Education – Be Informed

in the Cayman Islands

Who are we?

Introduction of the panel from the Ministry of Education and the Department of Education Services

Why are we here?

Opportunity to discuss:

- the success and challenges in the education system,
- the work being carried out by the Ministry, the Department of Education Services, schools and the community

What is the goal?

Better understanding of the Cayman Islands Education system and the ways we can work together to bring about further improvements
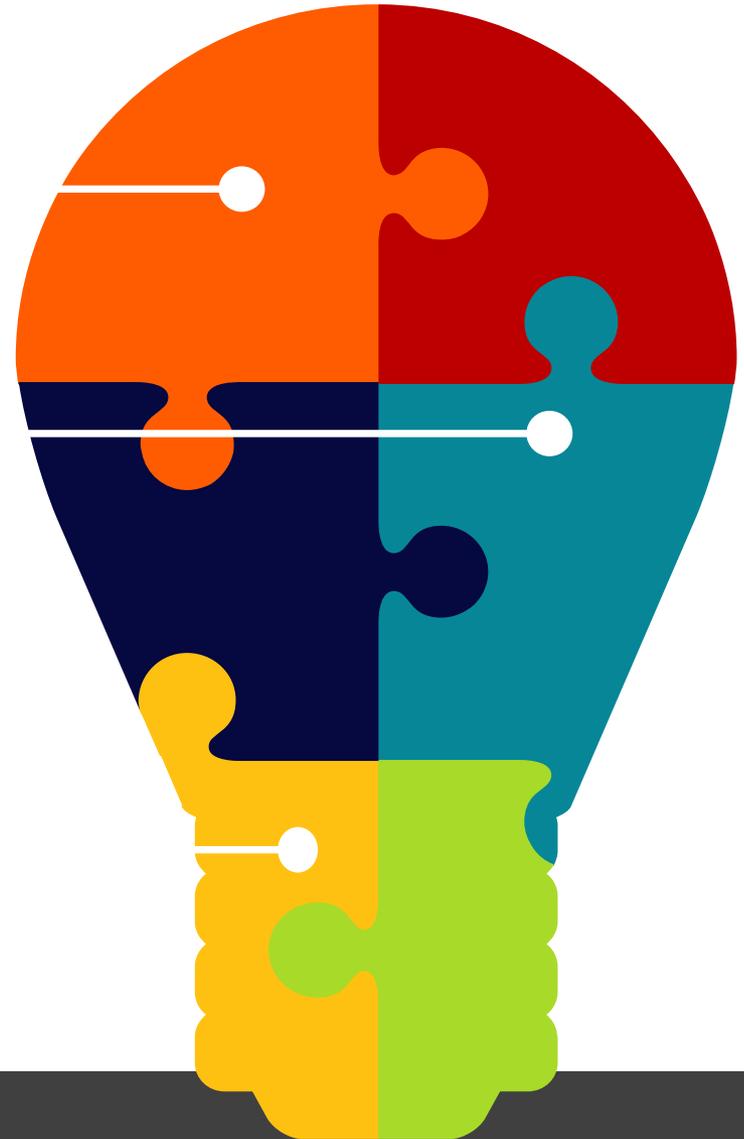
1. Strengths and Areas for Improvement
Baseline School Inspections, KPMG Report, Behaviour Reports, Stakeholder Consultation, Media Reports, etc

2. Evidence Based Decision Making
Local and international research used as basis for all decision making

3. Targeted Interventions
Strategic implementation of education plans based on education goals

4. International Comparisons
Use of international educational experts to review educational progress

5. Management and Monitoring
Strategic monitoring and evaluation of education interventions

6. Future foci
Areas of focus for the education system going forward

Education in the Cayman Islands
Be Informed
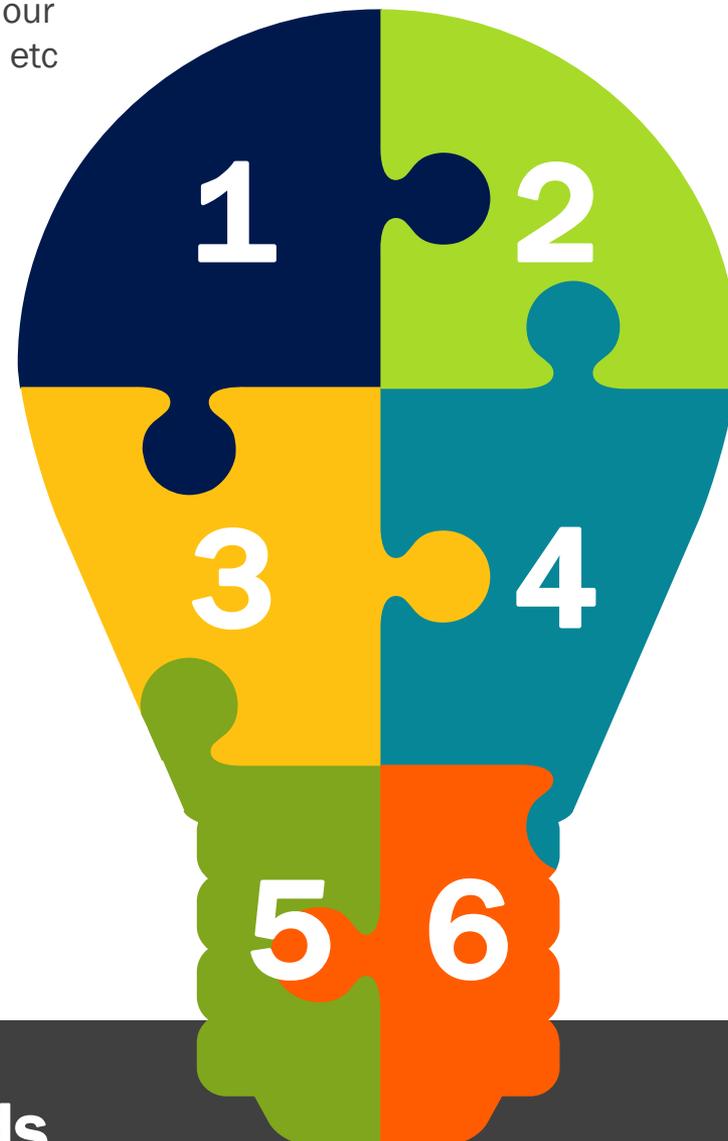
Strengths and Areas for Improvement

Educational improvement isn't only about identifying issues to resolve. It is also about identifying strengths throughout the system and ensuring consistency throughout.

Strategically, identifying strengths helps to build staff morale and assists with the change management process.

Strengths

The most successful features found in the islands' schools are universal ones, including:

- prompt starts to lessons;
- careful lesson planning, which includes provision for individual abilities and needs;
- a brisk and purposeful approach;
- good questioning to stimulate thinking;
- encouragement of students to ask their own questions;
- continuous assessment and application of the findings;
- tasks requiring initiative by the students;
- encouragement of students to follow interests for themselves.

Areas for Improvement

- improve recruitment, retention and deployment of high quality teaching staff;
- modify appraisal and performance management of staff to ensure that underperformance is readily identified and managed appropriately;
- enhance the collection and use of national and in-school analysis of assessment data, including monitoring of trends over time and performance of different groups of students;
- widen the criteria of success for the secondary schools beyond that of targets for the proportion of level 2 passes;
- identify and share areas of good practice and success, and provide encouragement for support between schools;
- increase resourcing and improve the training and support for management of special educational needs and behavioural issues;
- ensure that teaching assistants are effectively deployed and supervised;
- refresh induction and professional development programmes to be more effective in meeting the needs of teachers, assistants and students;
- in individual schools, respond to identified challenges that are having an adverse impact on students' achievement and progress.

Evidence Based Decisions

Decisions in education must never be taken lightly as these decisions have the ability to impact an entire country.

Decisions must be made based on sound data and educational research (both local and international).

Evidence Based Decision Making

A few examples of education evidence:

- academic data

- behaviour data

- attendance data

- socio-economic data

- research journals

- randomised controlled trials

- academic studies

- interventions reviews (e.g. What Works Clearing House)
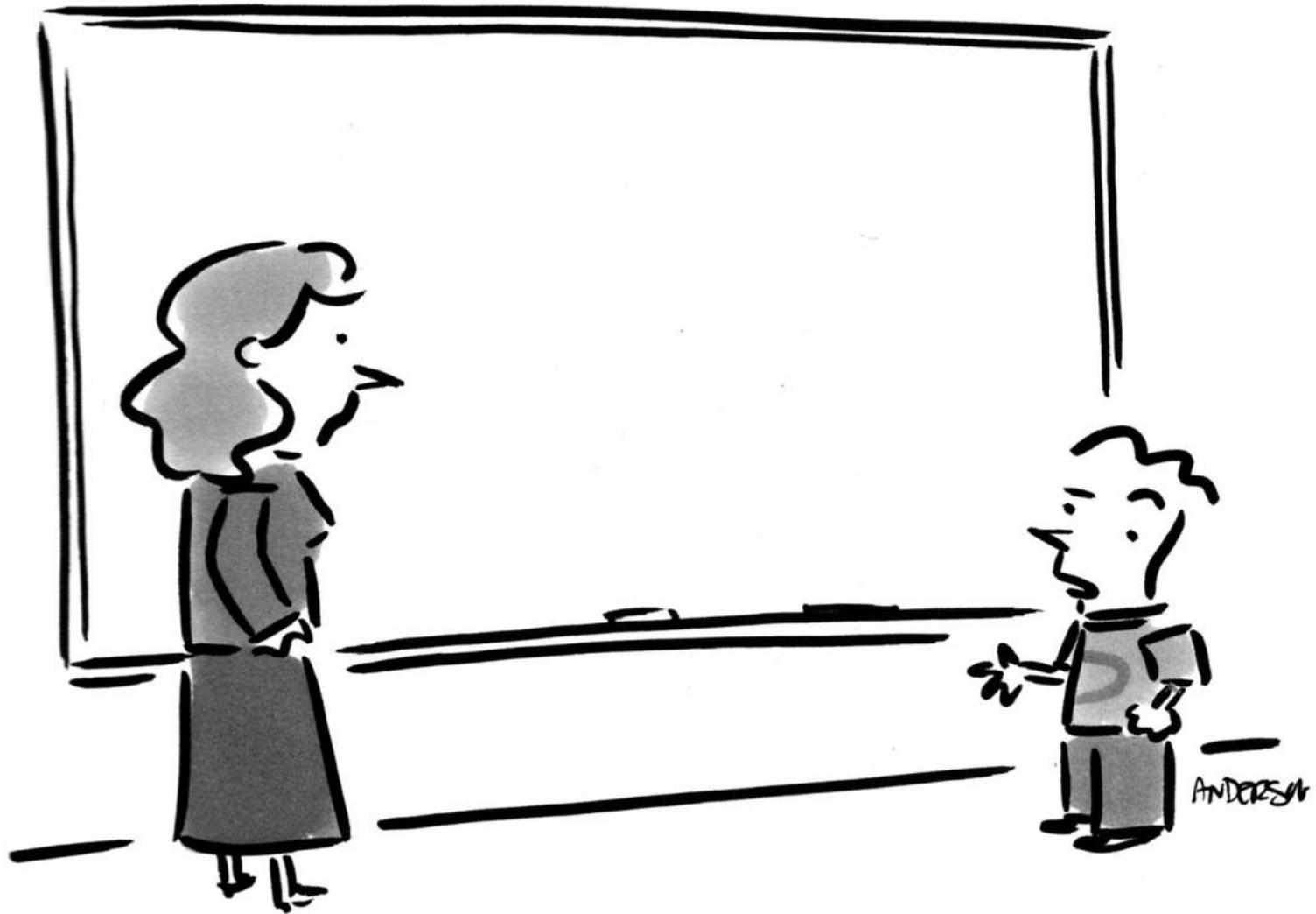
"Before I write my name on the board, I'll need to know how you're planning to use that data."

Systematic and Targeted Interventions

Educational interventions are based on an analysis of the:

- strengths of the system
- areas for improvement
- research (evidence)
- consultation with stakeholders

Systematic and Targeted Interventions

Education Plan of Action

The Ministry was committed to ensuring that the outcomes of the Baseline Inspection Reports and the Education Governance reports were addressed.

Immediately following the publication of the inspection and governance review reports, the Acting Deputy Chief Officer, the Acting Chief Education Officer, and the Lead Inspector collaborated to review the inspection reports and to develop a plan for action for the 2015-2016 school year.

The "theme" of the Plan of Action for 2014-2015 was "establishing a system of accountability".
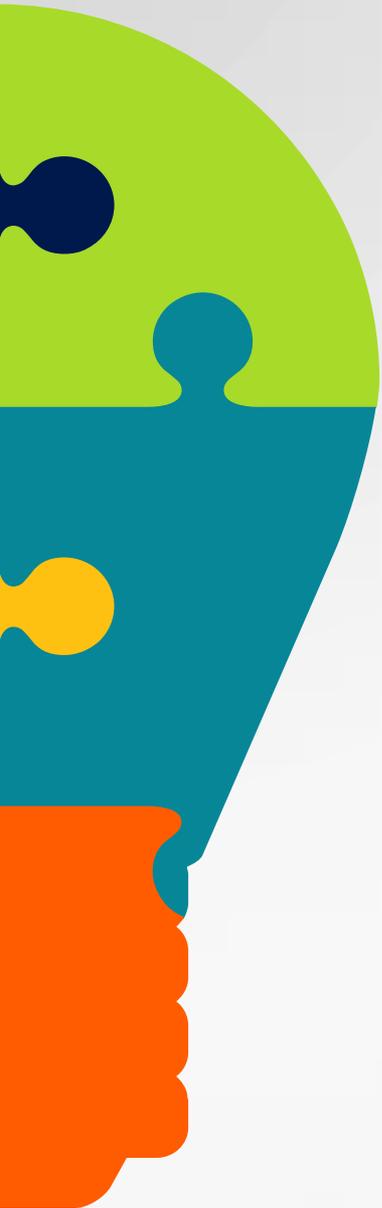
Systematic and Targeted Interventions

The Plan of Action included initiatives to *strengthen leadership & management, by:*

- Developing a role and responsibilities (non-negotiables) document for 2015-2016 to outline for principals, senior managers, teachers, support staff, and specialist

- Providing mentoring/coaching/training for principals and senior managers

- Defining, structuring, strengthening and supporting the senior management teams in primary schools

- Providing training for principals in understanding how to develop a Post Inspection Action Plan to raise standards in their schools

- Developing a Professional Development plan that was linked to the Plan of Action

- Reviewing behaviour policies to ensure that they provided appropriate consequences as well as positive reinforcements

- Providing better identification of special needs and provision of appropriate SEN intervention through:

  - Accurate testing of students and provision of appropriate intervention

  - Providing effectively trained and committed personnel, including teachers' assistants
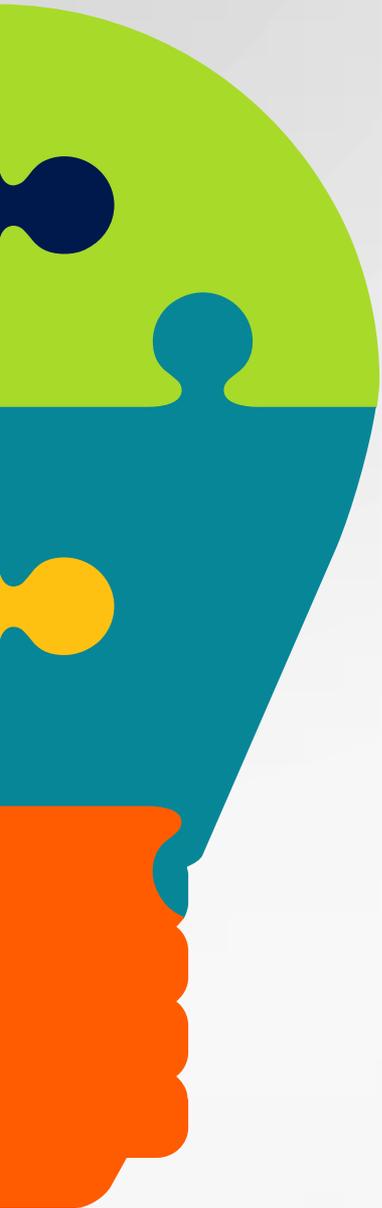
Systematic and Targeted Interventions
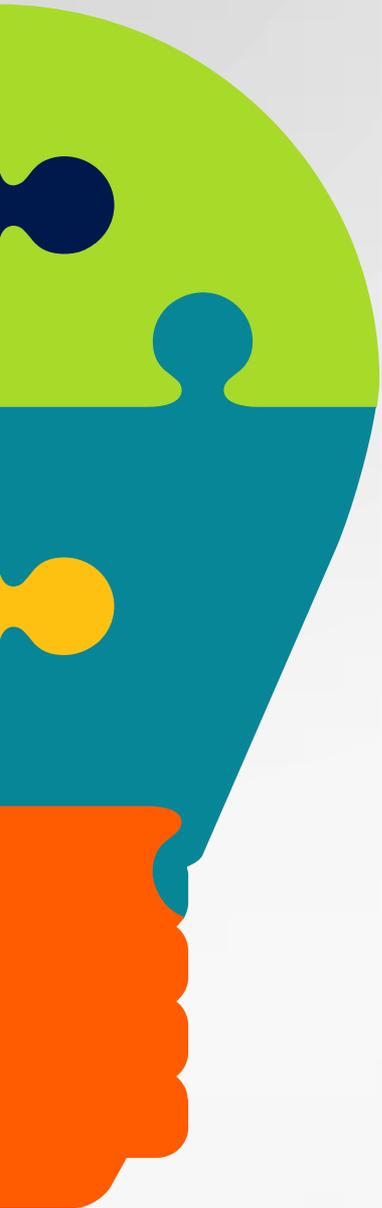
Improve Student Progress and Achievement, by:

- Improving the quality of teaching through the provision of effective support for existing staff in the form of mentoring/coaching/ training and monitoring through more rigorous performance assessment

- Having principals work with teachers to utilise the information from planning and assessment to provide for the less and more able students

- Using the CAT prediction scores for all students as targets for improvement

- Developing a marking and assessment policy in each school which is regularly monitored for consistency

Systematic and Targeted Interventions

Improve provision for students with SEN, *by:*

- Providing the necessary training and practical resources. Ensure that there are enough trained and competent teaching assistants

- Developing a simple lesson plans which enables planning for different abilities

- Using the information from planning and assessment to provide for the specific needs of students with SEN

- Providing regular monitoring and provision of advice and support to ensure that good progress is made from students' starting points

- Providing case management for alternate provision both local and overseas
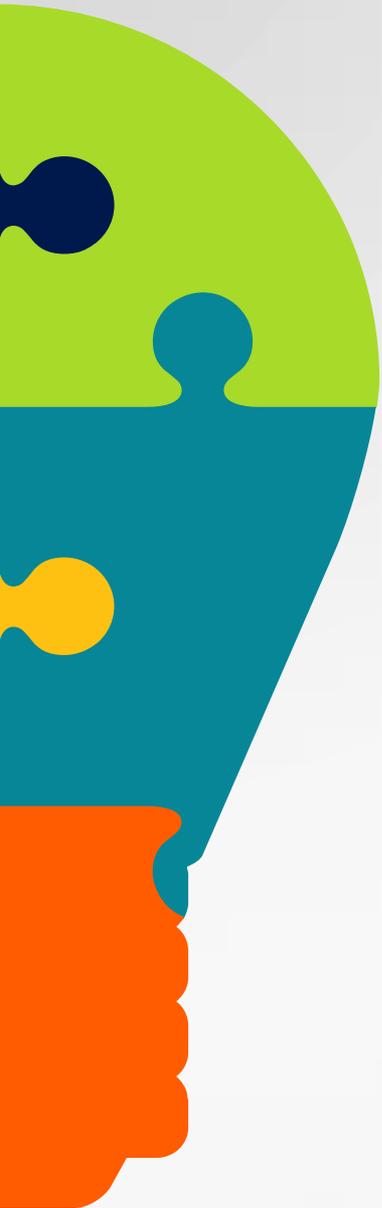
Systematic and Targeted Interventions

Conflict Resolution Training and a Crime Reduction Strategy *by:*

- Ensuring teaching is consistently interesting and relevant, clear and pitched at the right level so as to engage all students

- Using of behaviour records to enable more effective analysis of problems

- Providing continuing training in conflict resolution for staff

- Providing practical (TVET) subjects where students show particular interest & aptitude for these

- Ensuring behaviour management is a part of teachers' performance management

These are only a few of the initiatives that were implemented based on the recommendations from education reports.

Systematic and Targeted Interventions

A few of the accomplishments during the 2015/16 school year:

- The emphasis was on a collaborative approach to working in the system. This included the work of the Ministry and Department of Education personnel as well as across the primary and secondary sectors.

- Each primary school had a full time SENCO assigned (EMPS and EEPS as well as the Cayman Brac schools shared a SENCO due to their size). This enabled staff in the schools to received support with identified students needing extra support, enhanced the identification of students via assessment for support and provided additional professional development to improve the skills of teachers who managed the students on a daily basis
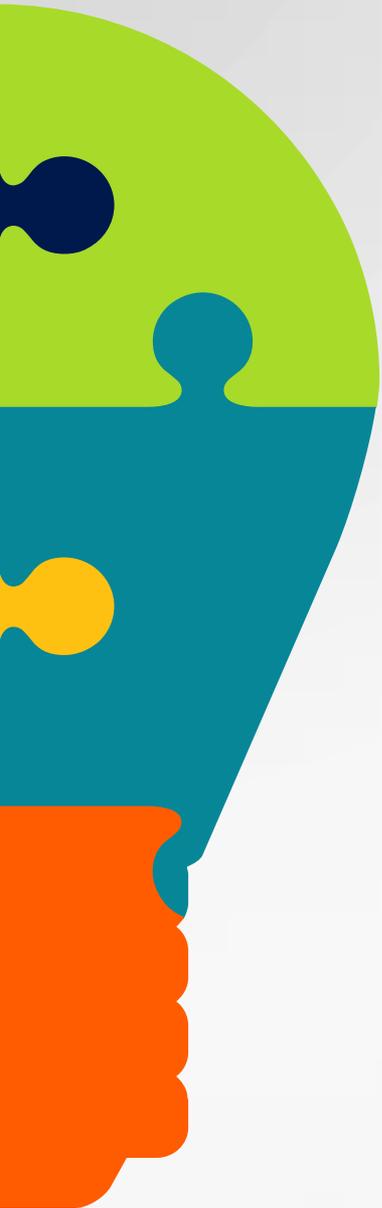
Systematic and Targeted Interventions

A few of the accomplishments during the 2015/16 school year:

- The SENCO's embarked on a yearlong schedule of professional development aimed at improving their skills and knowledge

- Each Primary school had two additional persons added to their senior management team – Head of Infants and Head of Juniors (This was in response to the inspection reports indicating that leadership needed strengthening at the primary schools and formalizing these roles which existed previously)

- Professional development occurred from school leadership to support staff

- A second cohort of middle managers started the Ontario Principals Council School Leadership course following the successful completion the year before by Principals and Deputies
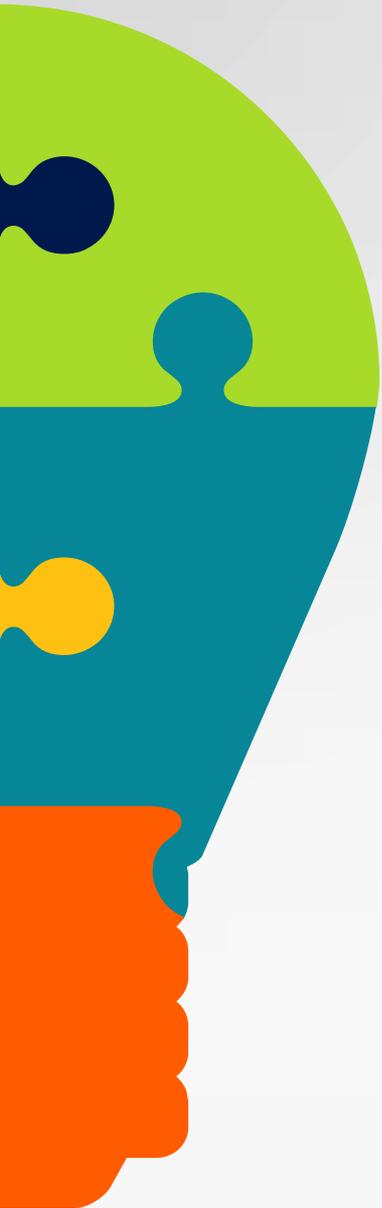
Systematic and Targeted Interventions

A few of the accomplishments during the 2015/16 school year:

- Targeted professional development took place for school leaders and teaching staff within and across schools. This included specific work with the Primary Specialists eg, ICT, PE, Music staff. These sessions included the staff on Cayman Brac

- Targeted professional development occurred for support staff. This included assessments to ascertain the skill levels of support staff. This was the first time that targeted professional development was included for support staff

- The numeracy and literacy specialists conducted professional development with primary lead teachers in English and mathematics

- At the school level paired observation and feedback was enhanced. This allowed teachers to share good practice and strategize for solutions

Systematic and Targeted Interventions

Plan of Action 2016-2017

It was important that in developing the Plan of Action for 2016-2017 that there was increased internal collaboration to ensure that initiatives are developed at the school level and that there was greater buy in from school leaders.

The development of the Plan of Action for 2016-2017 included all government school principals, representatives from the Ministry of Education and the Department of Education Services. The Plan was developed over a series of six (6) full-day workshops where participants had the opportunity to identify key issues in the system to be tackled in the upcoming school year.
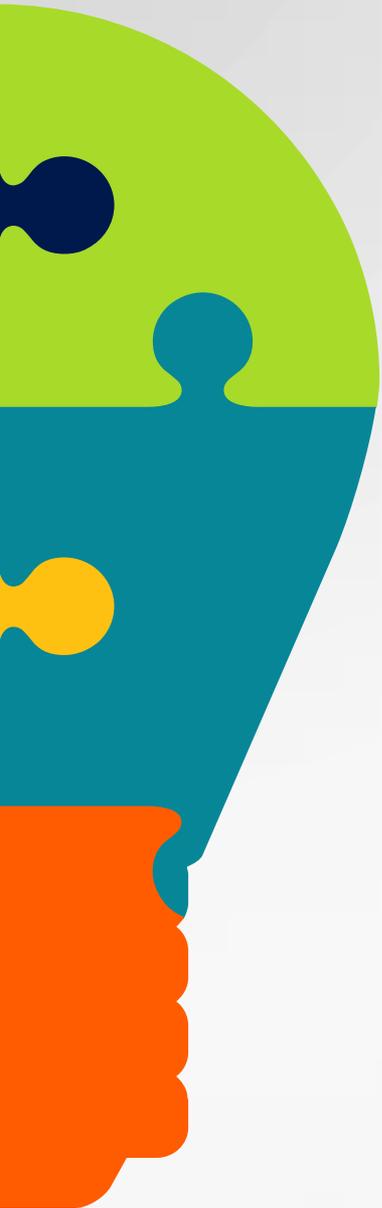
Systematic and Targeted Interventions

Plan of Action 2016-2017

Over the six (6) workshops, the group had to:

- agree one or two issues that needed to be resolved
- agree what evidence there was to show that these were indeed issues
- agree success indicators - what it would be like if the issues were resolved
- decide what actions should be taken to resolve the issues
- decide who would be best placed to take the lead and who would support
- agree the date when the actions would begin
- suggest any possible budget needs
- decide how the actions would be monitored and by whom
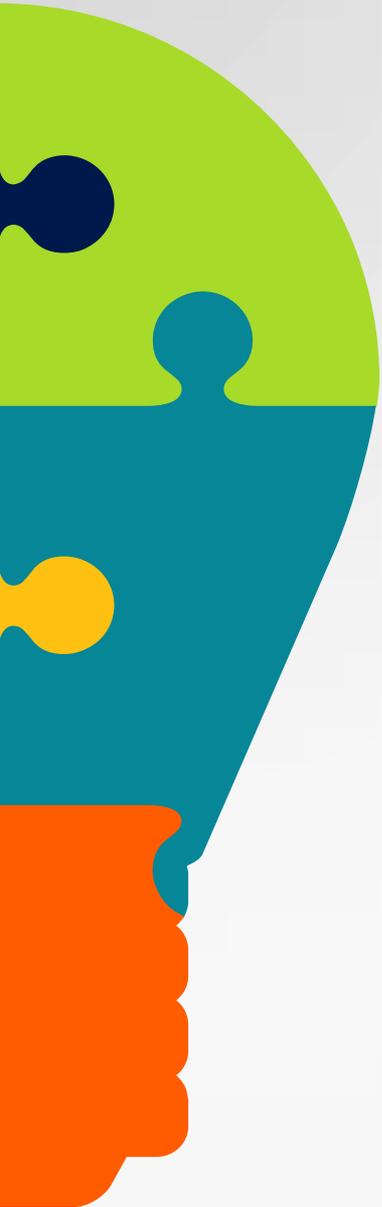
Systematic and Targeted Interventions
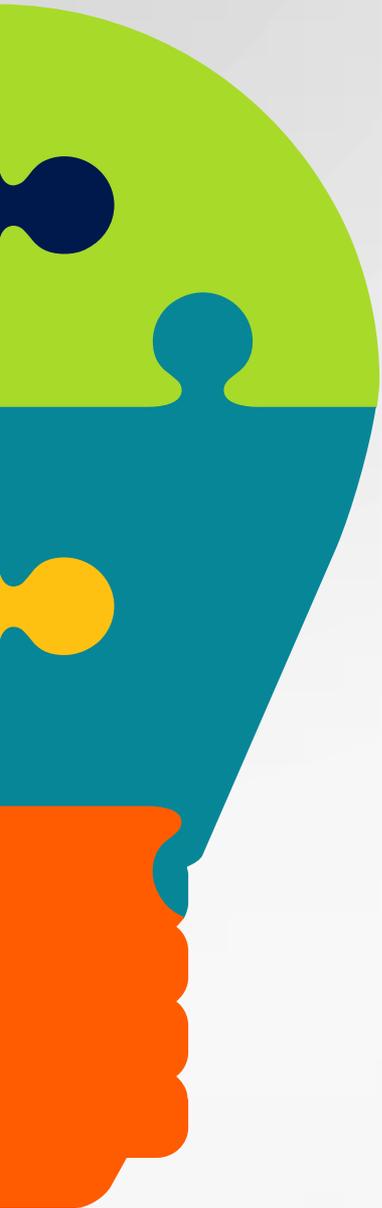
The Plan of Action for 2016-2017 is an operational plan for all government schools in the Cayman Islands. It continues to address issues raised through the:

- 2014-2015 Baseline School Inspections Reports,
- Review of Education Governance 2015 Report,
- regional and international research,
- internal evaluations of the government education system, and
- feedback from stakeholders.

The Plan of Action seeks to build on the strengths of the education system and to address issues identified.

Systematic and Targeted Interventions

Plan of Action 2016-2017

Each government school principal collaborated with the teaching professionals in their schools to customise the Plan specifically for their students, culminating in individual school improvement plans.

The school improvement plans allow for greater autonomy for schools to plan their improvements and to incorporate specific feedback from the baseline inspections.

The individual school improvement plans provide a roadmap of changes each school needs to make and how and when the changes need to occur to improve the level of student achievement.
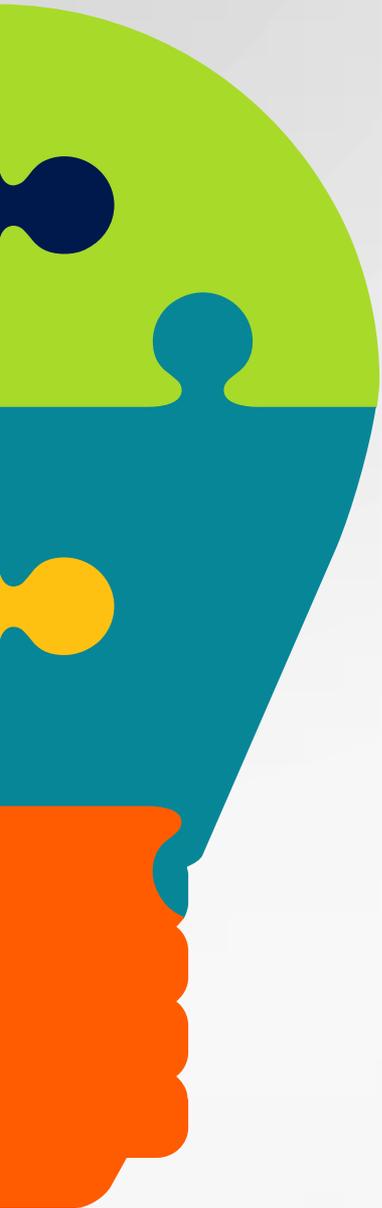
Plan of Action 2016-2017

Assessment - To have consistent understanding and application of assessment to inform teacher planning and instruction

Contextual Experiences - To have consistent mathematical experiences in problem solving, reasoning and communication provided across the curriculum

Opportunity
To increase teachers, students and parents understanding of the benefits of TVET – including education, training and career opportunities (and thus reducing negative perceptions)

Response to Intervention
To have consistent implementation of the Response to Intervention Framework to develop emergent literacy skills in Reception and Years 1, 2 and 7 students

Balanced Literacy
To have consistent understanding and application of pedagogy of balanced literacy

Numeracy

Literacy

Technical and Vocational Education and Training

Special Education Needs and/or Disabilites

Data Systems

Science

Positive Learning Environments

SEN/D Policy
To produce a revised Special Education Needs Policy and Code of Practice

Reliable and Valid Data Systems
To have consistent structures for data collection and to ensure that data is reliable and valid

Pedagogy
To have consistent and effective practices in the teaching and assessment of science

Positive Behaviour Interventions and Supports
- To have consistent and effective management of low-level behaviour in schools that adversely affects the school climate

Plan of Action 2016-2017: Numeracy Example

Numeracy		
Assessment To have consistent understanding and application of assessment to inform teacher planning and instruction		**Contextual Experiences** To have consistent mathematical experiences in problem solving, reasoning and communication provided across the curriculum
Assessment	KS1, KS2	Conduct professional development sessions for principals, school senior management and teachers that convey the different assessments being used and the purpose for completing and tracking each assessment
	All	Teachers use assessment outcomes and strategies within and across regular lesson planning and implementation
	KS1, KS2	Teacher-to-Student data discussions related to teaching, learning and student progress with teacher collected evidence of student progress. These discussions should be positive and based on formative assessments – strengths and areas for improvement
	All	Termly team planning within and across Year Groups and/or Schools that evidences the impact of assessment on planning and instruction (horizontal and vertical planning)
	KS3, KS4	Conduct professional development sessions to support mathematics teachers in analysing assessment such as MALT, homework and termly tests
Contextual Experiences	KS1, KS2 KS3	Conduct professional development sessions for principals, school senior management and teachers to develop strategies for utilising Strand 1 of the National Curriculum - *Using and applying mathematics in* relation to reasoning, communication & problem solving
	KS1, KS2 KS3	Teachers use a range of strategies to improve Strand 1 of the National Curriculum - *Using and applying mathematics* within mathematics lessons
	KS1, KS2	Refine units of study to include contextual experiences within numeracy and across subject areas.
	KS3, KS4	Conduct professional development to support non-mathemetics teachers in auditing curriculum and developing strategies that align with current approaches to mathematics teaching and development

Systematic and Targeted Interventions

Plan of Action 2016-2017

This workshop collaboration was an essential component of the development of the Plan of Action. Some of the feedback received was as follows:

- "An informative and stimulating exercise that encouraged and facilitated collaboration among all educators"

- "This process will help all persons develop better ownership and accountability"

- "Efforts to standardise systems are outstanding"

- "Process leant itself to excellent discussions, problem solving, and a clear vision of where we are going"

- "This type of professional engagement and dialogue is certainly the way to go for system wide improvement"

- "It was dynamic to have all the stakeholders at senior levels of our education system collaborate on how we drive our system to success"

- "Challenging yet quite rewarding"

Systematic and Targeted Interventions

Plan of Action 2016-2017

- "Great discussion and conversation to challenge thinking and to arrive at actions that will truly help us move forward and continue to improve"

- "Overall an outstanding and long overdue collaboration efforts to address many issues in our system"

- "Working with the entire group and having principals, specialist, DES, and Ministry lends to accountability and transparency"

- "Great collaboration on ensuring cohesiveness across the system"

- "These sessions were well organised and structured – they were extremely effective and the objectives were met – well planned and enjoyable"

- "Principals will be able to encourage staff buy in to the overall action plan"

- "The Action Plan gives a real sense of ownership by all"

Systematic and Targeted Interventions

Plan of Action 2016-2017

The Plan of Action 2016-2017 was reviewed by renowned educational expert Dr. Avis Glaze.

Dr. Avis Glaze is an international leader in the field of education. As one of Canada's outstanding educators, she has been recognized for her work in leadership development, student achievement, school and system improvement, character development and equity of outcomes for all students.

As Ontario's first Chief Student Achievement Officer and founding CEO of the Literacy and Numeracy Secretariat, she played a pivotal role in improving student achievement in Ontario schools. Her primary focus in education is on building capacity to ensure that all students achieve, regardless of background factors or personal circumstances.

Avis completed two Master of Education programs – one in educational administration, a second in guidance and counselling, and a Doctorate in Education at the Ontario Institute for Studies in Education, University of Toronto. She also has training in Alternative Dispute Resolution, Advanced Facilitation, and the Assessment of Emotional Intelligence. She has taught at all levels of the education system, in rural and urban areas, in public and Catholic schools, and at the elementary, secondary, community college and university levels.
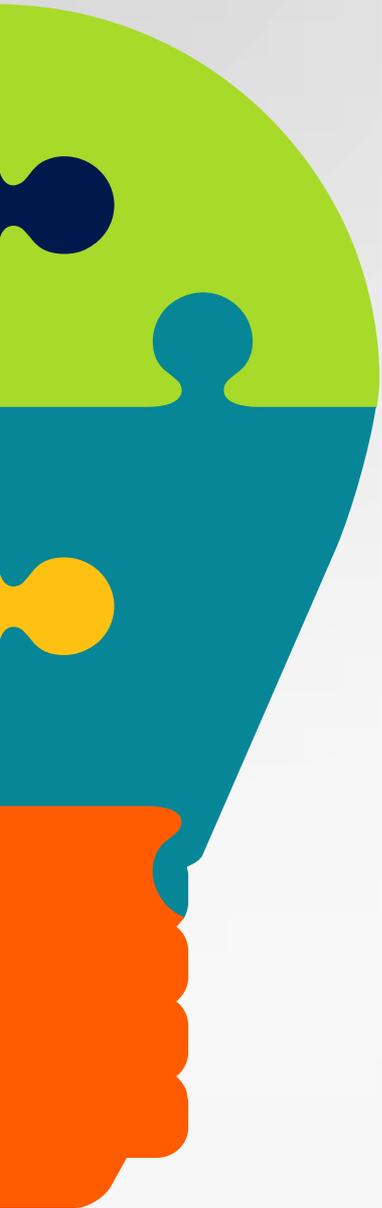
Systematic and Targeted Interventions

Plan of Action 2016-2017

The Plan of Action 2016-2017 was reviewed by renowned educational expert Dr. Avis Glaze.

Your action plan is outstanding. It is cogent, coherent and comprehensive. I commend the collaboration among the Ministry, DES and the inspections unit. You have used an excellent process to arrive at your conclusions. Using your inspection data, determining avenues to continue your work on the priority areas of literacy, numeracy, behavior, special education needs, science and Technical and Vocational Education and Training are all important steps.
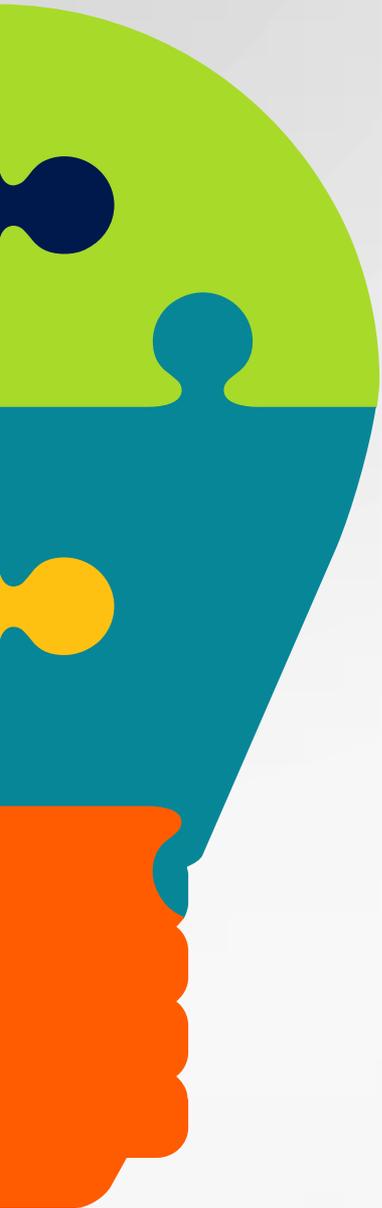
Systematic and Targeted Interventions

Plan of Action 2016-2017

Teamwork, which is necessary for system improvement is being emphasized. Tasks are clearly delineated in your efforts to be more inclusive. I have noticed, as well, that you are taking the issue of careful monitoring, reporting and feedback very seriously. This is highly commendable.

The purposes, timelines and expectations are well conceived and brilliantly articulated. There is also a need to expand the communication strategy to include media and the non-parent population.

Unfortunately, I have one major concern with this plan. It is much too ambitious when measured against the stated timeframe for implementation. From my experience, this is akin to a 5 year plan for a system. And even so, there is enough included for it to be a 5-8 year plan.
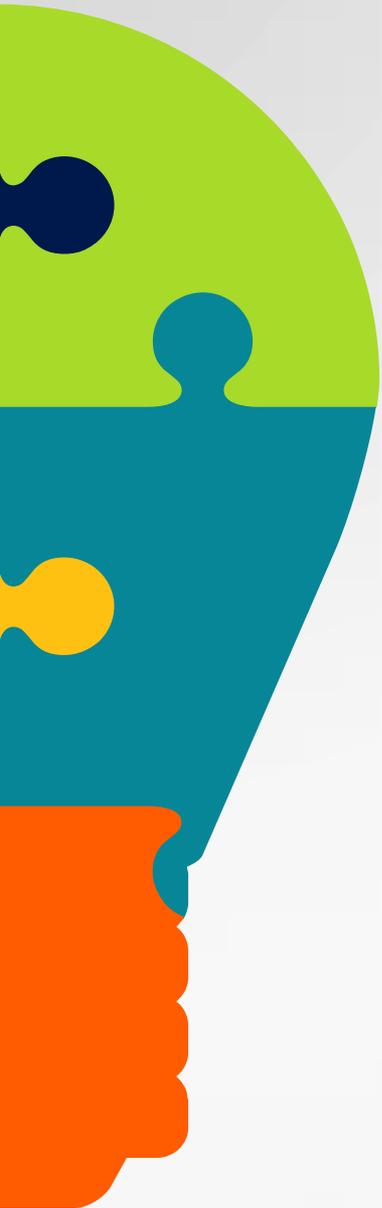
By the Numbers…as of March, 2017

Early Access to Post-Compulsory and Tertiary Education

There has been an increase in the number of students who gain early access to post-compulsory and tertiary education (dual entry). These students achieve 5 or more subject passes (including English and Mathematics) by the end of Year 11 and then spend their last year of high school (Year 12) in college or pre-college programmes such as A-Levels or associate degrees.
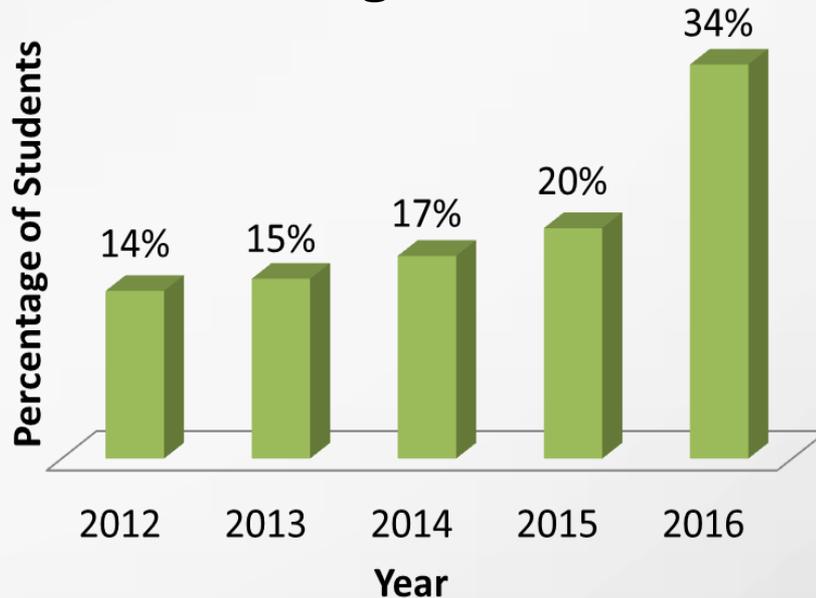
By the Numbers…as of March, 2017

High School Graduates with Honours

The number of students graduating high school with honours or high honours has gradually increased. The international standard for college access is 5 Level 2 subject passes (including English and Mathematics). Honours and High Honours graduates achieve at least 7 or 9 Level 2 subject passes (including English and Mathematics). In 2016, 35% of government high school graduated with Honours or High Honours.
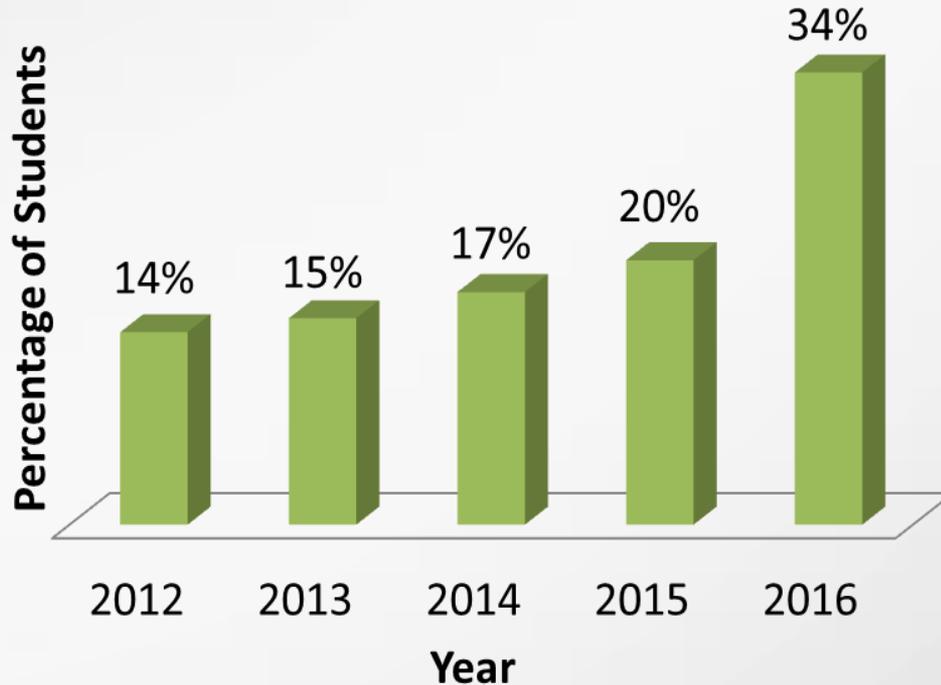
By the Numbers…as of March, 2017

Work Readiness at CIFEC

228 students are currently taking part in internships with **106 employers**. All students at CIFEC are enrolled in a Work Skills course as part of their curriculum courses.

Technical and Vocational Education and Training (TVET)

21 TVET courses offered to students at CIFEC and the government high schools

In addition to providing high school students with opportunities to re-sit English and Mathematics exams, CIFEC offers a range of courses including, but not limited to, hospitality, beauty therapy, creative media production, motor vehicle, art & design, information technology.

…as of March, 2017

By the Numbers…as of March, 2017

Early Reading Skills

86% of all Year 1 students ended the 2015-2016 school year reading on level

The Response to Intervention (RTI) framework was implemented across all Year 1 classes to close reading achievement gaps early on and to prevent them from becoming long term reading challenges. A goal of 85% of students was set at the beginning of the year.

Early Childhood Assistance Programme (ECAP)

152 Caymanian children received funding attend early childhood centres in 2016-2017

The Cayman Islands Government offers funding to assist with attendance at an early childhood centre for eligible Caymanian children who are between 3 to 4 years old before September 1st. This is designed to provide educational opportunities that will help prepare students for reception classes and primary school.

…as of March, 2017

By the Numbers…as of March, 2017

School of Excellence

2 years in a row the Lighthouse School was awarded a Centre of Excellence

The Lighthouse School received the Centre of Excellence Certificate in the area of Inclusive Curriculum from ASDAN two years in a row. This award recognized the school's outstanding practice in running ASDAN courses. ASDAN is a pioneering curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, employment and life.

Information Communication and Technology (ICT) Resources

100% of primary school classrooms have interactive white board technology

A total of 116 boards were installed in primary and secondary classrooms. These boards are used as a tool to engage students in their learning.

…as of March, 2017

By the Numbers…as of March, 2017

Special Education Needs Coordinators (SENCOs)

100% of primary and secondary schools receive services from full-time SENCOs

SENCOs support the identification of children with special educational needs and disabilities, coordinate provision for children with SEN/D, liaise with parents of children with SEN/D, ensure that the school keeps the records of all pupils with SEN/D up to date and liaise with other providers, outside agencies, educational psychologists and external agencies.

…as of March, 2017

Public-Private Partnerships

75 students: Cayman Finance

Up to 50 dual entry students and up to 25 additional private high school students are taking part in a programme developed in collaboration with Cayman Finance to provide workshops, mentoring and internships in the financial industry. The programme is in its 3rd year.

12 students: Digicel

A total of 22 high school students, 12 of which are from government schools are taking part in a Young Leaders Pilot Programme developed by Digicel. Students are involved enrichment days that include training in sales, marketing, finance and ICT. Students are also involved in action days which include fundraising to benefits initiatives at schools.

...as of March, 2017

Public-Private Partnerships

60 volunteers: CIIPA

The Cayman Islands Institute of Professional Accountants (CIIPA) has worked with the government to provide training in Maths Recovery which is an intervention programme designed to address challenges students have with early numeracy skills. In addition CIIPA has provided a range of mathematics resources for students and teachers.

365 staff trained: Help for Children Organisation

The Ministry is a grantee of the above grant to promote protection of children and prevent child abuse. The Ministry continues to child protection training for staff in schools and other educational settings. Training and materials have also been purchased to educate children about keeping safe through the Life Skills curriculum.

…as of March, 2017

Public-Private Partnerships

166 students: LIFE

Literacy Is For Everyone (LIFE) has provided reading interventions programmes for the Response to Intervention Framework. They have purchased multiple levels of Levelled Literacy Intervention programme and the Jolly Phonics programme. LIFE has many volunteers assisting in schools and works with the government to provide a range of literacy resources for students, teachers and parents.

...as of March, 2017

Management & Monitoring

Organisations often get criticized for developing plans that sit on a shelf with little regard for implementation, monitoring and evaluation.

The implementation of the Plan of Action is monitored regularly to provide information on emerging issues, improve performance and ensure accountability.

Management and Monitoring

Regular Team Meetings
Bi-weekly meetings are held with the senior management teams from the Ministry of Education and the Department of Education Services (DES). These progress check meetings help to keep team members on track. It helps to keep the strategic plan relevant, provides opportunities to trouble shoot issues and to celebrate successes or quick wins.

On-going Consultation and Collaboration with Principals:
Senior management teams from the Ministry of Education and the DES meet with principals and other school staff regularly.

Data Analysis
School data is reviewed termly by senior teams in the Ministry of Education and the DES and more regularly by school staff.

Whole Group Update sessions
Senior management teams from the Ministry of Education, the DES and principals meet twice during the academic year to review the implementation of the plan of action.

Management and Monitoring

- "Listening to colleagues and getting confirmation that what we are doing is making a difference"

- "Enlightening to see so much progress that was unique to schools"

- "The Plan of Action as provided the focus to ensure consistency across the system"

- "Great opportunities for cross collaboration"

- "High success for the Positive Behavioural and Intervention Supports (PBIS) programme"

Future Foci

It is helpful to focus critical analysis on data and on key questions:

- What does the data tell us?
- What are the issues?
- What are the sources of the issues?
- How can those sources be addressed to reduce or eliminate the issue?
- What do we want to achieve?

Future Foci

Currently the education system collects academic data at various stages in a child's academic life:

- Intervention data
- End of key stage data
- CAT Data

Data trends include:

- Student performance in mathematics has improved.
- Student performance in English has remained relatively consistent.
- The number of students achieving at least 1 science subject has increased.
- Females are outperforming males at the benchmark indicators of 5 or more level 2 subjects including English and mathematics.

Future Foci

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

+25% since 2012

At the end of the 2014-2015 school year, students in the Cayman Islands outperformed their UK counterparts in English and had comparable results in mathematics.

	2015 Exam Results	
	English Passes	Maths Passes
UK Percentage of Level 2 type passes	72.6%	69.1%
CI Percentage of Level 2 type passes *(Government and self-reported Private Schools)*	79%	68%
CI Percentage of Level 2 type passes *(Gov Schools only)*	68.5%	52.4%

Some Gaps in the Data

There are gaps in the data available to the Ministry currently that is critical for decision making. It should be noted that this data may be available through different agencies, for example the Economic and Statistics Office, but is not currently used in education analysis. Gaps in data include:

Socio-demographic data (for public and private schools):
- Number of students by socio-economic status
- Number of students in single family homes
- Number of students considered as 'latch key'
- Number of students with 2 or more siblings living in the home
- Number of students with health issues (including mental health)

Some Gaps in the Data

Career data (using various metrics such as salary, stability, etc.):

- ⚙ Top 10 predicted jobs of the future (internationally)
- ⚙ Top 10 jobs in the Cayman Islands
- ⚙ Top 10 jobs in the region
- ⚙ Critical job skill requirements

Analysis would include, for example, looking at relationships between underperformance (academic/behaviour) and home environments (socio-economic status, parenting styles, etc.)

Overcoming Barriers to Education

Currently compulsory education is provided through government schools, a range of private schools and home schools. Private schools have varied admissions policies with some requiring students to pass an academic entrance exam.

Government schools provide education at no cost to Caymanian students who have priority admission. Where space is available, government schools are open to non-Caymanian children of Caymanian parents, dependants of overseas/local contractual civil servants, and permanent residents.

Government schools accept students with special education needs and/or disabilities and provide a range of support services to help meet their individual needs.

Overcoming Barriers to Education
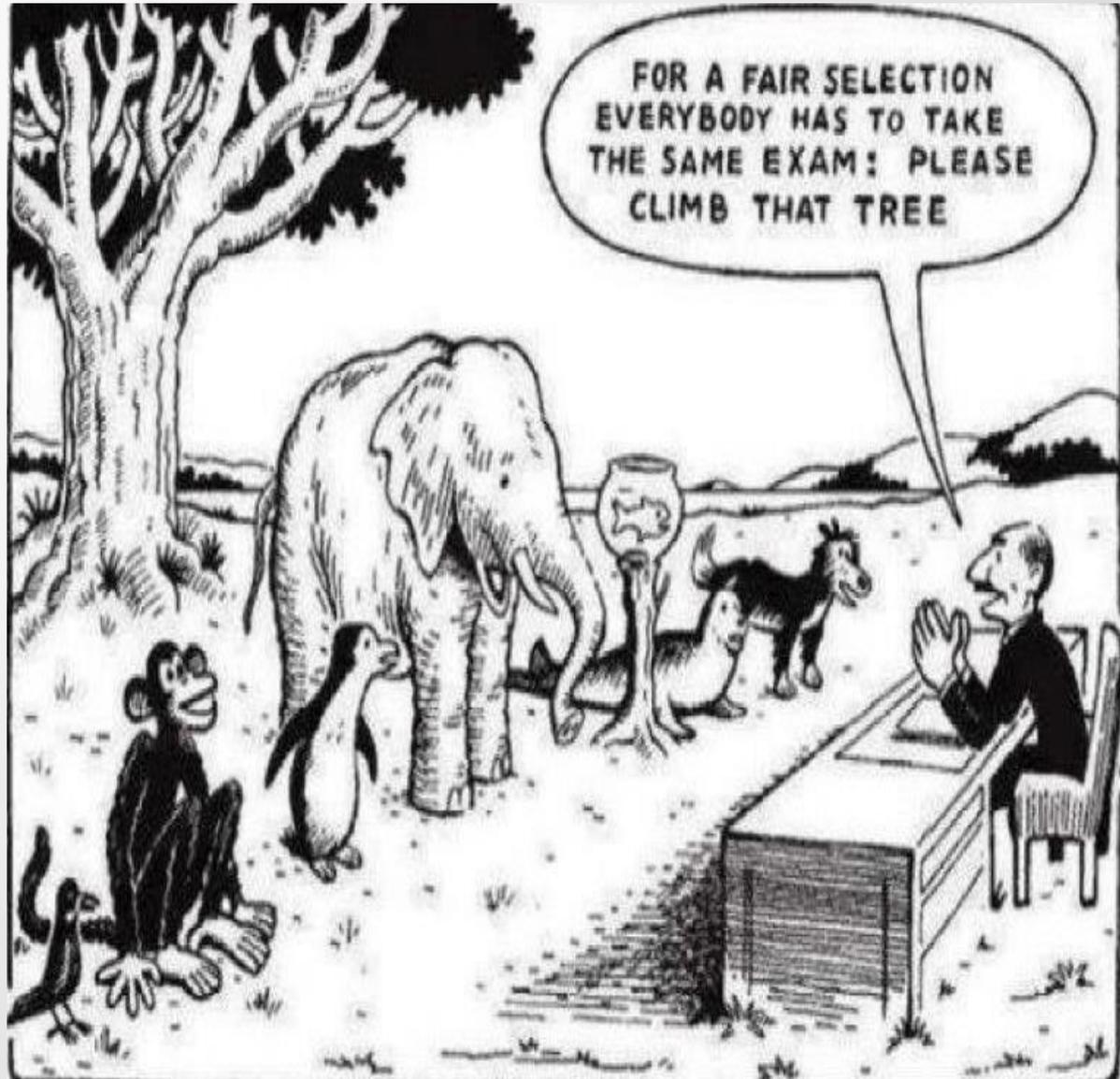
Overcoming Barriers to Education

We recognise that there are a number of students who come to schools with barriers to learning.

There is a need to address the root causes for educational issues as well as focus on educational outcomes.

Due to our intake policy, a focus for government schools has to be on overcoming barriers to education (e.g. student coming to school without breakfast is a barrier to learning).

Overcoming Barriers to Education

Using Literacy as an example: There is a need to consider the root cause of literacy issues and to start with some key questions:

- How many students are actually leaving high school unable to read and write?
- Given the population what is the expected percentage of persons who would be unable to read and write?
- How do the numbers compare?
- Is there a particular demographic that is represented in those numbers?
- If so, can a cause be identified (e.g. is there a higher proportion of students from low socio-economic backgrounds represented)?
- What is the reading rates of the persons who live in the home with the child/children?
- What can be done to address the cause of the issue?
- What other agencies need to be involved?

Outcomes:
- How can we prepare students for literacy of the future?
- What are the expectations of higher educational institutions and employers?

Overcoming Barriers to Education
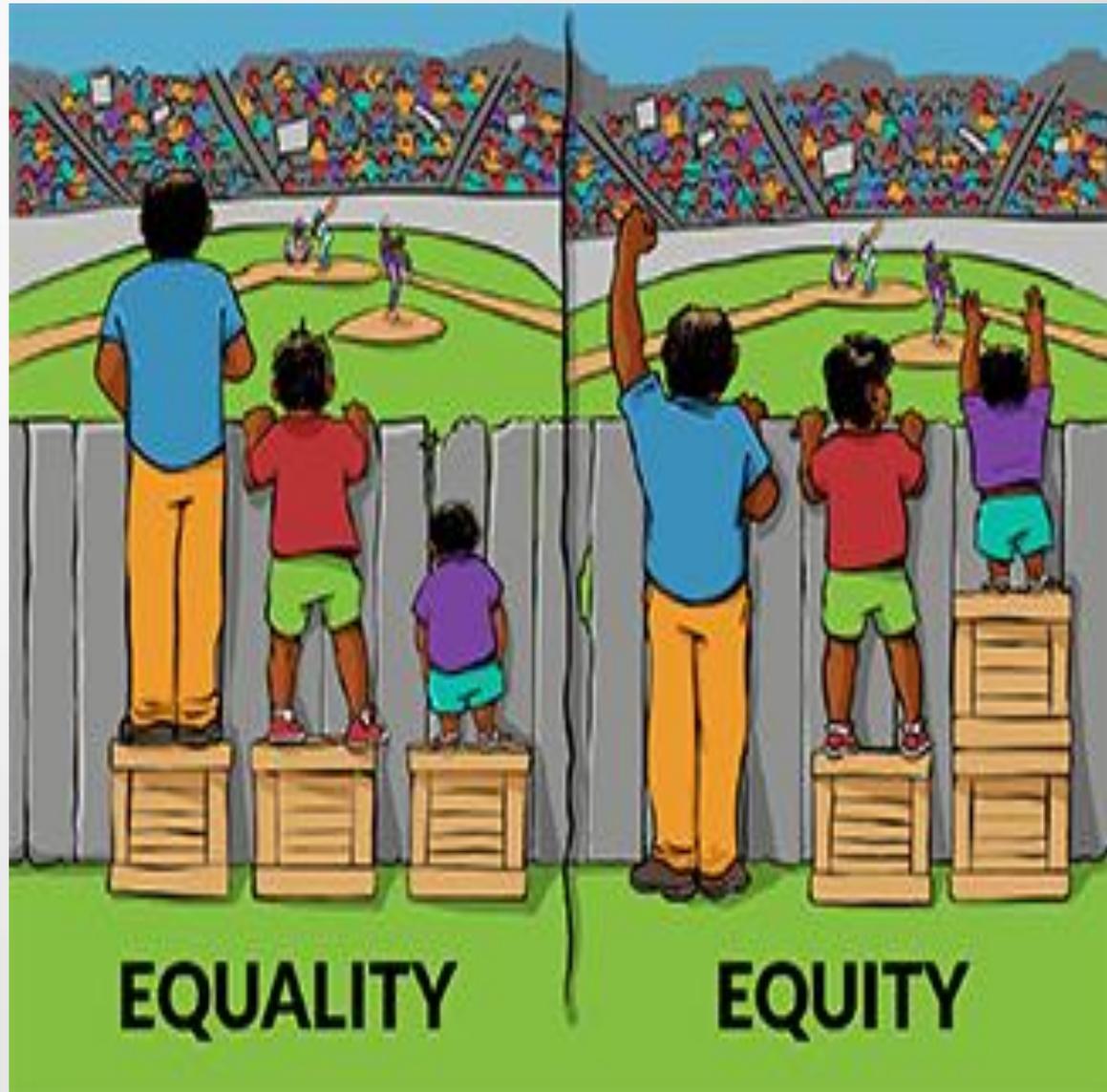
Overcoming Barriers to Education

Using Behaviour as an example: There is a need to consider the root cause of behaviour management issues and to start with some key questions:

- What is the number and nature of behaviour incidents?
- How many of these are linked to a SEN or mental health?
- Is there a particular demographic that is represented in those numbers?
- If so, can a cause be identified (e.g. is there a higher proportion of students from low socio-economic backgrounds represented)?
- Are there persons in the home who display violence?
- What can be done to address the cause of the issue?
- What other agencies need to be involved?

Outcomes:
- What skills are needed to ensure students are 'successful' in society (including further education and employment)?
- What skills are needed to ensure young people are able to improve their own lives and the lives of their children (positive generational impact/change)?

Overcoming Barriers to Education

Stage 1: How do we ensure that children are prepared to enter school?

- Ensuring barriers to education are addressed
- Providing interventions for students deemed 'at-risk'
- Meeting the needs of the gifted and talented
- Making education relevant (critical job skills, future careers)

Stage 2: How do we ensure that we meet students needs throughout school?

- Providing internships
- Partnerships with the private and public sectors
- Develop networking skills
- Alumni support

- Quality childhood care and education
- Socio-economic data
- Family data
- Medical data (including mental health)

Stage 3: How to we ensure that graduates are 'successful' in life after school?