



Hon. Tara Rivers, JP, MLA
Minister for Education,
Employment and Gender Affairs

I am truly pleased to present the Education Progress Report for 2015-2016, highlighting the accomplishments for this fiscal and academic year. The work undertaken during this year was outlined in the 2015-2016 Plan of Action, which was developed based on the recommendations of the Baseline Schools Inspections reports, as well as the report on the Independent Review of the Cayman Islands' Public Education System carried out by KPMG, both conducted in the 2014-2015 academic year.

The progress demonstrated in this summary report is the culmination of a particularly busy year for everyone involved in education: the Ministry of Education, the Department of Education Services, Principals, teachers, school staff, parents and community partners. Great emphasis was placed this year on establishing a firm foundation that supports improvement for our system, with some of the most important efforts being focused around setting measurable targets and actively measuring our success.

This document outlines a number of initiatives this year that were carried out by schools with additional support from the Department of Education Services and the Ministry itself, so that as a system, we are also improving the way we provide the education product.

EDUCATION

Summary Progress Report



MINISTRY OF
EDUCATION, EMPLOYMENT
& GENDER AFFAIRS

DEPARTMENT OF
EDUCATION SERVICES

CAYMAN ISLANDS GOVERNMENT

2015 – 2016 School Year in Review

Priority 1: International Competitiveness and Raising Standards

- Developed a Plan of Action 2015-2016 that outlines strategic priorities identified by principals and representatives from the Ministry of Education and the Department of Education Services **NEW!**
- Established leadership teams in all Primary Schools through formalised Head of Infants (Years 1 -3) and Head of Juniors (Years 4-6) roles **NEW!**
- Introduced Succession Planning for Primary school leadership to identify and develop Caymanians to ensure that suitably qualified and experienced staff are available to assume key education leadership positions **NEW!**
- Grew the CIFEC Internship Programme with 16 new companies giving work placement opportunities to students during the 2015-2016 academic year
- Lighthouse School recognised as School of Excellence in the area of Inclusive Curriculum from ASDAN which is a curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, employment and life **NEW!**
- Implemented Response to Intervention (RTI) Framework across all Year 1 Classrooms which is intended to reduce reliance on special education services by improving the quality of whole group instruction and supplementing core instruction with tiered interventions – this model allows primary schools to close reading achievement gaps early on to prevent them from becoming long term reading challenges **NEW!**
- Achieved and exceeded the Year 1 target of 85% set in August 2015, whereby 86% of all Year 1 students completed the year reading on level **NEW!**
- Developed Legislative Framework for Education which seeks to replace the Education Law that has remained effectively unchanged since 1983. The Education Bill (2016) was drafted after extensive consultation with education stakeholders and was gazetted in April, 2016 **NEW!**
- Developed the framework to introduce Community Service as a Graduation Requirement for high school students to take effect for all Year 10 students from September, 2016 **NEW!**
- Continued Mathematics in Context which is a scheme developed as a collaboration between the Freudenthal Institute and the Wisconsin Centre for Education – the scheme is designed to increase children's understanding of informal mathematics and links this to the learning of more formal mathematics
- Provided targeted professional development for all support staff (e.g. Support Assistants, Assistant Teachers, etc.) in the schools. **NEW!**
- Provided targeted professional development for every early childhood practitioner in the Cayman Islands on understanding and utilising the Cayman Islands Early Years Curriculum Framework **NEW!**

Priority 2: Special Education Needs and Disabilities (SEN/D)

- Established full-time non-teaching Special Education Needs Coordinator (SENCO) roles to provide services for all primary schools – this is a critical role in ensuring children with special education needs and disabilities receive the support they need **NEW!**
- Developed a proposal for Lighthouse School to manage capacity due to increase numbers of students

Priority 3: Conflict Resolution Training and a Crime Reduction Strategy

- Introduced Positive Behavioural Interventions and Supports (PBIS) programme with training session for school staff as the first part of a four (4) year implementation plan – all government school in the Cayman Islands have developed School Climate and Achievement Teams that have established a set of universal expectations for school behaviour focusing on *Respect, Responsibility and Safety* **NEW!**
- Continued the Pastoral Support Worker Programme with persons who interface with students positively to reduce and de-escalate events – pastoral support workers assist with contacting community agencies to provide children and their families with support and resources where necessary
- Principals and Child Protection Officers in Grand Cayman were trained to create a comprehensive child protection strategy including the development of policies, procedures and ongoing practices that are in line with best practices **NEW!**
- Developed new safety policies (i.e. Safe Environment Policy and Staff Safeguarding Policy) and revised the Child Abuse and Neglect Reporting Policy
- Purchased Child Protection Unit Materials for all primary school teachers to deliver a safety curriculum to their students **NEW!**

Priority 4: Technical & Vocational Education & Training (TVET)

- Appointed a TVET Coordinator who is based at the National Workforce Development Agency (NWDA) who has been working with education officials and principals throughout the drafting of the Education Plan of Action for 2016-2017 to strengthen TVET provision in schools **NEW!**
- Appointed National Training Council, with representation from various industry sectors, to support the development, coordination and management of TVET in the Cayman Islands **NEW!**

Priority 5: Information Communication & Technology

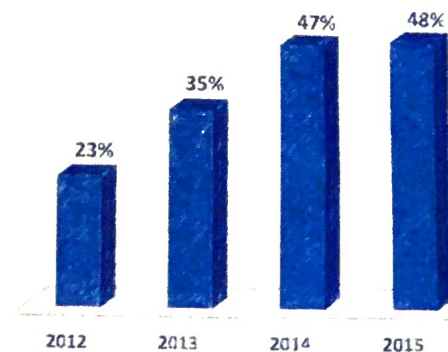
- Provided additional Interactive White Board technology (116 new boards) installed for primary and high school classrooms. 100 % of primary school classrooms now have access to use this technology as a tool to engage students and integrate ICT across the curriculum
- Provided new ICT equipment in all schools including upgraded laptops for teachers with oldest laptops (80), BTPS computer lab upgrade (30), projectors and wall mounts (all schools), John Gray High School student laptops (96) and John Gray High School student desktops (85) and laptops for new teachers (45)
- Developed an IT based behaviour tracking system that is consistent across all schools to be implemented in September 2016 **NEW!**

Priority 6: Private-Public Partnerships

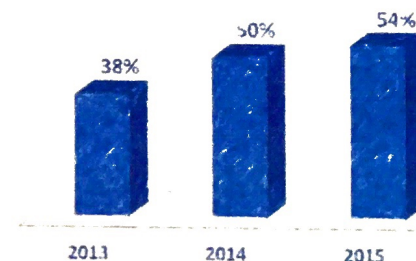
- Continued partnership with Literacy Is For Everyone (LIFE) Ltd. and Cayman Islands Institute of Professional Accountants (CIIPA) to provide resources, volunteers and interventions to targeted groups of students
- Continued partnership with Cayman Finance to provide an education and work experience initiative to participating government school Year 12 dual enrolment students (those attending the first year of A Levels or UCCI as part of the Year 12 programme) and expanded to include places for private school students

Year 12 Data (L2)

There are year-on-year increases in the number of students passing 5 or more subjects including English and Mathematics



Student performance in mathematics has improved



Student performance in English has remained relatively consistent

