

Cayman Islands Strategic Plan for Education 2012-2017



“All children can, should and will learn”

Hon. Rolston Anglin, JP, Deputy Premier and Minister of Education, Financial Services & Employment



**MINISTRY OF
EDUCATION**

CAYMAN ISLANDS GOVERNMENT

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Message from the Minister of Education

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

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

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

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

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

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

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

The Plan is organised under six goals:

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

These goals will be underpinned by strategic objectives and action plans.

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

This Plan, effectively implemented, will provide the framework we need to help our children and country succeed.

Honourable Rolston Anglin, JP

Deputy Premier and Minister of Education, Financial Services & Employment

Introduction and Background

In order for any organisation to be successful, there needs to be a road map for success. A strategic plan helps to provide direction and focus for all stakeholders. It points to specific results that are to be achieved and establishes a course of action for achieving them. A strategic plan also helps the various work units/departments/team members within an organisation to align themselves with common goals.

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

Through the impact of the 2011 Education Stabilisation Plan, we have already seen the benefits of having a clear set of agreements about what needs to happen to improve the quality of our education system. The Education Stabilisation Plan laid the foundations for our education reform programme, and the Cayman Islands Strategic Plan for Education builds and expands on that plan, following reflection on progress and further, wide-ranging consultations. This Plan focuses on strengthening the Cayman Islands education system, including Government compulsory education provision, early childhood care and education centres (both private and public), as well as legislative and policy changes that will impact private schools.

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

A strategic plan is much more than a document – it is a commitment to positive change. However, its benefits can only be realised if it is effectively implemented. The development of this plan has been a very exciting process, which has engaged the imagination and contributions of all of our key stakeholders (see Appendix 2). I look forward to everyone's continued support through the implementation phase, as we work together to ensure that we do all that we can to help every child under our care achieve success.

Mrs. Mary Rodrigues

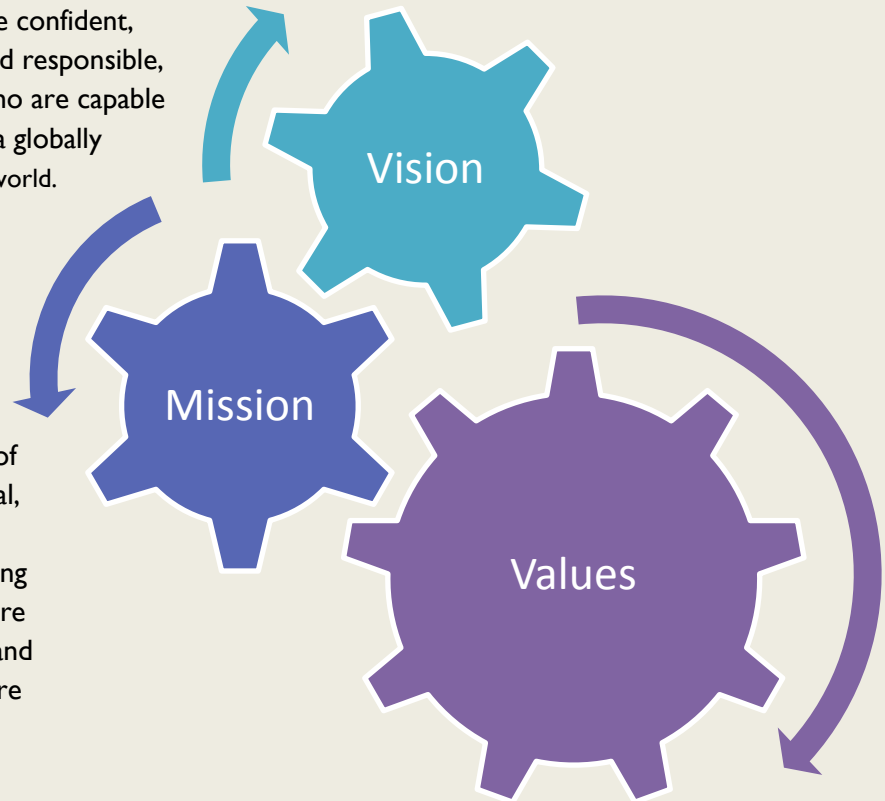
Chief Officer, Ministry of Education, Financial Services & Employment

Vision

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

Mission

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



Values

We will:

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

Context of the Strategic Plan

This Plan focuses on strengthening the Cayman Islands education system, including Government compulsory education provision, early childhood care and education centres (both private and public), as well as legislative and policy changes that will impact private schools.

Progress and Achievements since the introduction of the 2011 Stabilisation Plan

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



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

1. Enhance leadership and governance;
2. Enhance student performance;
3. Expand and improve early childhood care and education and
4. Enhance skills for work readiness.

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

I. Enhance Leadership and Governance

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

We have:

- restructured and refocused the Ministry and DES, to clarify roles and enhance capacity
- encouraged a “Servant Leader” approach for all senior leaders
- led campaigns to value educators and education
- developed national policies in critical areas
- aligned resources and funding with strategic priorities
- established a Principals’ Consultative Council (PCC)

- consulted key stakeholders on priority areas, as well as educational issues on Cayman Brac and Little Cayman
- introduced the first health standards for canteens

2. Enhance Student Performance

Ensure that all students achieve measurable successes

We have:

- restructured secondary education, to create high schools in Grand Cayman for students in Years 7-11
- established the Cayman Islands Further Education Centre (CIFEC), providing internationally accredited Technical Vocational Education and Training (TVET) programmes and a range of other programmes for students of all abilities
- provided a programme of professional development for teachers based on national priorities, school improvement needs and teacher interest
- worked in partnership with the University College of the Cayman Islands (UCCI) to identify a high quality initial teacher training programme
- employed experienced Senior School Improvement Officers (SSIOs) to support school improvement
- introduced new policies and frameworks to support high standards, including the:
 - National Qualifications Framework
 - National Graduation Criteria, including academic requirements for the first time
 - National Professional Standards for Teachers
- established a reliable student database and national student performance data
- set up Behaviour and Education Support Teams (BEST) to support interventions for at-risk students and led a more collaborative approach between Government Ministries to coordinate provision
- established extended after-school programmes, for primary and secondary students, providing safe, fun and productive environments until parents return home from work
- restructured alternative education provision, improved special needs support and provided new services for our most vulnerable younger students
- established teaching and learning in mathematics and English as priority areas for improvement, and introduced a range of interventions which are already showing progress
- in the area of Special Educational Needs (SEN) we have:
 - introduced a Music Therapy programme
 - provided new autism diagnoses services, awareness sessions and training for teachers
 - enhanced our expertise and support for students with significant emotional and behavioural challenges at primary and secondary
 - established a new SEN Transition class for Year 1 students, enabling many of them to transition back to mainstream classes
 - relocated the Early Intervention Programme to a more spacious premises, creating room for 2 additional classes and additional staff for the Lighthouse School for September 2012 school year
- continued the construction of the new high schools and embarked upon much needed expansions at several primary schools, delivering, for September 2012:
 - the new Clifton Hunter High School,
 - a new hall at East End Primary School,
 - 2 new classrooms at Layman E. Scott Senior High School,
 - 3 new classroom blocks at George Town Primary, Bodden Town Primary and Savannah Primary schools with a classroom block at Sir John A. Cumber Primary School scheduled to be completed in the final quarter of the 2012 calendar year.

3. Enhance Skills for Work Readiness

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

We have:

- established a careers advisory unit and provided better careers guidance for students
- reviewed the National Scholarship Programme
- introduced new internationally accredited Technical, Vocational, Education and Training (TVET) programmes and qualifications in the high schools and Cayman Islands Further Education Centre (CIFEC)
- developed a National Qualifications Framework (NQF) and transcripts
- organised programmes of work experience for students in the high schools and CIFEC
- developed new and stronger partnerships with businesses

4. Expand and Improve Early Childhood Care and Education

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

We have:

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

Performance Data

What does the Performance Data tell us?

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

End of Primary (Key Stage 2 - Year 6) ¹

External test results have significantly improved in English and mathematics, for example the number of students achieving Curriculum Level 4 or above has risen in English from 33% in 2011 to 50% in 2012 and in mathematics from 25% in 2011 to 42% in 2012. ²

End of Secondary (Key Stage 4 - Year 12)

External examination results have significantly improved, for example, the number of students achieving 5 or more NQF Level 2 passes has risen from 38% in 2009 to 49% in 2012, and this compares with 27% just 5 years ago, in 2007. ³

¹ The Key Stages define periods in the life of a child's education

² Curriculum Level 4 – the expected skills and knowledge for students in Year 6

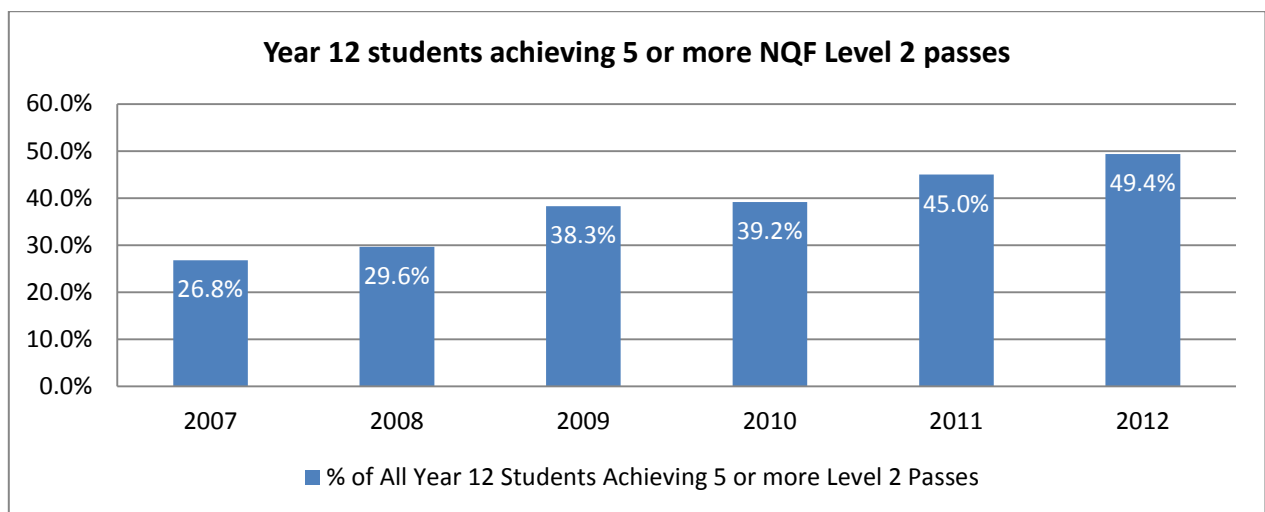
³ NQF Level 2 passes – CXC/CSEC Grades I-III, GCSE/IGCSE Grades A*-C, GED, BTEC Level 2 (Firsts), IMI Level 2, Trinity Music Grade 5, Cayman Islands Level 2 High School Diploma (Standard or Honours)

In terms of student numbers, this translates to 168 graduating students achieving this standard. In 2007 the number of students achieving 5 or more NQF Level 2 passes stood at 88. The number of students with 5 or more NQF Level 2 passes has grown steadily since 2007, with a significant jump in 2009, when numbers first exceeded 100.

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

In 2012, Year 12 students at the Layman E. Scott Senior High School, in Cayman Brac, continued to significantly outperform the national average with 70% achieving 5 or more NQF Level 2 passes. This was a further improvement over the performance of 65% in 2011.

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



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

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

Cayman Brac and Little Cayman

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

The 5-Year Strategic Plan 2012-2017

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

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

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

- Build safer school communities and promote inclusion
- Engage parents as partners in their children's learning

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

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

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

Monitoring and Evaluation

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

Monitoring Mechanisms

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

Performance Measures

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

Milestones

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

Timelines

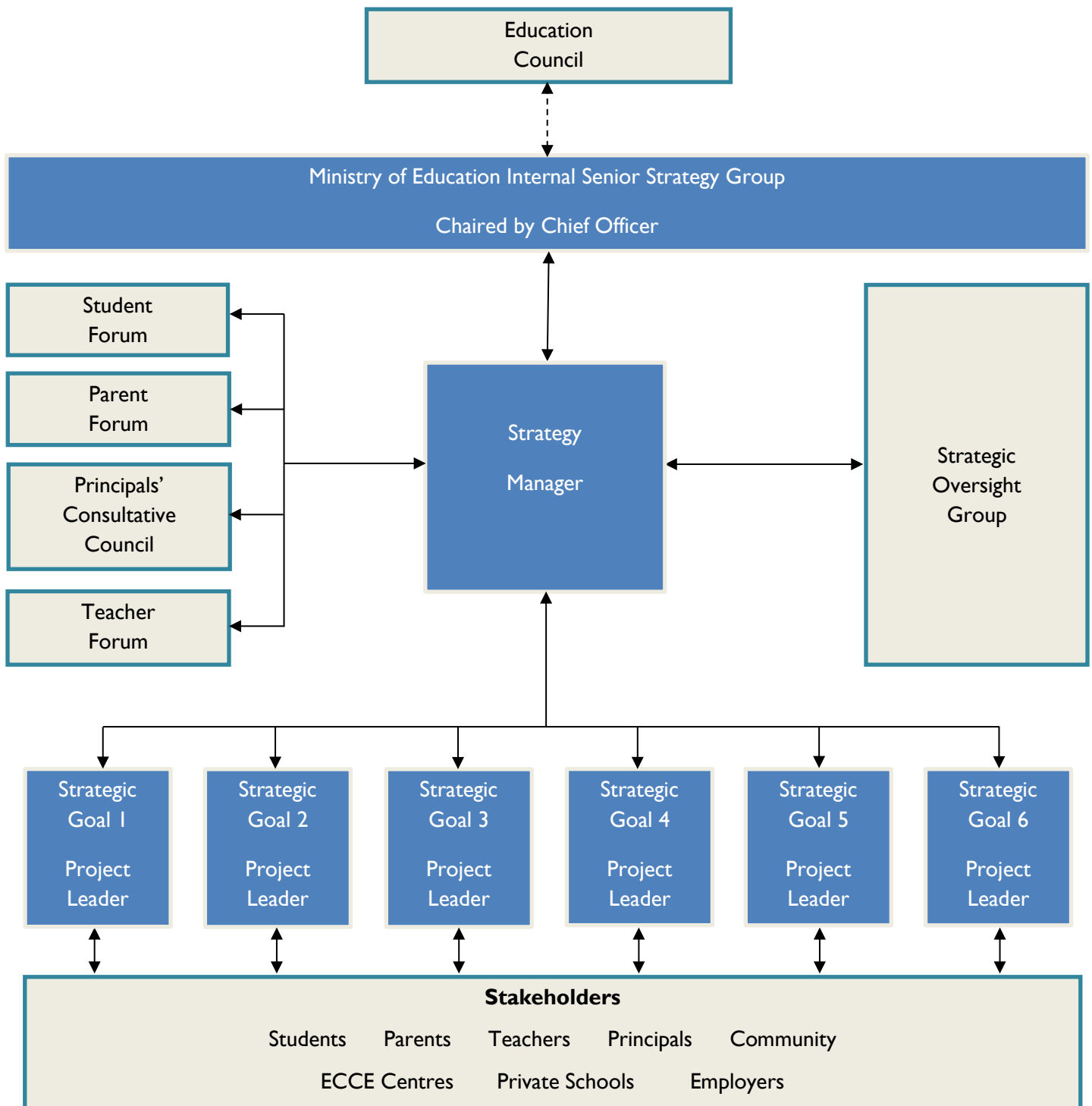
- Timelines will be worked out for all Key Actions in the Plan.
- The overall timeline will inform the action plans and expected completion dates for each Key Action, and will be used for monitoring purposes.

Evaluation and Reporting

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

Project Management Structure

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



Stakeholders

Strategic Oversight Group

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

Student Forum

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

Parent Forum

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

Principals' Consultative Council

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

Teacher Forum

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

Stakeholder Groups

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

Partnerships and Links with other Strategic Plans

Our Strategic Plan for Education has relevance to the strategic plans of other Ministries such as in the areas of Health, Social Services and Tourism (work related curriculum). It is also being 'mapped' against the strategic plans of other organisations such as the 'Future of Cayman' strategic plan, an initiative of the Chamber of Commerce, which identifies priority areas for public private partnerships in support of the future progress of the Cayman Islands.

We will positively seek opportunities to 'join up' our work with other relevant strategic plans and organisations so that we can benefit from working in partnership with others. Through our consultation processes, we will engage these partners, in reshaping and refocusing the Plan to respond to changing needs, over time, as necessary.

Resourcing the Strategic Plan for Education

The Strategic Plan for Education is not an 'extra'. It addresses real needs, right at the heart of educating our children and young people. Our Government already devotes significant resources to education, and our schools are better resourced, overall, than some of the best performing education systems in the world. The Strategic Plan for Education will guide the more effective use of resources by ensuring a closer match with our work.

Overall costs for the Plan will be determined as part of the action planning process. During the current 12/13 financial year, the costs to implement the Plan will be met from the current budget, as well as existing or new public/private sector partnerships, which have been established to provide additional support to our schools.

As part of the action planning process, resourcing of the Plan will take into consideration the annual budget allocations to the Ministry for each financial year, and it will be aligned with the budget process. This will enable the Ministry to identify, and Cabinet to consider, any funding needs over and above the proposed allocations to the Ministry, at the time when Cabinet is making decisions on funding priorities. Where there are gaps in the funds available to implement the Plan, the Ministry will seek to address these gaps by:

- Looking firstly for additional efficiencies within the education budget
- Looking for synergies with other departments and agencies to reduce the costs of implementation
- Identifying potential new sources of funding, and
- Seeking continued and further targeted support from private sector partners.

If further funds gaps remain, the Ministry will revisit the strategic objectives and actions planned, and amend the Plan accordingly, and communicate these changes to its stakeholders.

The cost of the Plan will be reviewed year on year, to ensure flexibility of available funding and other resources, so that there is a match to changing priority needs over time, as identified through the strategic planning process.

The Ministry recognises that it is operating in times of fiscal constraint. The actions proposed in the Plan have been developed with these limitations in mind. As a result, many of the proposed actions will require changes in approach and a more efficient utilization of available resources. This is a strategy that has already been applied successfully by the Ministry and DES over the last three years, to fund the vast majority of improvements in education, including the large-scale restructuring of the secondary education system and the establishment of CIFEC.

We acknowledge the important role our partners and supporters from the private sector play in our education system. Their continuing support and contributions will be actively encouraged so that we are able to benefit from their experience and stronger partnerships.

Organisation of the Cayman Islands Strategic Plan for Education

Strategic Goals

The Strategic Plan is organised under six Strategic Goals:

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

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

Strategic Objectives

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

Key Actions

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

Action Plans (Implementation Plans)

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

Strategic Goal 1:

Strengthen leadership and build national capacity

Develop an effective education system to improve leadership, provide accountability, and build capacity at all levels.

Strategic Objectives

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

Key Actions:

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

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

Key Actions:

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

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

Key Actions:

- a. Develop and implement an effective communication and consultation strategy
- b. Establish an Early Years Private Owners Association; a Teacher Forum; a Student Forum and a National Parent Teacher Association
- c. Strengthen advisory functions of the Principals' Consultative Council
- d. Develop a volunteer scheme to capture the energy and commitment of the community and employer groups
- e. Build strong partnerships with other Ministries, voluntary organisations and the private sector

I.4 Attract, develop and retain high quality educators

Key Actions:

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

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

Key Actions:

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

I.6 Ensure the effective use of resources

Key Actions:

- a. Use data to effectively plan and allocate resources and accommodation
- b. Monitor the use and impact of resources and additional staffing
- c. Establish an education fund

Strategic Goal 2:

Build a world-class early childhood care and education system

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

Strategic Objectives

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

Key Actions:

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

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

Key Actions:

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

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

Key Actions:

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

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

Key Actions:

- a. Develop and ensure the implementation of the Cayman Islands Early Years Curriculum Framework (CIEYCF) to promote play-based learning
- b. Develop and facilitate training and support with individuals and groups of ECCE centres and schools
- c. Monitor the progress and quality of provision within ECCE centres and schools
- d. Implement a registration system for ECCE providers and practitioners to ensure that minimum standards are met

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

Key Actions:

- a. Establish guidelines to implement appropriate assessment and transfer information

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

Key Actions:

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

Strategic Goal 3:

Secure high standards and improve student progress and achievement

Ensure opportunities for all students to aim higher and achieve measurable success.

Strategic Objectives

3.1 Provide a National Curriculum to improve opportunities for students to experience success and develop skills for the future

Key Actions:

- a. Review and revise the National Curriculum content, programmes of study, assessment and transitions
- b. Review the structure of the academic year
- c. Review and rationalise the option blocks, choice of external examination boards and syllabi, and guide students to follow the programmes best suited to their individual needs and interests
- d. Provide opportunities for creativity and appreciation of music, the performing arts and visual arts
- e. Promote wellness and healthy lifestyle choices through cross-curricular opportunities including physical education and sports enrichment
- f. Provide resources to support teachers and learners in implementing the curriculum

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

Key Actions:

- a. Improve teaching and learning strategies and interventions to improve student achievement
- b. Promote and extend inquiry-based learning throughout the curriculum
- c. Use a range of assessments to evaluate student progress and inform classroom decision-making and planning
- d. Support teachers in planning effective lessons and integrating Information and Communication Technology (ICT)

3.3 Improve students' skills in literacy and numeracy

Key Actions:

- a. Monitor and analyse standards in literacy and numeracy to inform the selection of suitable interventions
- b. Implement interventions to improve student outcomes
- c. Use national data to set targets and evaluate the impact of interventions on student achievement

3.4 Set high standards of achievement and school effectiveness

Key Actions:

- a. Develop data systems and processes
- b. Use system data to establish national benchmarks and to inform school improvement planning
- c. Ensure that the recommendations from quality assurance reports contribute to school improvement plans
- d. Challenge schools to improve through a system of support which includes Senior School Improvement Officers

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

Key Actions:

- a. Review current SEN/AEN provision and practices to improve effectiveness across the system
- b. Ensure the consistent and effective implementation of the SEN Code of Practice to respond to individual needs including, Attention Deficit and Hyperactivity Disorder (ADHD), Dyslexia, Autism Spectrum Disorder (ASD) and mental health challenges
- c. Develop and implement codes of practice and provide specific accommodations for:
 - i. Students whose first language is not English
 - ii. Gifted and talented students

Strategic Goal 4:

Build safer school communities and promote inclusion

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

Strategic Objectives

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

Key Actions:

- a. Create a framework that outlines the roles and responsibilities for developing and ensuring a welcoming, safe and respectful school
- b. Use national policies and guidance to establish school based procedures relating to safer schools
- c. Provide guidance on reporting and responding to serious incidents including: drug activity, gang involvement, sexual misconduct, child abuse, violence, bullying, harassment and truancy
- d. Ensure that every school complies with child protection policy and procedures

4.2 Establish a supportive and welcoming school culture and community

Key Actions:

- a. Ensure that staff model and promote positive values and expectations
- b. Ensure schools demonstrate and support equal opportunities and respect diversity
- c. Build positive, caring and respectful relationships within the school and the community to create a sense of belonging
- d. Use technology to create open, active, collaborative school communities

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

Key Actions:

- a. Provide a curriculum on safer schools to educate students about topics such as misuse of drugs, gang-related activities, bullying, harassment, sexual misconduct, personal health and safety
- b. Introduce approaches to discipline that move from punishment to restoration, such as second chances for students
- c. Establish programmes using the nurture group concept to support at-risk students
- d. Establish positive play strategies in primary schools

4.4 Promote student well-being and inclusive learning

Key Actions:

- a. Strengthen school leadership to increase attendance and positive behaviour
- b. Establish effective rules and routines that promote welcoming environments, positive behaviour and individual safety
- c. Promote student engagement through challenging, meaningful and differentiated teaching and learning practices
- d. Strengthen measures to monitor suspensions, attendance, truancy and the effectiveness of interventions
- e. Implement programmes to support pregnant teens, as well as young mothers and fathers, of school age

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

Key Actions:

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

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

Key Actions:

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

Strategic Goal 5:

Enhance skills for learning, life and work

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

Strategic Objectives

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

Key Actions:

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

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

Key Actions:

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

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

Key Actions:

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

5.4 Revise the National Curriculum to ensure the development of skills for learning and a strong work ethic

Key Actions:

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

5.5 Promote students' personal, spiritual, moral, social, and cultural development and their sense of social responsibility

Key Actions:

- a. Embed character education throughout the curriculum to support our children to become responsible, caring and contributing citizens
- b. Embed personal, spiritual, moral, social, and cultural development, throughout the curriculum and all aspects of school life

- c. Provide opportunities for students to work together and collaborate, including team challenges and team building exercises
- d. Promote the Caymanian cultural heritage and history as well as respect for our unique environment, in collaboration with community partners

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

Key Actions:

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

5.7 Promote greater participation in higher education

Key Actions:

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

Strategic Goal 6:

Engage parents as partners in their children's learning

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

Strategic Objectives

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

Key Actions:

- a. Establish national policy and framework to enable parents to support their children's learning
- b. Provide information for parents about how the education system works and how they can access support and advice
- c. Develop and support schools to deliver a programme for engaging parents as positive partners in their children's learning
- d. Create more opportunities for parents, families and communities to become involved in their children's school

6.2 Support a stronger partnership between home and school

Key Actions:

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

6.3 Support parents as their child's first educator

Key Actions:

- a. Develop a collaborative, multi-agency framework to enable the effective delivery of support for parents as their children's first educators
- b. Create a directory of services for parents so they can access information and support
- c. Collaborate with other agencies to strengthen the links between schools, families and communities

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

Key Actions:

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

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

Key Actions:

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

Glossary of Terms

Academic year	The school year
Assessment	Tests, examinations and other judgements of student attainment or progress
At risk students	Children who run the risk of not achieving the basic knowledge, skills and attitudes necessary to become productive citizens
Attainment targets	The knowledge, skills and understanding which students of different abilities and maturities are expected to reach
Behaviour and Educational Support Team (BEST)	Multi-agency teams to coordinate the full range of specialist support for vulnerable young people and their families
Benchmark	A standard by which other things are compared
Business and Technology Education Council (BTEC)	A UK body that awards vocational qualifications in subjects ranging from business studies to engineering. The qualifications are equivalent to other qualifications such as the GCSE (levels 1 to 2), A' Level (level 3) and university degrees (levels 4 to 7)
Cayman Islands Further Education Centre (CIFEC)	A compulsory Year 12 programme designed to provide a bridge between school and the world of work or higher education
Curriculum	The content and programmes of learning provided for students
Stakeholder	A person or group with a direct interest or reason for involvement
Inclusion	Efforts to educate all children, as far as possible, in a regular classroom setting
Inquiry-based learning	Developing knowledge through questioning and research
Intervention	A planned programme to teach specific skills or address specific problems
Job Ready Programme	An educational programme providing training to meet the needs of individual students, to prepare them for the world of work
Key Stage 1	Years 1 to 3 in primary school
Key Stage 2	Years 4 to 6 in primary school
Key Stage 3	Years 7 to 9 in secondary school
Key Stage 4	Years 10 to 12 in secondary school
Nurture Groups	Nurture groups provide a short term programme of support for small groups of students to deal with barriers to learning, arising from social, emotional, and or behavioural difficulties
Passport2Success Programme	A 12-week, full-time programme for persons aged 17 and older to help them acquire the basic skills they need to enter the workforce
Pathway	A route towards achieving a goal, for example a qualification

Positive Play	Planned ways to encourage the physical and social development of children during playtimes
Pre-vocational Programmes	Programmes that begin to prepare students with the skills they need for the world of work
Professional standards	A statement of an educator's professional attributes, professional knowledge and understanding and professional skills
Programmes of study	The subject areas and the skills to be covered by students
Servant Leader	A leader who shares power, puts the needs of others first and helps people develop and perform as highly as possible.
Social and emotional learning	How students learn to deal with their feelings and manage their relationships
Student voice	Opportunities for students to express their opinions about their experience of school and education
Syllabus (plural - Syllabi)	A summary of the topics to be covered in a course
Technical Vocational Education and Training (TVET)	Training for young people to develop the knowledge and skills they need for work
Transition	The transfer of students between year groups and schools
Work Ready Programme	A training programme to help students get ready for employment

Appendix 1: Strategic Planning Process

Planning and Consultation Process

Strategic Planning Processes

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

Three Main Models

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

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

Our Planning and Consultation Process

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

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

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

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

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

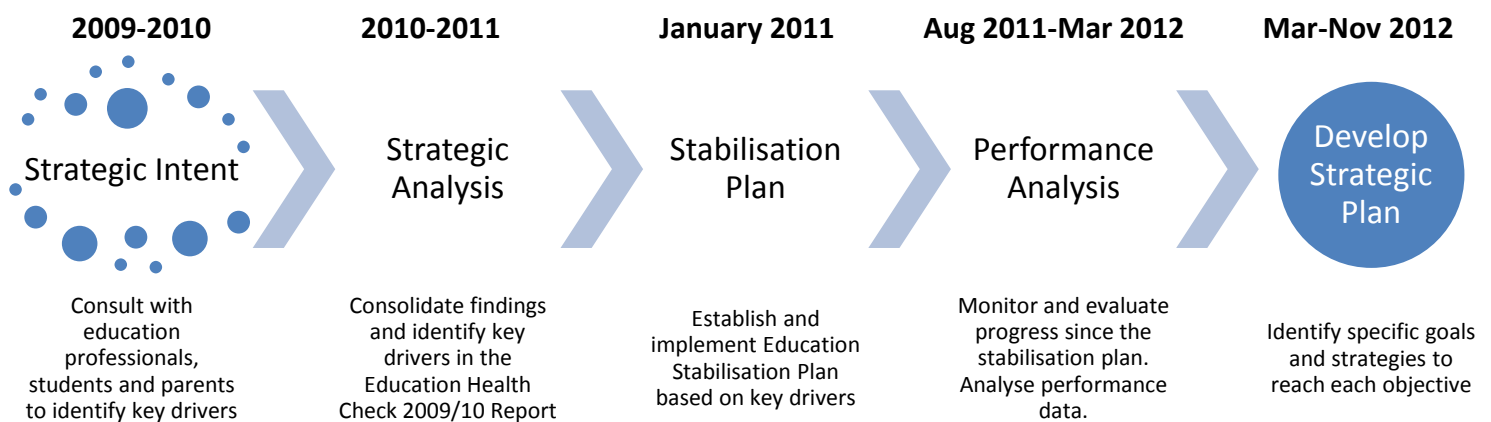
Carter MacNamara, Free Management Library: <http://managementhelp.org/strategicplanningmodels>

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

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

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

Issue-Based and Goal-Based Strategic Planning



Consultation Process



Appendix 2: Consultation Groups

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

Composition of Consultation Groups

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

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

Appendix 3: Sample Action Plan Template

Action Plan

Strategic Goal:	
Strategic Objective:	
Goal Leader:	

Ref.	Actions	Lead Person	Timeline	Cost/Resources	Success Indicators

Date Agreed:		Date Reviewed:	
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Appendix 4: School Enrolment (2011-12)

Early Childhood Care and Education Statistics 2011-12

	Grand Cayman	Sister Islands	Total
Number of Settings Providing Early Childhood Care and Education	36	4	40
ECCE Private Centres	22	1	23
ECCE Settings in Private Schools	11	N/A	11
ECCE Settings in Public Schools	3	3	6
Enrolment	1620	71	1691
ECCE Private Centres	1162	50	1212
ECCE Settings in Private Schools	415	N/A	415
ECCE Settings in Public Schools	43	21	64
Female	775	32	821
Male	845	38	896
Staff	245	15	260
ECCE Private Centres	192	12	204
ECCE Settings in Private Schools	47	N/A	47
ECCE Settings in Public Schools	6	3	9
Female	244	15	259
Male	1	0	1

Early Childhood Care and Education Enrolment by District and Gender 2011-12

	George Town	West Bay	Bodden Town	North Side	East End	Sister Islands	Total
Number of Centres	26	5	3	1	1	4	40
Total Enrolment	1384	168	45	11	12	71	1691
Enrolment by Setting							
ECCE Private Centres	962	155	45	0	0	50	1212
ECCE Centres in Private Schools	402	13	0	0	0	0	415
ECCE Centres in Public Schools	20	0	0	11	12	21	64
Enrolment by Gender							
Male	718	94	21	8	4	39	883
Female	666	74	24	3	8	32	807

School Enrolment 2011-12

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

School Enrolment by District and Gender 2011-12

	George Town	West Bay	Bodden Town	North Side	East End	Sister Islands	Total
Number of Schools	16	3	2	1	1	5	28
Total Enrolment	5847	765	581	68	97	288	7646
Enrolment by School							
Primary	2631	659	581	68	97	128	4164
Private Schools	1527	128	0	0	0	0	1655
Public Schools	1104	531	581	68	97	128	2509
Secondary	3216	106	0	0	0	160	3482
Private Schools	995	106	0	0	0	0	1101
Public Schools	2221	0	0	0	0	160	2381
Enrolment by Gender							
Male	2918	383	282	32	49	146	1727
Female	2929	382	299	36	48	142	1755

Appendix 5: Student Performance Assessments

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

Required assessments:

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

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



MINISTRY OF EDUCATION

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