEA (at primary).

PRIORITIES FOR 2014 - 2015

- ➤ Participate in the planning and development of assessment policies and national tests
- ➤ Participate in the effective administration of overseas and national examinations
- ➤ Train, monitor and evaluate teachers in the delivery of effective methods of assessment.
- ➤ Appraise teachers of new trends and methodologies in assessment
- ➤ Begin the development of the national assessment policy and instructional programmes in collaboration with teachers and administrators.
- ➤ Smooth administration of Caribbean Examinations Councils Examinations, Test of Standards, School Leaving Examinations and Minimum Competency Test.
- ➤ Organise the smooth administration of overseas and national examinations
- ➤ Pilot Educational Testing for wider application
- ➤ Conduct training in Testing and Measurement for teachers
- ➤ Develop a student tracking spreadsheet where the department and schools can track each student's progress from one grade to the next.
- ➤ Recognise students' academic performance in Test of Standards
- ➤ Increase monitoring of students' performance in core subjects.

ACHIEVEMENTS IN ASSESSMENT UNIT

In the academic year **2014 to 2015**, there were several accomplishments that took place at the Assessment Division. The following are some of the major achievements for the academic year:

- ➤ The Caribbean Examinations Council (CXC) National Committee Meeting was conducted during the month on September.
- ➤ Education Officers who are Link Officers for the various schools engaged in Test of Standards discussions with principals and staff.
- ➤ The Department of Education maintained a zero balance with Caribbean Examination Council
- ➤ Anguilla performed well at Caribbean Primary Exit Assessment (CPEA) undertaken by CXC.

➢ The unit hosted the 8th Annual Primary School Awards Ceremony on November 20th, 2014. Students were awarded for outstanding performances in Language (19 awards), Mathematics (19 awards), Science (28 awards), Social Studies (13 awards), Music (5 awards), Sports (7 awards), Top 5 students overall awards by Grades 5 and 6 (Grade 3 did not qualify), 10 awards, Patricia J. Adams Literary Awards awarded 3 students and Anglec Achievement Award 2 awards was given. For the 3rd time students at Grade 6 were awarded for the Caribbean Primary Exit Assessment (5).   A total of 56 students were awarded and 111 awards were distributed.

➢ The Department of Education continued the initiative of awarding students who achieved 80% and above in any of the four core curriculum areas tested in the Test of Standards. A total of 127 students were awarded a Certificate of Achievement. (37 in Grade 3, 33 in Grade 5 and 57 in Grade 6).

➢ The unit continues to be an examination board for various regional universities distance learning examinations.

➢ Information Booklets produced on Notes for Guidance to Candidates May/June examination and Registration process for all CXC related examination

➢ Posters were displayed in the examination hall for the secure and smooth running of the CXC examination.

➢ CPEA and Test of Standards examination procedures were circulated to the various schools

➢ This year 48 students qualified for the Associate Degree – Humanities 1; Technical Studies 0; General Studies 29; Natural Sciences 3; Business Studies 11; Computer Science 2; (New Associate Degrees) Mathematics 1; Information and Communication Technology 1.

➢ Pre-Test for CCSLC were conducted at ALHCS as planned.

➢ CXC island ranking was received

➢ Form 3 and 5 Reading Test was administered to students as scheduled.

➢ Standardised Reading Test administered to primary students.

➢ A new Grade 4 Test was administered in Literacy. Numeracy continued with the usual standardised format.

➢ 2015 Test of Standards was administered during 9th -12th June, 2015. The marking exercise was during the period 11th – 26th June, 2015.

➢ All of the above examination results data were released during the first term of the new school year.

- Local Registrar held examination orientation session with the 5th and 6th formers prior to the start of the May/June 2015 CXC examinations
- Caribbean Examination Council Students were able to log in through the student portal on the cxc website to view their results. This process went smoothly for the most part
- Students received CPEA results in late June 2015
- Outstanding Performance in CSEC and CAPE were published in the newspaper

8. **TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**

Introduction

This report summarizes the work done in the area Technical Vocational Education and Training (TVET) for the academic year 2014-15. The highlighted areas are linked to Anguilla's Education Development Plan 2010-2015. TVET is seen as a critical as part of the long term strategy for human resource development in Anguilla. Over the course of this time period, the TVET Council's work was concentrated on the areas of Skill Certification, Anguilla Community College Project Steering Committee, the Technical Careers/STEM Fair and the operation of the Girls Get Tech Camp.

Certification

This year, the TVET Council via the TVET Coordinator worked closely with members from Anguilla Community College to examine the issues, challenges and benefits from having an internationally recognized certifying body. It was important that both entities be on the same page so there could be seamless transitions between them. An on-going concern is the literacy and numeracy levels of students at high school who are opting for Technical Vocational courses. This is at both the CSEC courses and the matching Vocational courses.

Community Alliances

During the reporting period, the TVET Coordinator participated in a number of activities both locally and regionally. These included sitting as the TVET Council representative on the Anguilla Community College Project Steering Committee and on the Territorial Strategies for OCTs Committee. She also presented a paper at the Second Conference on TVET in the Caribbean. The TVET Coordinator also sat on local committees including the STEM/Career Fairs Group and the Numeracy Policy Committee. The afterschool program, Robotics continued to run with a core group of 8.

ESTABLISHING THE TVET FRAMEWORK

The targets for this area are

- A. A fully established and functioning TVET Council.
- B. Up to Level 3 certification available in all Technical Courses offered.
- C. Certified Assessors available in all technical areas.
- D. Occupational standards established for all certified areas
- E. 100% of relevant business establishments on Anguilla recognize and accept certifications.
- F. Accreditation Unit in place.

In general over the past year, the TVET Council has been making small strides forward to become an established TVET Council. The TVET now has a permanent office and the meets on a regular basis. As the Council address issues and challenges rising from situations in Anguilla, a number of items related to need infrastructure were addressed. However, through this work it was recognized that in trying to establish the TVET Framework, the importance of having a solid infrastructure to support the activities needed for the TVET Framework was brought to the forefront.

To address this concern, the Ministry of Social Development issued a request for proposals based on Terms of Reference. A procurement committee with representation from the TVET Council was created to review submissions for the "Consultancy to Establish TVET Framework". A team was selected and work should begin during the next school year (2015-2016). (Contact the Ministry of Social Development, Education Planner)

One of the major activities to achieve this aim includes training the assessors and/or the teachers to develop teaching plans and activities to document their courses. While a number of teachers participated in assessor training, only a few are still working within the education system. Additionally the training session on developing occupational standards into schemes of work was held with about half of the anticipated participants. Without these pillars of Competency Based Education, it will be impossible to meet Targets B and C.

For Target D, the decision as to which occupational standards are established depends on a number factors. Keeping in mind, that the TVET Council envisages that the standards are

recognizable and have currency with employers, there will be a seamless transition between high school and the Anguilla Community College and the workplace. Originally it was thought that Albena Lake-Hodge Comprehensive School (ALHCS) would be able to deliver Level 1 Caribbean Vocational Qualifications (CVQ). However, over the years it became evident that the majority of students who would follow this path were not prepared as they were following CCSLC English and Mathematics versus CSEC levels needed for to attain the required basic mathematics communication skills. [1]

In order to address these concerns, the TVET Council in conjunction with ALHCS and ACC decided to examine the Entry Level skills of City and Guilds at the Foundation and Proficient competences. Having reviewed the occupational competences in various subjects, the teachers determined that these were achievable within the time frame. In addition to this these levels offered a wide range of subject areas. This issue is presented in the *Joint Discussions Concept Paper between ACC, ALHCS and TVET Council*. (Available upon request)

Policy Area Output/Target Attainments 2014-15

Administration and Management

As the TVET Council works towards having an established Accreditation and Qualifications Unit under the Council's auspices (as generally done in other areas), the area of Administration and Management will become critical. During this time covered in the report some issues came to the attention of the TVET Council, focussing on the areas of Internship, Scholarship and Portfolio Development, Storage and Completion. The highlights of the discussions are presented below.

Internship –

- Discussions of the parameters of an internship and differences between job experiences, work based learning apprenticeships etc. were held over a course of meetings. Discussions included whether these are to be paid or not paid. Under the Labour Act all internships are designated to be unpaid. However this does not prevent the employer from providing an honorarium or stipend at the end of the training period.

---

[1] Islands such as Jamaica, Antigua and Barbuda, Grenada, Trinidad and Tobago and St. Kitts and Nevis require students to take CSEC English and Mathematics while developing specific vocational skills.

- One of the points that should be examined and documented raised was to ensure that within rules and regulations there is no conflict with the Higher Education Act, the Education Act and the Labour Act as to Internships and other areas of work based training.

- With various Government Departments including but not limited to Education (ALHCS Summer Job Training; Job Experience TecVoc6); Youth and Culture (Job Link Up) and Probation, there is a need to clarify the rules and expectations of employers and participants so there is consistency across the board. This indicates that there is need to develop a general guide for work place training across the various agencies.

- Another general guideline should be developed for workplace training for the participants.

- Another critical point is the development of a list of competencies/tasks that the trainee is to undertake must be listed and included in the final portfolio and in the training contract.

- During this reporting period, it was recommended by the TVET Council that the TVET Coordinator be designated to work with industry and educational institutions to oversee the internships taking place on island.

- A sample learning contract was developed and is available in the Appendix.

The Johnson and Wales Scholarship

- This scholarship proffered by Mr Rizutto and CuisinArt Golf Resort and Spa, was a matter of on-going discussions with the TVET Council.

- There were a number of points to be cleared up, including the mis-conception that a person completing an internship within the establishment would automatically receive a scholarship.

- The TVET Council undertook to work on defining Criteria, parameters and promotion of the scholarship to ensure that the process was fair and transparent.

- There is still a need to clarify the terms of scholarship – 4 at one time, or 1 per year for 4 years and to clarify exactly what the scholarship covers so that other additional expenses could potentially be covered by the Government

- The TVET Council would have to apply on behalf of the designated recipient a proposal for the expenses to be covered by the Government of Anguilla. This proposal would be

taken to the Executive Council through Public Administration. Each funding decision would be taken on an individual basis.

- Criteria Proposed by the TVET Council
    1) Age between 18- 25 (focus on youth development)
    2) Must have English and Math CSCE Grade 1 or 2 (or equivalent or GED) plus at least one subject related to Hospitality such as START, Hotel Management, Tourism, Culinary Essentials.
    3) Must have demonstrated interest in working in Hospitality Industry (Summer job placement, work experience, job shadowing)
    4) Must be committed to return to Anguilla to work in the industry
    5) Need references, from school, work, church/community
    6) Interview with members of TVET Council
    7) Personal Statement (prior to Interview)
    8) Complete application form and have a resume
    9) State area of course/degree area

Curriculum Policy Area

Establishment of TVET Council

The term of the appointment to the TVET Council were scheduled to finish by March 31, 2015. However as this was during the Election period, the members; terms were extended to August 31, 2015 at which time a new board will be constituted. The outgoing board decided not to set the priorities and goals for the upcoming year of 2015-2016 and leave it to the incoming board. During this time frame, the TVET Council held 8 meetings, including the final one in August.

C15 Establishment of a structured TVET Programme

Joint Discussions between ACC, ALHCS and TVET Council

This was a major area of work for the TVET Council for this year. As mentioned previously, individuals from the Anguilla Community College (ACC) and representatives of Senior Management Team (SMT) from Albena Lake-Hodge Comprehensive School (ALHCS) with the TVET Coordinator representing the TVET Council, worked to present a concept paper linking certifications between the high school, the college and the work place. Since the presentation of this concept paper, the intended certification board has been switched from City and Guilds

(Barbados) to BTEC – Edexcel/Pearson. This does not change the goals of this approach. The vocabulary/terms used in the paper will change, but by moving to BTEC, the lower level learners, particularly in the vocational subjects will still be able to achieve certification at Entry Level 3 or Level 1 Certification.

By examining the possibility of using BTEC certification instead of City and Guild, it is anticipated that this will be a more successful route for a number of reasons primarily, affordability, accreditation and brand recognition. Some of the on-going discussion points are highlighted below:

- Establishing the ways and means to carry out the recognition of prior learning, smooth transitions between the institutions and certifications and necessary units of competence;
- Concerns about the possible incompatibility between the Higher Education Act and The Education Act section regarding the activities of the TVET Council and Accreditation; and
- The capability to offer a laddering of abilities and skill development in related career areas, from Entry Level to Level 5 which will then link to University Programs.

The following diagram highlights the vision of the interaction between the high school and the community college.
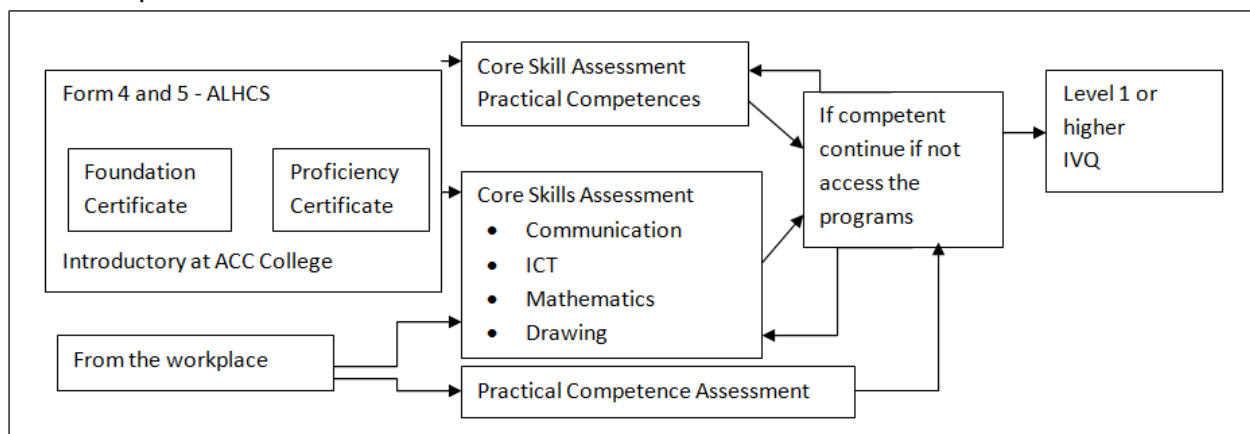
Source: McKeag 2013 Report

C16 On-going curriculum reviews and renewal based on the changing needs of society

<u>Subject Offerings at ALHCS</u>

One of the activities in this area was the meeting of a small committee to review the subject offerings at ALHCS. In this arena work included examining names given to the subjects, in which and how many options a particular subject was offered. Another point was to ensure that similar subjects were offered at different academic levels. For example in English and Mathematics if the students were not enrolled in CSEC level, then they would be enrolled in CCSLC levels. Similarly, a student, depending on careers goals and ability may choose to take either Building Construction (Woodworking) or BTEC Vocational Studies Carpentry & Joinery.

Another area that will need attention and development for the upcoming school year is that of portfolios. The Caribbean Examination Council (CXC) has modified many of its requirements for School Based Assessment for Vocational and Technical subjects to include mandatory portfolios. This will allow the students to achieve Units of Competency in specific Caribbean Vocational Qualifications (CVQ). This move will have an impact on the teachers, the students and the coordination and assessment of portfolios as well as recognition and documentation which falls within the mandate of the .TVET Council

During the past school year, the TVET Council, through the work of the TVET Coordinator office, offered the possibility of certification through the Council for specific subjects, in the following areas: Carpentry and Joinery, Food Preparation, Construction and Practical IT. Fifth Form students in these subjects were introduced to the work which would have to be completed over the Study Leave weeks. Forms and samples were distributed to all who were interested, and a total of 15 students registered to complete the work. However, not one student followed through. The concept of completing exercises and using photographs to document their work seems to be foreign to them. This misconception will have to be addressed for the upcoming school year.

Additionally over this time period, the TVET Coordinator met with the owner/manager of Nails R Hair to discuss the possibility of bringing in a hairdressing course at ALHCS. In consultation with the Chief Education Officer, a decision was to move forward on this, using the school year 2015-16 to develop a curriculum syllabus based on Level 1 Certification from which ever certification body was adopted for Anguilla. A teacher would have to be designated to deliver the course in conjunction with the business using it for doing practical assignments and

assessments. It is anticipated that the subject will become an option for the school year 2016-17.

An on-going activity in this area carried out by the TVET Coordinator was the mapping of the units of learning/competence of subjects from the certification bodies of City and Guilds and BTEC against one another and to the CVQ to ensure there is the possibility of recognition of prior learning or transfer of units between the bodies. This activity is carried out in consultation with the teachers of the programmes concerned to see if the material meets their needs and the material is achievable within the time frames given.

Technical Vocational 6th Form

The TecVoc 6 program has been in operation for the past decade and has evolved over the years. It was envisioned as a bridging program to allow student who were not ready or did not wish to participate in regular 6th form classes. In the beginning the classes were generally around 5-6 students; however in the past three years the classes have grown in size to 25-30. The reasons behind this increase are varied.

One reason is parents/guardians placing the students in the program so they have some place to go rather than stay at home all day unsupervised. These students are generally not successful as they themselves have no desire to be in the program. Another reason is that the students wish to re-do Fifth Form to "get" the subjects they did not succeed in the previous year. There are two general results from this reason. The first is they attend all the TecVoc6 classes to succeed in this program and have their sights set on going to 6th Form. They are taking their education seriously, this gives positive result. The second reason is that they have no desire to take part in the TecVoc 6 program and see it only as a means to an end and as a consequence do not bother to attend the mandatory classes. The other main reason is to keep former students off the streets due to the poor economic situation of the island. The results here depend on the desire of the student to succeed.

This year a total of 32 students were accepted into the program. There were 11 females, the most ever entering the program in one year and 21 males. Of the males, 2 were accepted after completing the Job Link-Up program through the Department of Youth and Culture; both were still on probation and housed in Zenaidia Haven. Of the students only 6 females and 7 males can be deemed as having completed the program. Three students, two males and one female,

left the program after the first term, two of these having obtained work. Consequently the pass rate for the program is estimated to be 45% which is not acceptable.

A number (14) of students received warning notes with their first report stating if they did not attend classes on a regular basis, they would not be allowed to remain in the program. Attendance improved briefly but after the mid-term break in February, these actions deteriorated and most were rarely seen. For the most part, these were students who for all intents and purposes had no real program or who had returned essentially to repeat Form 5 subjects. Other students were compelled by their parents to attend.

A valuable part of the program is the 5 day job shadowing section. This allows students to see if the career they have chosen is what they wish to continue to do to or if they wish to check out a job to see if they like it. It also gives them an overview of what all is involved in that specific occupation. They are then to present their reflections in class. The students prepare for the experience through a set of exercises and work in the Workskills subject of the program. In order to be placed, students must display a positive attitude, complete assignments and attend classes. Based on this year's students, only 9 of the 13 who were deigned to have completed the course were placed in this work experience section. This represents a full completion rate of 31%.

Most of the students did not have a CSEC English or Mathematics at a pass which in this day and age is deemed critical for career success. Some students were taking evening courses at ACC or at the Comprehensive Learning Centre, some received permission to attend courses at the school. This caused disruption for coherent consistent classes. Many of the students saw no value in participating in the Functional English, Mathematics and ICT classes.

For the upcoming school year, 2015-16, the perception of the TecVoc6 must become one of a viable, stand-alone post-secondary programme which will be transferred to ACC. The overall goal is to provide an educational program that will provide the participant with the necessary vocational skills to enter the job market, or proceed to the next step on the educational ladder. One aim should be to facilitate the development of Essential /Functional Skills in the areas of Literacy (English), Numeracy (Mathematics), and ICT (Information Communication Technology). These skills are critical for persons to function in the global economy and to prepare individuals for life-long learning. Attainment of a Functional Skills Level 2 is designated to be the equivalent

of a pass in CSEC on the UK National Qualifications Framework. The practical skills should be delivered at a BTEC or City and Guilds Level 1.

Human Resource Development

D6   Improving the Competence of Teachers in DT and Industrial Technology

D13   Professional Training and Development for Teachers in TVET

Professional Development

For this school year, no specific program of training was established for either the teachers or the member of the TVET Council. A number of teachers in Industrial Technology as defined by CXC attended workshops introducing the new components of School Based Assessment (SBA) for the practical areas at both CSEC and CAPE levels. This seems to have raised a number of concerns about portfolios which were addressed to the TVET Coordinator. It is envisioned that this movement towards Portfolio development will pose a number of new challenges to the teachers concerned and the attention of the TVET Coordinator will be called upon for assistance.

There is a need to continue to develop assessor training and verifier training for individuals concerned with the delivery of Vocational Studies as well as those for CSEC Units of Competence in SBA.

The TVET Coordinator participated in a number of on-line conferences delivered through the UNEVOC as part of on-going professional development. This development also included a number of research sessions related to workplace and vocational education.

In May, the TVET presented at the 2nd International Caribbean TVET Conference held in Jamaica. The presentation focused on the "Lessons Learnt from Girls Get Tech Camp" held in December 2014. The participation was funded through the Ministry of Social Development and the Chief Education Officer's offices as well as a personal contribution by a member of the TVET Council. The conference allowed the TVET Coordinator to share exchanges from counterparts from other islands and to discuss the commonalities and differences and issues and challenges of introducing certification into the secondary school system.

It must also be noted that a number of the teachers in the Technology Department are taking Teacher Training over this past year and next year. This imposes a challenge when trying to establish additional training sessions.

Alliances with the Community

E2   Development of a Public Awareness to promote TVET

E3   Establishment of formal relations with industry

While there was no formal campaign to develop public awareness to promote TVET, promotion did occur through two major activities carried out under the auspices of the TVET Council. The first one was the on-going sponsorship of the Technical Careers/STEM (Science, Technology, Engineering and Mathematics) Fair and the Girls Get Tech Camps funded by project money from the Caribbean Development Bank. These two major undertaking provided the TVET Council with opportunities to present the importance of the entity to the education process.

Technical Careers/STEM Fair –

Originally this fair was aimed at students in Forms 2 and 3 to expose them to various careers linked to subject choices they would be making for the next school year. This year the age range was expanded to include Form 1 and Grade 6 students from all the primary schools on island both public and private.

This year a specific theme was determined and business participant were asked to emphasis the theme during their presentations. The theme was "Math for Real" – how and where math is used in real life scenarios. During the day, a number of questions/problems were posed to the attendees and those who found the answer and who could demonstrate/explain how they came up with the answer were awarded prizes from local businesses. This activity was organized from the Government Department of Statistics.

At the fair, the TVET Council had a table at which it promoted the Girls Get Tech Camp which had passed and the one which was to come. A PowerPoint presentation (available upon request) ran throughout the day along with demonstration of the Lego Robot which was used in the Camp. Names and telephone numbers were taken from interested individuals and about half of them participated in the summer camp.

At the same table, a display highlighting Girls/Women in Information Communication Technology was presented. This display was the result of discussions from the Departments of Gender Affairs, Youth and Culture, and Education as well as a representative from the TVET Council. This too drew a number of interested individuals.

Girls Get Tech Camp

In 2014, the Anguilla TVET Council received project funding from the Caribbean Development Bank to establish and conduct two one-week camps for girls between the ages of 9-15 over the period of 2014-2015. The main aim of this project was to expose girls to tools, equipment, processes and problem solving skills need in the areas of Science, Technology, Engineering and Mathematics (STEM) subjects available at upper secondary education and tertiary institutes as well as highlighting a variety of careers in the STEM fields. The camp was named "Girls Get Tech" or GGETT Camp for short.

The four main objectives of the project are:

1. To introduce girls to technical career choices in a fun filled supportive way;
2. To develop an awareness of the importance of subject selection at the high school level;
3. To promote the importance of career awareness and participation;
4. To foster an appreciation of physical fitness and strength needed in all occupations and
5. To introduce the participants to women successfully engaged in STEM careers.

The first GGETT Camp was held during the last week of the Michaelmas term, as this was the only time available to hold a 2014 camp. There were a number of challenges to holding it at this time. The main was it conflicted with various school activities such as Christmas concerts and Jeans Day. However, in spite of this a total of 35 girls participated in the camp and generally all wished for more camps like this by the end of the camp.

In this camp, the workshop areas were designated as Technical Process (wood and plastic activities), IT Engineering and Electronics/Electrical. The general activities were: wooden toy construction, electronic circuitry, vacuum forming, button/badge making, coding/programming, building with Lego© and introductory Robotics. All participants were provided with safety glasses and ear plugs, which they given to keep to encourage safe work practices in future activities. There were female role models in each of the main areas: Electronics, Woodworking, Coding,

Robotics and Plastics. All participants were provided with healthy snacks and lunches on site accompanied by mini lectures on the importance of good nutrition for body strength and fitness.

On the final day of the GGETT Camp, the girls were given T-shirts prior to the public display of the items the participants' had made. During the display, the Minister of Education presented the participants with Certificates of Participation. The general public was invited as well as business supporters in addition to the participants' parents/guardians and Head Teachers from the Primary school. The buzz in the display area was palpable as the participants showed off their work and explained what they had learned and done to the attendees.

The Anguilla TVET Council was pleased with the positive response by the parents, participants and public and will explore means to ensuring that this activity continues in the future. Younger boys who attended the display expressed interest in doing similar activities and the concept of STEM camps or after school programs should be investigated to encourage career exploration in STEM areas.

The second Girls Get Tech (GGETT) Camp was held in various workshops located at Albena Lake-Hodge Comprehensive School located in The Valley, Anguilla. The Camp was held on the first week after the closing of schools. This is typically a very busy time for camps put on by a variety of organisations.   Still with limited advertising, provided mainly by word of mouth, the GGETT camp was oversubscribed and persons were still contacting the Programme Coordinator for the first days of the camp. Promotional flyers were distributed to each primary school as well as being posted in common places on the island. Flyers were also published on various social media forums.

The final total of camp attendees was 33 participants. Of these only about a third had attended the previous camp. Once again the participants were divided into three groups; Primary, Middle School and Secondary.   All groups rotated through each of the three workshop areas: Electronics, Coding and Design and Woodworking. One of the additions to the camp was the release of a TVET Council member from her place of work, ANGLEC, for the duration of the camp to help facilitate in the Electronics/Electrical areas. In addition to helping, she provided a role model for the participants in this area.

Again on the last day of the camp, projects were put on display and parents, guardians and the general public were invited to attend. Members from the business community also attended.

The Minister of Social Development came to present the certificates to the participants and he commented he was impressed and this display should be promoted.

Conclusion

The TVET Council has moved forward in the promotion of TVET and careers in TVET. This was accomplished primarily through the sponsorship of the Technical Careers/STEM Fair and the Girls Get Tech Camp.

The TVET Council has also moved forward in identifying issues that needed to be addressed with guidelines and regulations. Items in this area will continue to be addressed. As this is the final report of a three year term, the out-going has left the task of reviewing the TVET Policy and Strategic Goal planning to the in-coming board.

9. CAREERS AND GUIDANCE UNIT

AIMS OF THE CAREERS & GUIDANCE UNIT

Although the unit does not have a specific Mission Statement, it functions under the Mission Statement of the Department of Education which states: "We are committed to providing quality education services, through highly motivated and competent educators, to produce loyal, knowledgeable and skilled citizens of sound character, empowered to function effectively in a rapidly changing technological society". The specific Aims of the Unit are as follows.

The Careers & Guidance Unit is dedicated to helping individuals to:

1. Learn about themselves, their skills and attributes which would help them to assess and determine their career goals.
2. find information about the job market
3. develop the necessary skills required to survive in the job market
4. find information and make informed decisions about Colleges and Universities; apply to and survive in Tertiary institutions
5. assist employers in finding employees
6. assist employees in finding employment, if such exists

GOALS FOR 2014-2015

The Goals of the Unit are set out in the Department of Education Work Plan 2010 – 2015 under the Programme Component F6– Enhancing Career Guidance Programme.

PRIORITIES FOR 2014-2015

- Ensure that Career Guidance was available to all students and out of school youth
- Increase the number of persons accessing the resources of the Careers & Guidance Unit
- Improve the STEM Careers Fair
- Increase the number of exhibitors at both Careers Fair

- Finding a new Careers Test to replace the previous one, in order to increase the number of 3rd Formers accessing the Careers Test

ACCOMPLISHMENTS

1. Worked with sixth Formers to ensure that their choices were in keeping with either their career interests and or with the Associate degree chosen.

2. No College Fair was held for 2014-2015.

3. Careers Fair held on 17th March. 55+ career areas were represented. Generally, the fair went very well and only very positive comments were expressed by the participants. Disappointment: The fair began late due to the late arrival and set up of many of the participants. New this year: Greig's trucking; Statistics Department; Public Administration (Government of Anguilla). Cap Juluca Hotel returned after years of being absent and their presentation was excellent. Education (Teaching) was very well represented and the booth was very entertaining…finally Teaching was very well represented. Thanks to the team. At this fair it was suggested that we introduce this fair to students in lower forms.

4. Under the theme: Math 4 Real! The STEM Fair was held on the 28th April. 21 Career Areas were represented. Again this fair went very well and again there were positive comments expressed by participants. We were extremely happy that we were able to finally attract persons from the construction industry. Pastor Philip Gumbs – Capentry; Julia Carty (Jr) – Ponto – Tiling; and George Vanterpool – Plumbing. Additionally, we attracted a nail technician and barber from the Spanish Speaking business sector.

5. The suggestion from the previous fair was taken and the students from Grade 6 from all Primary Schools were invited. All Schools were present except those from Central Christian. Forms 1 to 3 from the ALHCS were also in attendance. The students showed great interest and presenters were very excited to share. Of course this fair was punctuated by quizzes from the Math Committee and students who participated and answered correctly won valuable prizes.

6. DIFFICULTIES AND SUGGESTIONS FOR THE NEXT FAIRS – 2016

Some of the difficulties encountered are outlined below. Additionally, the feedback from the participants with regards to the way forward is also listed below.

a) The Committee is still considering holding one fair as opposed to two. Because Anguilla is a small community, the same persons attend both, especially the representatives from the Government departments.

b) The school must ensure that teachers adhere to the schedule given to them for student attendance. This caused some problems and over-crowding towards the end of the day.

c) The committee is considering limiting the time given to Form 3 and giving more time to the other students as many of the 3rd formers were liming and showed little interest.

d) it was suggested that the Fair should be introduced to students in the lower school. However, that is an excellent idea, however, we must consider the time factor of the school day. The committee is already brain storming how and where to conduct a larger fair.

e) Trying to figure out how teachers can best assist with the movement of students.

7. Continued efforts to assist unemployed persons finding whatever limited vacancies were available, and assisted employers in finding unemployed persons.

8. <u>SCHOOL LEAVERS' SEMINAR</u>

9. In collaboration with the Labour Department, A School Leavers' Conference was held on the 18th and 19th June 2015 for all 5th & 6th Formers at Blue Ridge Conference Center in South Hill. Over 150 students attended. Topics included: Professionalism, Work Ethics, Customer Service, Gender in the Workplace, How Social Media Defines you, Principles of delegation, Anger Management, Using Skills to make a living, Communication in the workplace and Dress for success. It was an excellent two-day workshop and hopefully students would transfer the information to the workplace and everyday life.

10. **Job Training**:

92 students were placed in the Summer Placement Programme this year. Again, The Health Authority of Anguilla, Cuisinart Resort & Spa, Cap Juluca and the Government of Anguilla employed the majority of the workers. This year for the first time 1 Hair and Beauty Salon, DLG Engineering, Anguilla House of Assembly, La Vue Boutique Hotel and TACOM Chambers came on board. No difficulties were reported.

Thanks must be extended to all the businesses who again participated in the programme. However, special thanks must be extended to the Government Departments and the Health Authority of Anguilla who despite the economic conditions, continue to be the major employers for the programme. Certificates will be given to the students who participated in the programme at a later date as we encountered difficulties with the template.

Contact with the Public

The unit continued to assist employers in finding suitable employees for available positions, and assisting employees in finding available jobs. Again this year the unit was unable to assist most of the persons who sought assistance in finding jobs. The job market offered very limited opportunities for job seekers especially, school leavers. Where necessary, the unit assisted with the completion of application forms, writing and printing of resumes and cover letters and preparation for interviews. In addition, where employers contacted the unit, names and other pertinent information for potential employees were given. Jobs are still very, very limited. There is an urgent need for need for jobs for young people.

The unit continues to work very closely with the Labour Department and employers.

JESDI Programme: Again this year, the Unit worked very closely with the JESDI Programme organized by the Department of Youth and Culture. Direct assistance included hosting the Personal Development sessions which were held monthly with various speakers, and assisting clients with their career assessments.

ENTREPRENEURSHIP DEVELOPMENT

The Unit worked very closely with the Department of Youth and Culture in the development and deployment of the Anguilla Youth Business Trust (GET SET). Together we have developed an Entrepreneurship Programme for the youths of Anguilla.

The Way Forward: The way forward is determined by Department of Education Work Plan. However, the following must be noted:

1. Increase the number of representatives at the Annual College Fair by inviting Local Representatives.
2. Continue to increase the career areas represented at the Careers Fair.
3. Continue to research for a new careers test. At present the 3 step Careers Test is being used
4. Research to find out what scholarships are available to citizens of Anguilla, as it has become difficult for students to access tertiary training because of the financial constraints.