

DRAFT

**ASJA GIRLS' COLLEGE
TUNAPUNA
SCHOOL DEVELOPMENT PLAN
2017-2020**



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- i. Ministerial Priorities**
- ii. Vision for our children of Trinidad and Tobago
(GORTT Ministry of Education, Education Sector Strategic Plan 2011-2015)**
- iii. School Based Management Model (2014)**

BASIC SCHOOL DATA

NAME OF SCHOOL: ASJA GIRLS' COLLEGE TUNAPUNA

ADDRESS: 78 Back Street, Tunapuna

PHONE/FAX NO: 662-3447

EMAIL ADDRESS: asjagirlstunapuna@gmail.com

NO. OF TEACHERS: 23

NO. OF STUDENTS: 366 (intended capacity 350)

SCHOOL MANAGEMENT TEAM

Rabia Mohammed-Khan	Principal
Aleeya Khan	Acting Vice Principal
Nicole Sogren	Head of Department
Priscilla Patiram	Head of Department
Rishma Rajkumar	Acting Head of Department/ TTUTA Representative
Shabanna Ali-Hosein	Acting Dean
Melissa John	Safety, Health & Crisis Committee Member
Gillian Garcia	Guidance Officer I
Lisha Amunwah	School Social Worker
Frieda Khan	PTA President
Lorilee Madeira-Williams	Parent
Genevieve Mohammed	Student Representative
Karen Phagoo	Clerk III Ag.
David Edwards	Community Member/President Greater Tunapuna Chamber of Commerce
Feraz Mohammed	School Manager/ ASJA Education Board Representative

Vision: "To be an active participant in a dynamic education system"

Mission: "Working harmoniously to foster the holistic development of an individual who strives for excellence and who positively contributes towards societal and nation building."

Motto: "Learning in Harmony"

SCHOOL PROFILE

SCHOOL CONTEXT

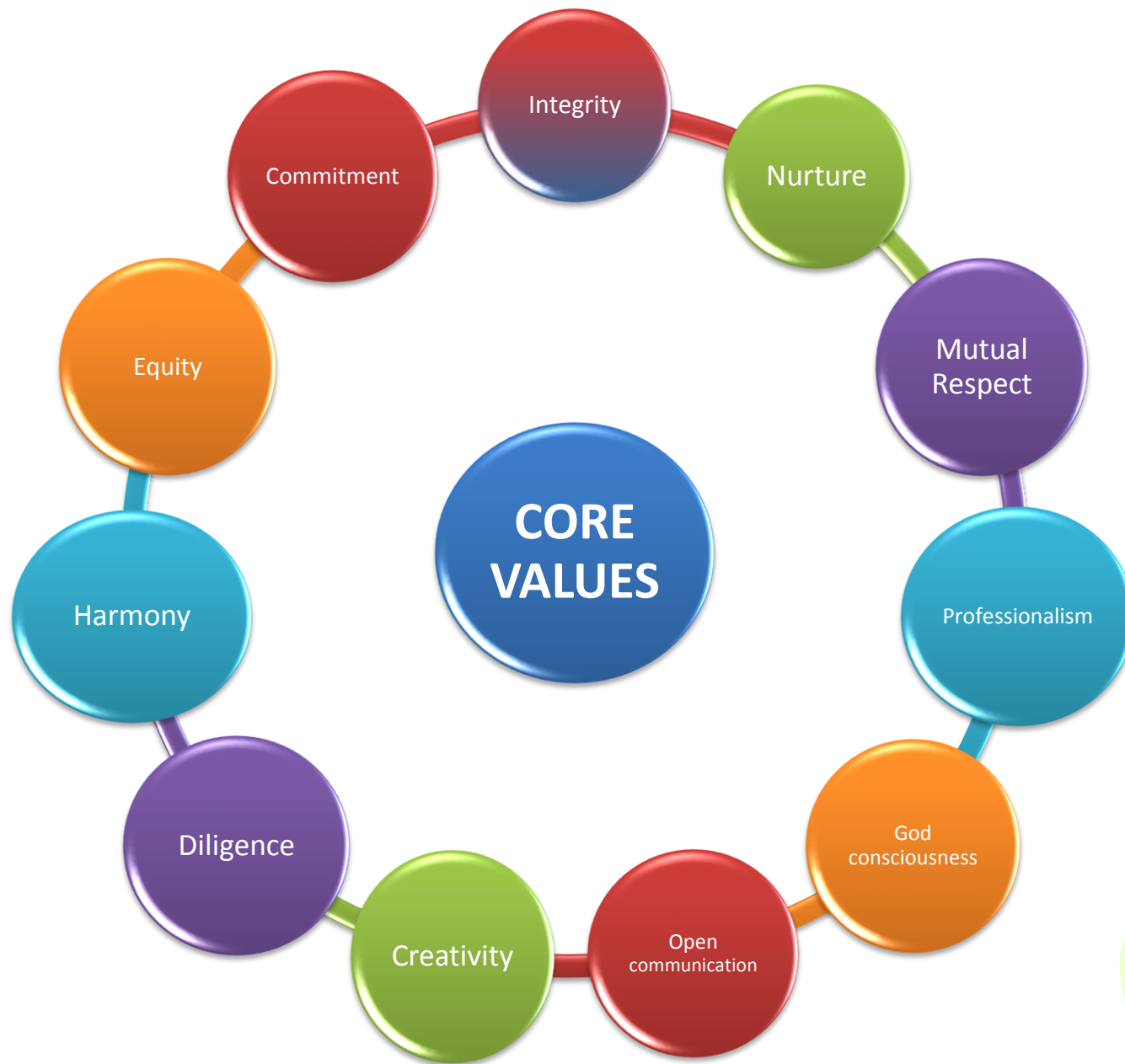
ASJA Girls' College, Tunapuna was established in the year 2000 under the Ministry of Education's Secondary Education Modernization Programme (SEMP). Although a public secondary school, this school falls under the category of Government Assisted schools and is managed by the ASJA Education Board. Due to space limitations, the school is initially structured as a five-year school. It is thus not possible for students to pursue advanced studies at this school at this time. September 4th 2016 marked the 16th Anniversary of the school.

The taught curriculum is in keeping with that of traditional schools and the SEMP curriculum. Classroom instruction is based on the student-centred approach. Teachers are thus more facilitators of learning. All members of staff recognize that the success of an institution is largely attributed to 'thinking out of the box' and 'going the extra mile'. Teaching strategies are wide and varied.

As at any denominational school, the tenets of the particular faith form the cornerstone of the school's philosophy. Thus, continually seeking God's guidance that we may be kept on the straight path in submitting to His will is part of our daily routine. Conformity to informal rules and regulations forms a large part of our culture. Although academic performance is important, equal importance is placed on students' attitude and ability to make morally correct choices.

Observances are held for many religious and cultural events. This is so that students may understand and respect the beliefs of others in our multi-religious, multi-ethnic society.

Leadership exercised at this school is one of democracy- where participative decision making is the norm. Consequently, all members of staff are involved in the development and maintenance of school policy. Members of staff voluntarily serve on various committees which span a range of activities from the management of examinations to the organization of school events. All teachers are also actively involved in P.T.A. related activities.





GOALS OF ASJA GIRLS' COLLEGE TUNAPUNA

- To become a “first choice” school for parents and students (S.E.A.)
- To produce servants of humanity (society builders, spiritual, value-centered)
- To produce independent learners and critical thinkers
- To produce students with the ability to practice healthy life choices
- To produce life-long learners with the ability to learn, un-learn and re-learn
- To produce learners who are able to meet the challenges of living in a global, technology driven society
- To maintain productive partnerships with the community, including the global community
- To maintain democratic leadership
- To maintain the culture of a shared vision
- To maintain leadership throughout the organisation
- To provide a safe, aesthetically pleasing environment for staff and students

CSEC RESULTS 2012-2016

	2016	2016	2015	2015	2014	2014	2013	2013	2012	2012
	% I & IIs	% passed	% I & IIs	% passed	% I & IIs	% passed	% I & IIs	% passed	% I & IIs	% passed
ADD. MATH.	40	94	77	100	-	-	-	-	-	-
BIOLOGY	91*	100*	31	73	37	72	40	75*	47	100
CAR. HISTORY	83*	100	42	100	60	100	47	100	27	79
CHEMISTRY	61*	96*	56	83	60	83	88	89	36	78
ENGLISH A	99*	100*	87	97	88	94	82	86	74	97
ENGLISH B	84*	98*	83	93	90	87	89	89	78	77
GEOGRAPHY	54*	100*	21	89	41	94	63	76	50	88
HSB	47	92	-	-	-	-	-	-	46	93
I.T.	100	100	100	100	100	100	100	100	95	100
MATHEMATICS	85*	94	78	96	77	91	53	86	66	75
PHYSICS	70*	91*	44	78	47	83	100	93	49	100
POA	43	100	89	100	78	100	81	100	44	96
POB	100	100	100	100	84	100	97	100	86	100
RELIGIOUS ED.	-	-	87	100	-	-	-	-	-	-
SOCIAL STUDIES	79	100*	80	97	68	100	77	96	67	100
SPANISH	80*	86*	54	83	52	71	60	72	37	67
VISUAL ARTS	56*	100*	20	50	29	78	22	75	43	78

* 2013 - 2015- all students wrote Biology

* Areas of improvement

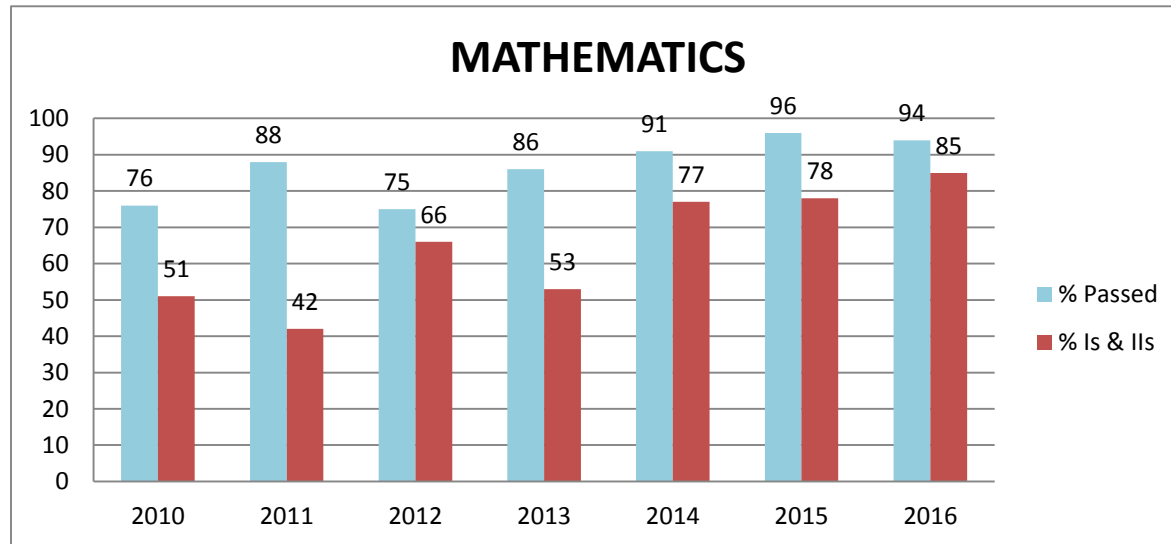
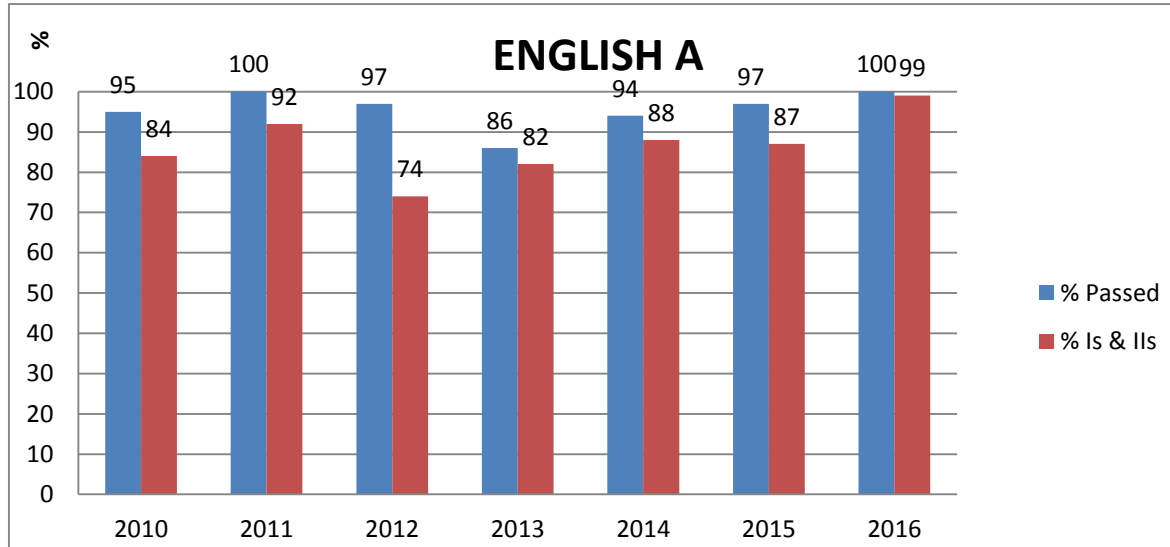
	2016			
No. of Subjects passed	≥5	≥6	≥7	8
No. of Students	57	55	39	25
%	86%	86%	65%	68%*

	2014			
No. of Subjects passed	≥5	≥6	≥7	8
No. of Students	56/69	50/66	46/54	32/45
%	82	76	85	71

*percentage expressed over total no. of students who wrote 8 subjects

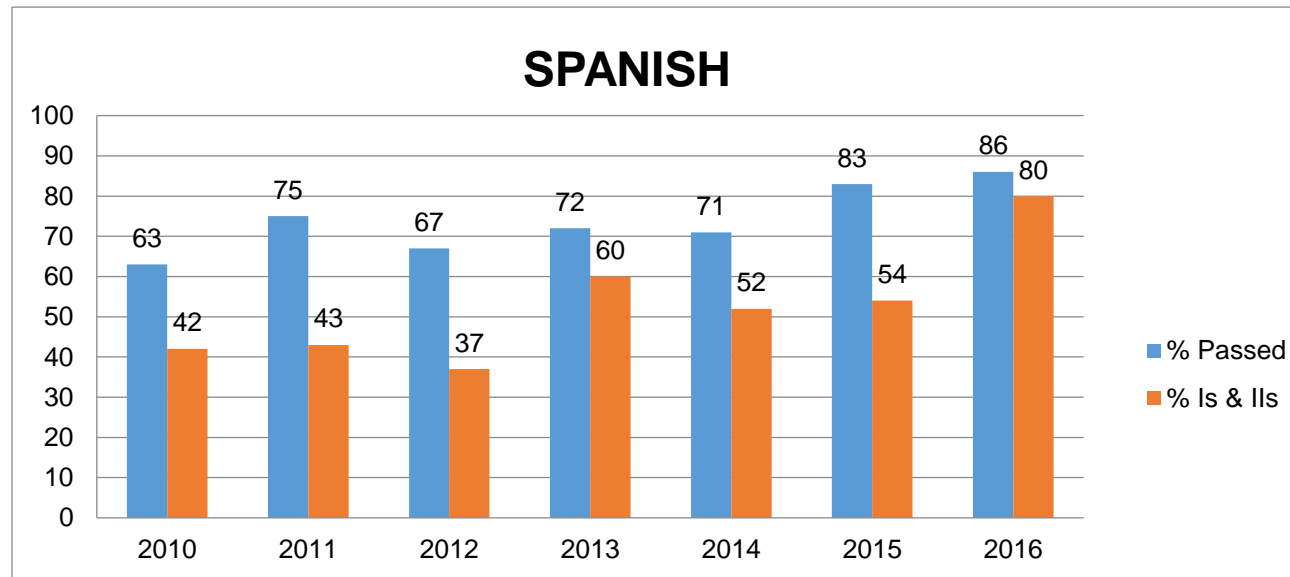
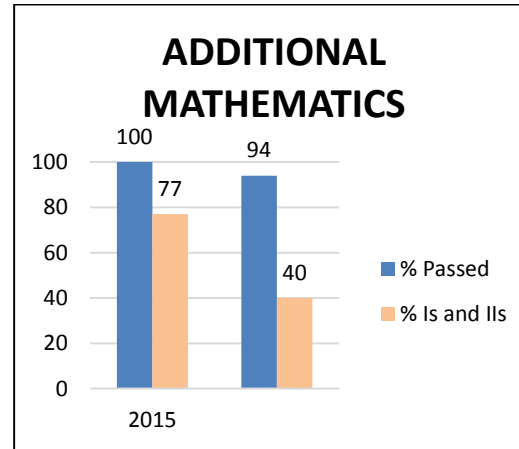


CHARTS SHOWING ANALYSIS OF CSEC RESULTS 2010-2016



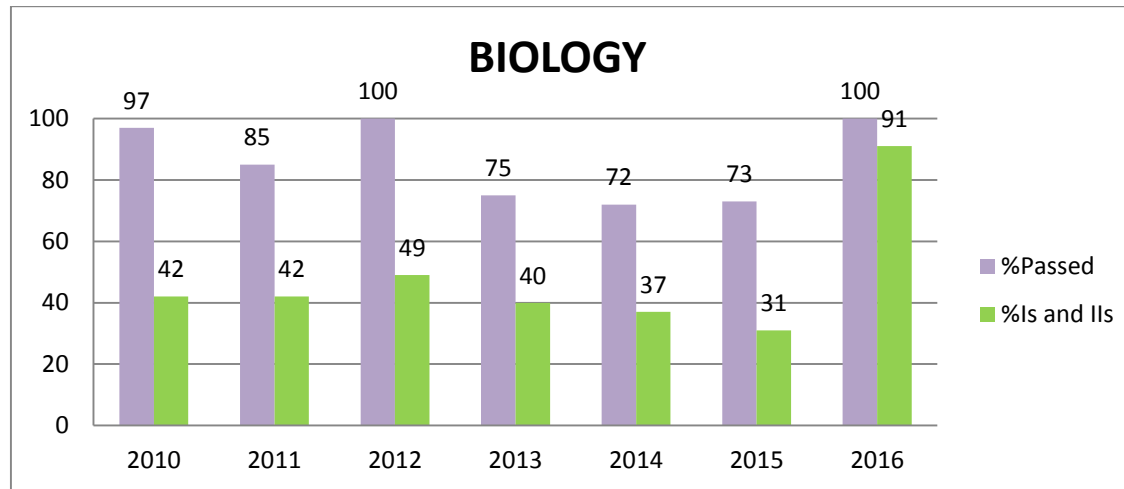


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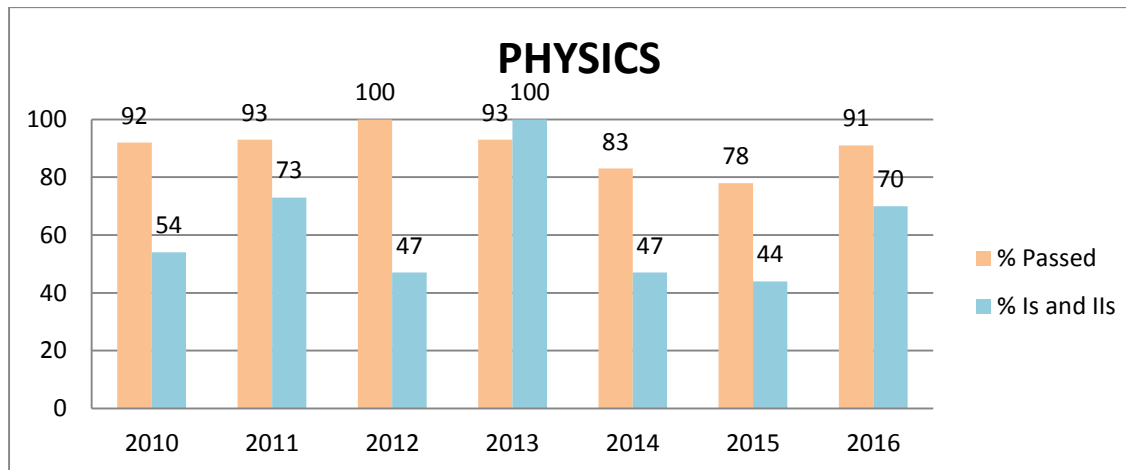




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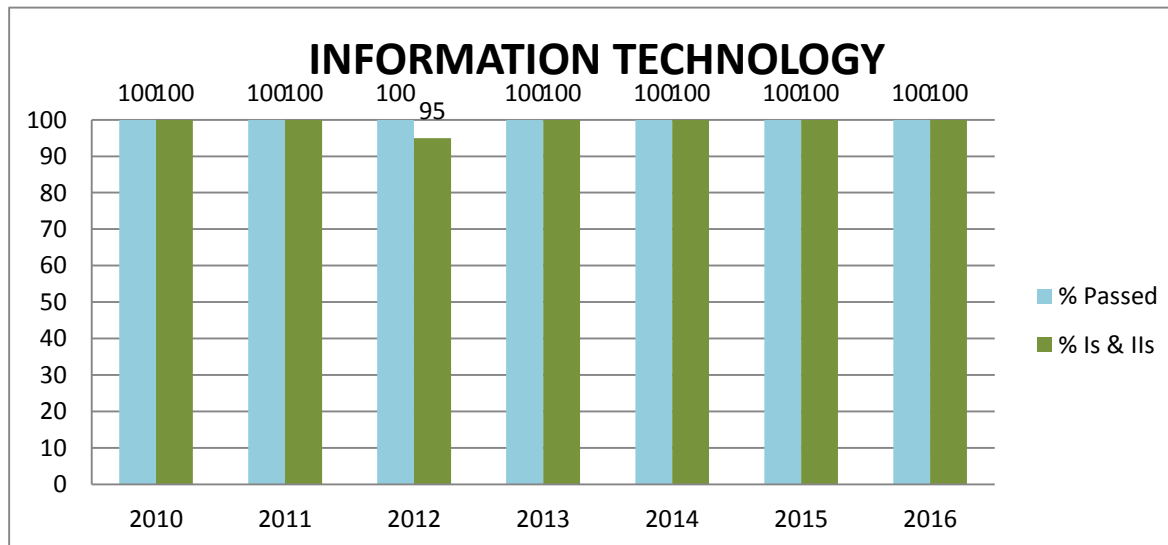
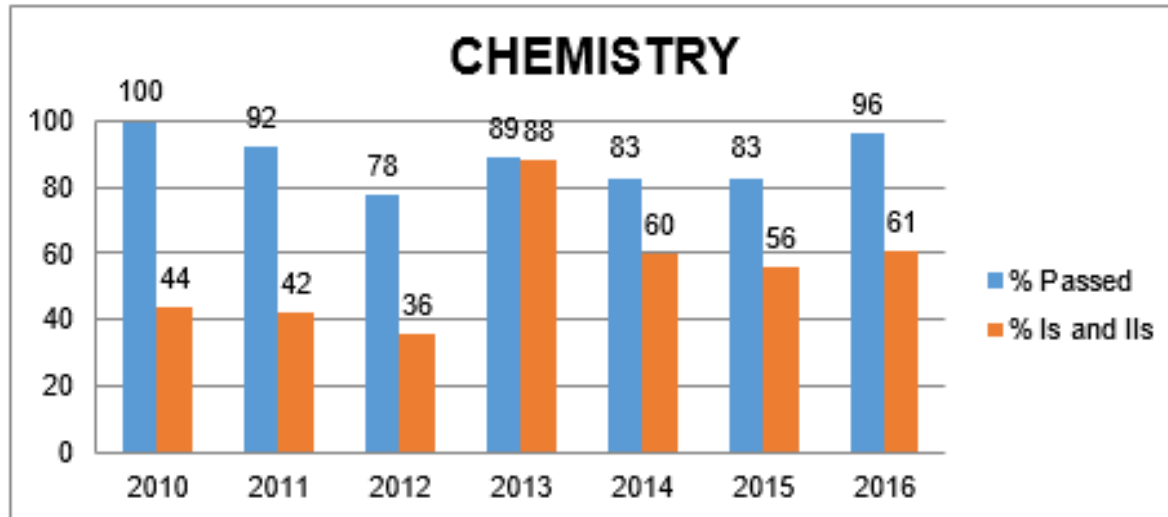


* All students sat Biology in 2013-2015 HSB not offered.

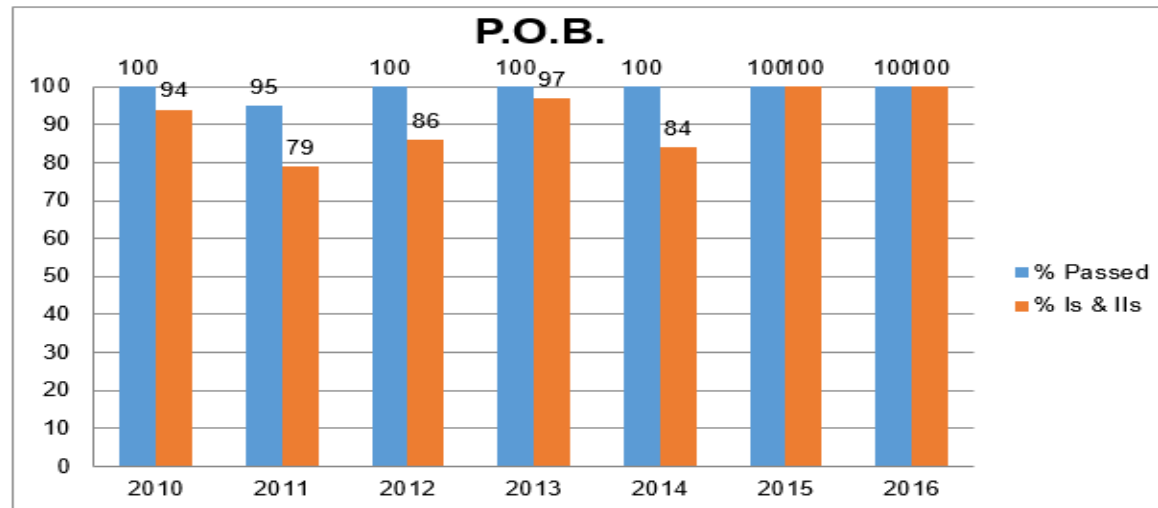
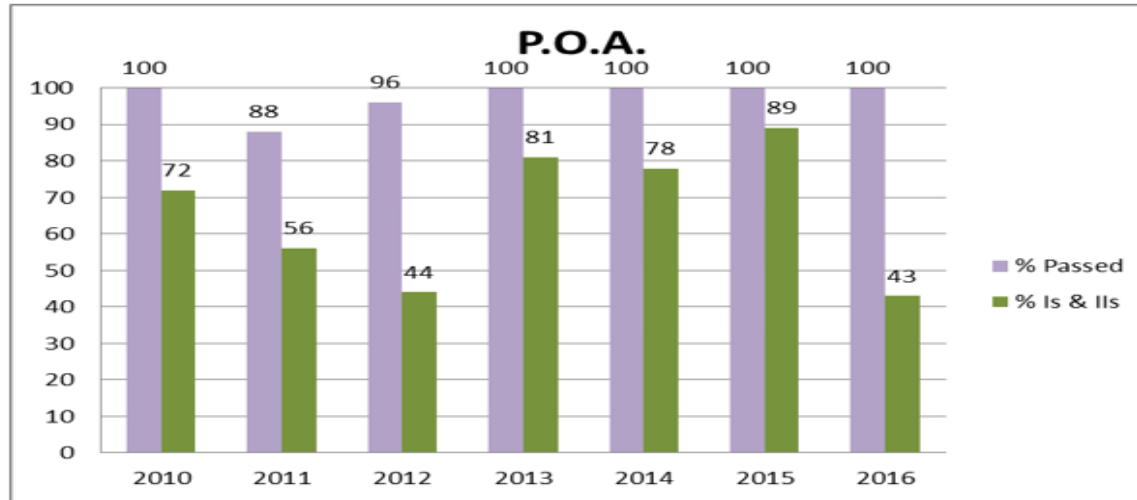




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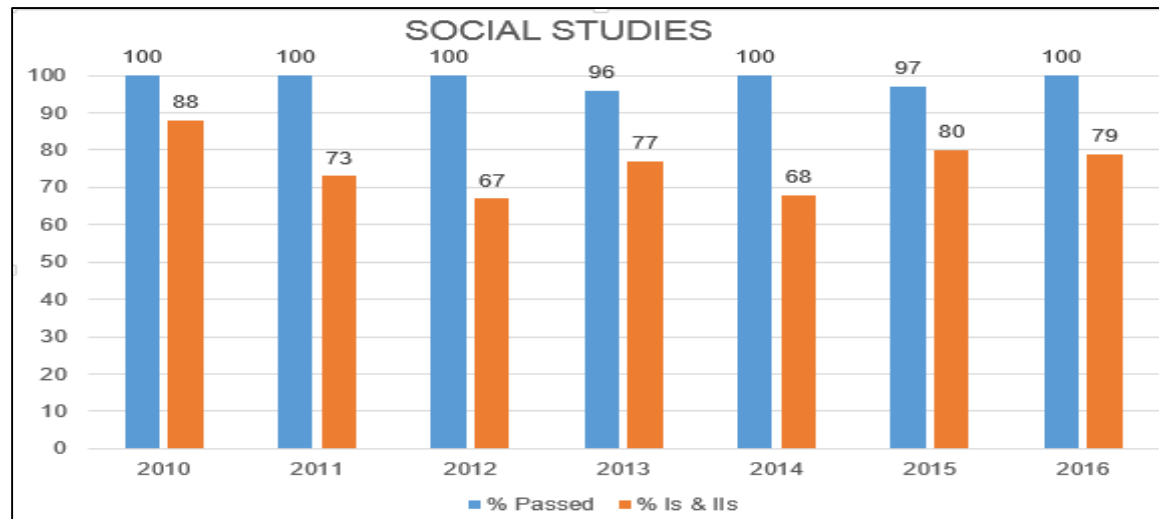
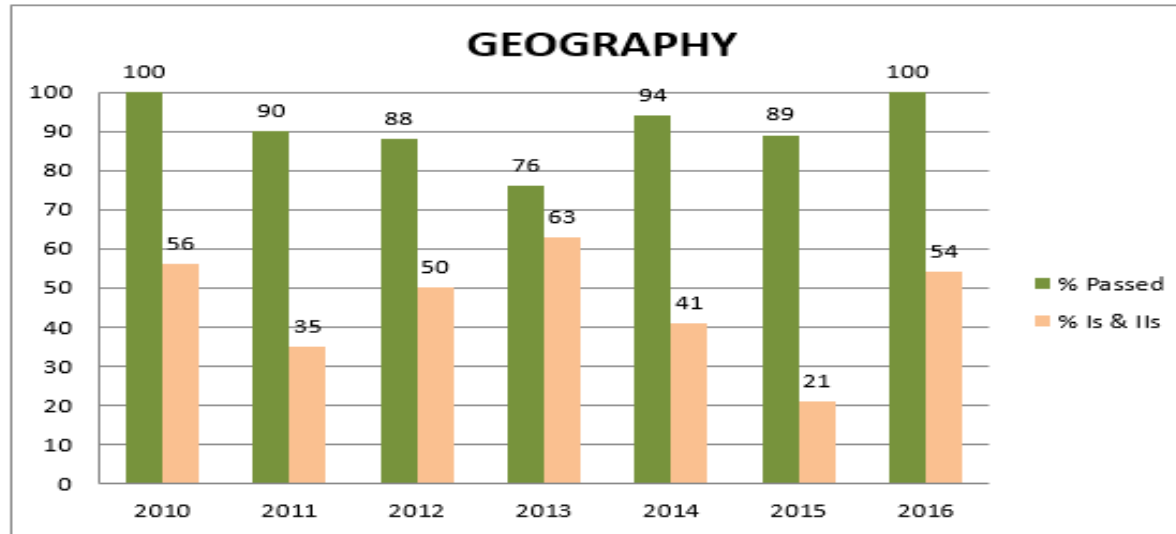


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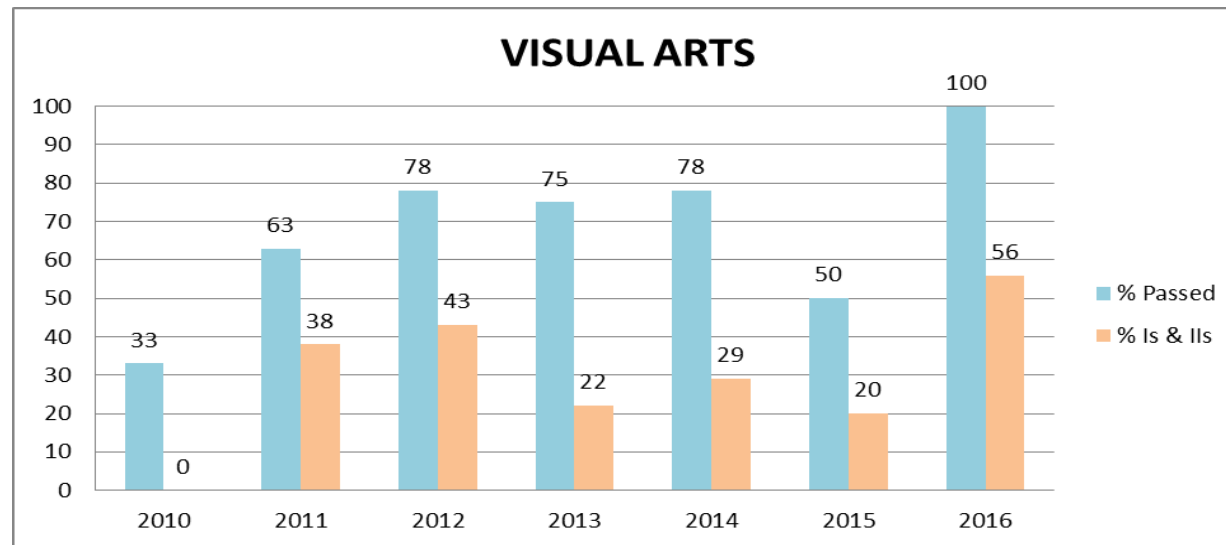
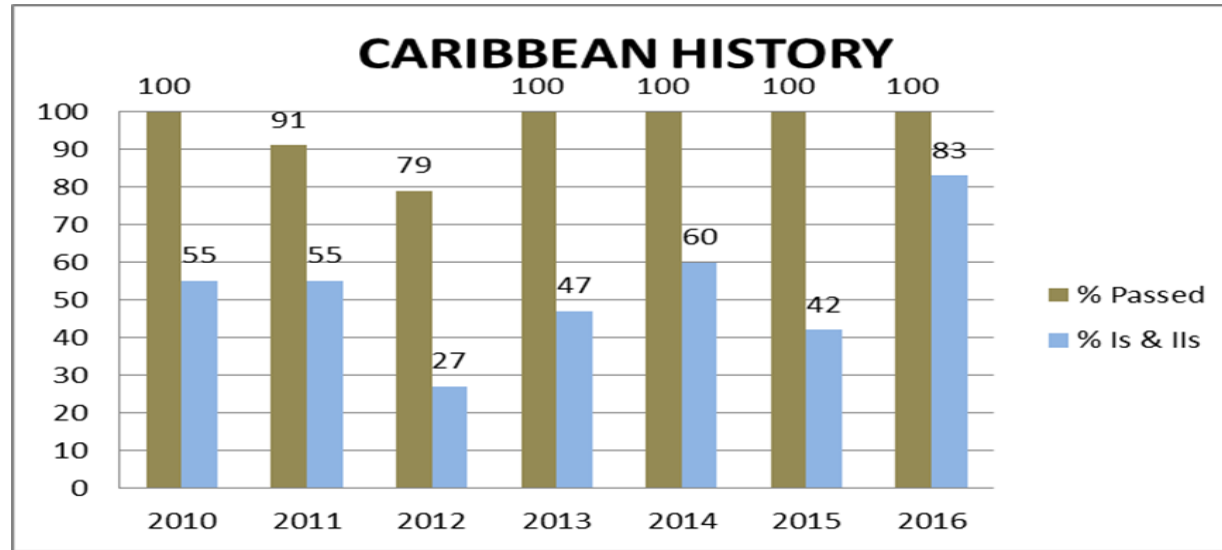


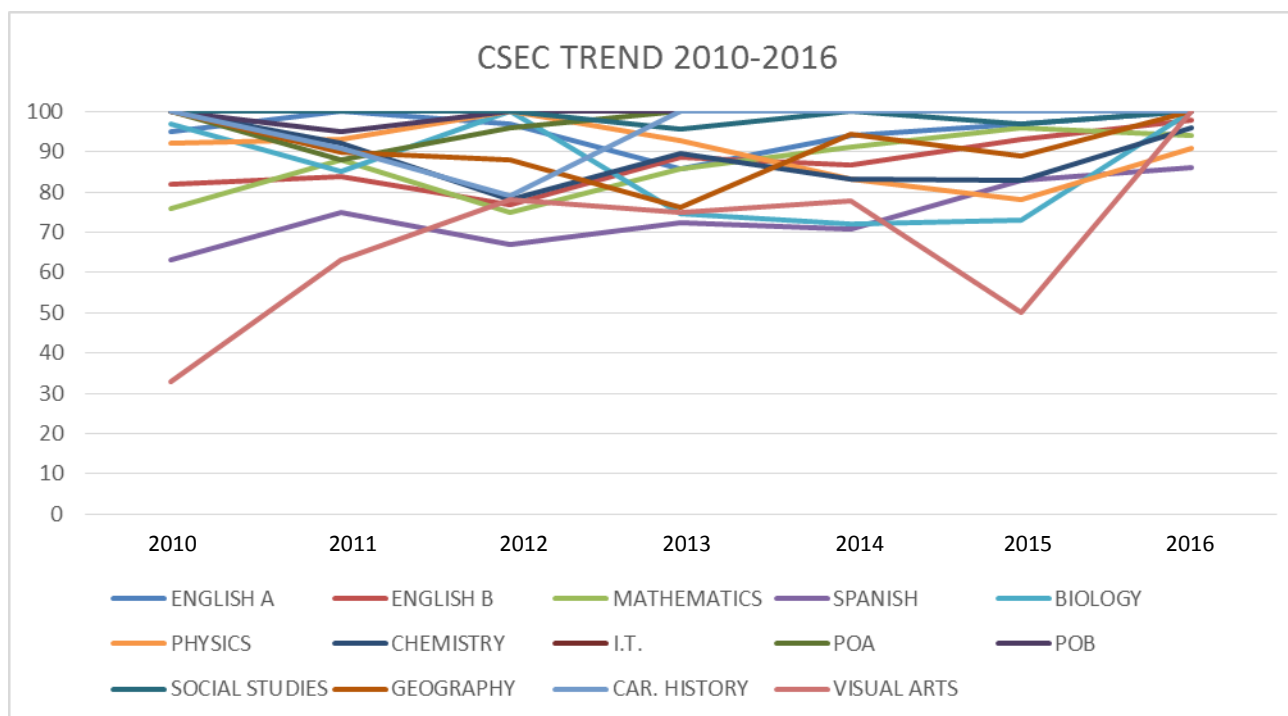
CHARTS SHOWING ANALYSIS OF CSEC RESULTS 2010-2016





CHARTS SHOWING ANALYSIS OF CSEC RESULTS 2010-2016





CVQ STANDARD: DATA OPERATIONS	2016	2015	2014
NO. OF STUDENTS ENTERED:	20	20	20
NO. RECEIVED FULL AWARD:	19	18	20
PARTIAL AWARD	01	02	-

N.B. 2014- First batch of students were examined in CVQ



REGULARITY AND PUNCTUALITY DATA- TEACHING STAFF

	2016 (January- December)	2015 (January- December)	2014 (January- December)	2013 (January- December)
Average no. of times late (out of approx. 185 days)	1	2	4	3
No of teachers with 300 or more minutes late	0	0	0	0
Average no. of Occasional Leave taken	6	8	5	5
Average no. of Sick Leave taken	6	6	6	4
No. of teachers with more than 14 days sick or occasional leave	2* Medicals sub	1* Medicals sub	0	0
% of Teachers taking 0-50% of allotted leave	77%	56%	77%	73%
% of Teachers taking 0-60% of allotted leave	86%	54%	75%	86%

STUDENT DROPOUT DATA Sep't 2012-May 2017

	FORM 1	FORM 2	FORM 3	FORM 4	FORM 5
Total No. of Dropouts	0	0	0	0	1

SWOT ANALYSIS

STRENGTHS-

- ◆ Hard working, youthful, united staff
Staff members work together towards solutions to problems and are open-minded to ICT and change. Staff members are committed and go beyond job specifications.
- ◆ Shared culture
There is a culture of high standards in relation to discipline and performance.
- ◆ Board Support
The ASJA Education Board is very supportive of the school and is interested in its progress. There is a positive communication link between the school and the board.
- ◆ Functioning PTA
The members of the PTA possess varied skills and are very supportive of the goals of the school.
- ◆ Small student population
A small student population assists in acquaintance of individual student issues, personalities & needs. A small student body aids effective implementation of strategies as maximum impact can be obtained- therefore there is a greater probability of reaching each student.

WEAKNESS

- ◆ Limited experience
Both Acting Principal and Acting Vice Principal have three years experience in their respective positions. Teaching staff has varied levels of experience from 9 months-14 years (the average no. of years experience is approximately 6 years). Teachers have limited/no experience in new curriculum offerings and curriculum amendments.
- ◆ Limited resources
Limited school funds available from PTA fundraisers. Many needs re: infrastucture etc. competing for limited resources.
- ◆ Inadequate physical space
School consists of one building with no playing field. No classroom space available for sixth form.

OPPORTUNITIES

- ◆ Initiatives by M.O.E.
Training for teachers and administrators. Promotion of literacy and numeracy etc.
- ◆ Samsung Smart Classroom
One of the few schools which received a Samsung Smart Classroom

THREATS

- ◆ Family circumstances of students
A few students come from single parent households with limited parental guidance. Some belong to communities affected by crime. In some cases, there is low academic achievement of parents/ siblings and low expectations for success of the student. Often, in cases of underperformance, there is little, inconsistent, or no provision of academic support/ supervision at home. Some students have backgrounds of poverty
- ◆ Societal influences
Students are bombarded with a myriad of influences which compete with school for time and attention such as the internet and social media, cable television, friends (peer pressure), cellular phones etc. These have tremendous influence on students' focus, attitude and behaviour.

IMPROVEMENT REQUIREMENTS

- To improve and maintain the aesthetics of the school
- Identification and provision of assistance to at risk students/ students with learning challenges (ongoing process)
- Analysis of student performance in internal and external examinations (ongoing)
- Provision of information and experiences which will inform Student Career Choice (ongoing process)
- Computerisation of 100% of current student records by September 2017
- Creation of a parent database to enhance communications by September 2017
- Functioning Student Council by December 2017
- To achieve minimum compliance of Health and Safety Standards by September 2017
- To increase to 95% the no. of students passing 5 or more subjects at CSEC Examination by June 2018
- To increase to 90% the no. of students passing 6 or more subjects at CSEC Examination by June 2018
- Increased sharing of information among staff, students, parents and the general public via School Website by July 2017
- Functioning Cross-Curriculum Committee by September 2017
- Integration and assessment of values by September 2018
- Use of ICT in 20% of lessons per teacher by June 2018
- To develop a program to increase students' competencies in basic Life Skills by September 2018
- To increase the competency of teachers in i. ICT integration, ii. Mediation and iii. improving students' critical thinking and use of knowledge skills iv. Health and Safety (by September 2019)
- Creation of a cross-curriculum document (showing common content areas and skills by September 2019)
- To attain a minimum standard of 70% of students attaining grade 1s and IIs in each subject area at CSEC Examination by June 2019
- Creation of a playing field to facilitate increased physical activity/ sports by September 2019
- To demonstrate readiness for the implementation of CSEC Online Examinations by March 2018
- To achieve minimum compliance of Health & Safety Standards by September 2019
- To have an initial introduction of eight (8) subjects at the CAPE level by September 2020

PRIORITISED STRATEGIC OBJECTIVES

STUDENTS

- (1) Improving Academic Performance (literacy, numeracy, critical thinking skills, ICT Skills)
- (2) Promotion of spiritual, mental and physical well-being of students
- (3) Leadership development of students

STUDENT SERVICES

- (1) Career Guidance
- (2) Counselling Services

TEACHERS AND TEACHER DEVELOPMENT AND MANAGEMENT

- (1) To increase the competency of teachers

EXAMS, TESTING & ASSESSMENT

- (1) Value Integration
- (2) Evaluation of Results

CURRICULUM INSTRUCTIONAL & SERVICES DELIVERY

- (1) Cross-Curriculum Committee
- (2) Curriculum Enhancement (expansion of curriculum offerings)
- (3) Enhancement of co-curriculum opportunities

KEY STAKEHOLDER ENGAGEMENT

- (1) Enhancement of school website
- (2) Community Partnerships (Greater Tunapuna Chamber of Commerce)

PHYSICAL INFRASTRUCTURE, RESOURCES AND ENVIRONMENT

- (1) Compliance with health and safety standards (Construction of a perimeter wall and creation of a back entrance, Installation of Exit signs, upgrade of fire safety equipment & emergency lighting, creation of chemical safety data sheets for hazardous chemicals etc.)
- (2) School Beautification (upgrade of car park, furniture upgrade, repainting, refurbishment of student washrooms, acquisition of outdoor benches upgrade of southern façade, erection of a school sign on southern side of building)
- (3) Increased Physical Space and functionality (Sixth Form, development of land next to carpark for sports/ physical activities)
- (4) CSEC Online Examinations readiness

GOAL ALIGNMENT

School Goals	M.O.E. Ministerial Priorities/ Vision/Mission	School's Strategic Objectives (School Development Plan 2016-2020)
<ul style="list-style-type: none"> ▪ To improve the quality of student performance (improve students' thinking skills) 	<ul style="list-style-type: none"> ▪ To educate and develop children who are: able to fulfil their full potential; academically balanced; 	Students
<ul style="list-style-type: none"> ▪ To develop students' leadership skills via integration of prefects into a student council ▪ To develop students' competencies in Life Skills such as: <ul style="list-style-type: none"> - Decision Making - Conflict Resolution/ Mediation - Time Management - Study Skills - Independent Learning 	<ul style="list-style-type: none"> ▪ To educate and develop children who are: able to fulfil their full potential; healthy and growing normally; academically balanced; well-adjusted socially and culturally; and emotionally mature and happy. 	Students

ASJA GIRLS' COLLEGE TUNAPUNA DRAFT SCHOOL DEVELOPMENT PLAN 2017-2020

School Goals	M.O.E. Ministerial Priorities/ Vision/Mission	School's Strategic Objectives (School Development Plan 2016-2020)
<ul style="list-style-type: none"> ▪ To provide experiences and information which will assist in career choice ▪ To promote students' physical and mental well-being 	<ul style="list-style-type: none"> ▪ To educate and develop children who are: able to fulfil their full potential; well-adjusted socially and culturally; and emotionally mature and happy 	Student Services
<ul style="list-style-type: none"> ▪ To enhance lessons using ICT to reach students of all learning styles ▪ To facilitate the efficient storage and retrieval of student data ▪ To create a parent database 	<ul style="list-style-type: none"> ▪ Ensure that the education and training of our teachers is adequate to meet the challenges that face our young people, including penetration of foreign cultures, technological devices and social media. 	Students Key Stakeholder Engagement
<ul style="list-style-type: none"> ▪ To improve teacher competencies 	<ul style="list-style-type: none"> ▪ Ensure that our school curriculum and teaching methods are relevant and continuously updated and lead to innovation, entrepreneurship and wealth creation. 	Teachers and Teacher Development and Management
<ul style="list-style-type: none"> ▪ To create a cross-curriculum team ▪ To increase curricular offerings to students (P.E., Food & Nutrition) ▪ Introduction of CAPE 	<ul style="list-style-type: none"> ▪ Ensure that our school curriculum and teaching methods are relevant and continuously updated and lead to innovation, entrepreneurship and wealth creation. ▪ Fully integrate sports, culture, language arts and physical education into the education system. 	Curriculum Instructional & Services Delivery

ASJA GIRLS' COLLEGE TUNAPUNA DRAFT SCHOOL DEVELOPMENT PLAN 2017-2020

School Goals	M.O.E. Ministerial Priorities/ Vision/Mission	School's Strategic Objectives (School Development Plan 2016-2020)
<ul style="list-style-type: none"> ▪ To integrate values into student assessments 	<ul style="list-style-type: none"> ▪ Develop a culture of Discipline, Production and Tolerance in all schools and emphasise these core values in the curriculum. 	Examinations, Testing and Assessment
<ul style="list-style-type: none"> ▪ Data-based decision making- Analysis of student performance for all internal and external examinations 		Examinations, Testing and Assessment
<ul style="list-style-type: none"> ▪ To provide a forum for sharing of school related information- strengthen links between parents and the school (linked also with ICT integration) ▪ To maintain partnerships with local and global community members 		Key Stakeholder Engagement
<ul style="list-style-type: none"> ▪ To provide a clean, aesthetically pleasing environment for students and staff ▪ To ensure a safe environment for all ▪ To provide a safe playing area and expanded car park facilities ▪ Physical expansion to accommodate sixth form classes 	<ul style="list-style-type: none"> ▪ Implement a comprehensive, efficient, targeted, timely and sustainable school maintenance programme to cope with our ageing school infrastructure, utilising Local Government bodies to implement the works, where feasible. ▪ Preserve, maintain and expand where necessary, our system of free education and training at all levels. 	Physical Infrastructure, Resources and Environment

STUDENTS

TITLE: (1) Improving Students Overall Academic Performance

Sub Processes	Expectations	Processes	Standards	Key Performance Indicators
<p>Improving Students Overall Academic Performance</p>	<p>To ensure that</p> <p>i) Students fulfil their academic potential</p> <p>ii) Students are adequately prepared educationally to fulfil their potential</p> <p>iii) Students demonstrate responsibility for their own learning</p> <p>iv) students are motivated to learn</p> <p>v) literacy, numeracy, ICT and critical thinking skills are enhanced</p>	<ul style="list-style-type: none"> - teacher development workshops - Conduct frequent clinical supervisions - integrate independent learning skills - Administration of Student Feedback questionnaires - Infusion of ICT into lessons - Growth mindset introduction sessions and encouragement - integrate literacy and higher order thinking skills into lessons 	<p>To increase to 95% the no. of students passing 5 or more subjects at CSEC Examination by June 2018</p> <p>To increase to 90% the no. of students passing 6 or more subjects at CSEC Examination by June 2018</p> <p>To attain a minimum standard of 70% of students attaining grade Is and IIs in each subject area at CSEC Examination by June 2020</p>	<ul style="list-style-type: none"> -Student performance -Teacher evaluations of student performance - 100% acceptance of students accessing C.A.P.E. and Tertiary programmes - Students' evaluation of teachers - Positive student attendance and decline in dropouts especially at forms 4-5 level - Students display increased motivation to learn and willingness to try different strategies

STUDENTS

TITLE: (2) Development of Student's Life Skills

Sub Processes	Expectations	Processes	Standards	Key Performance Indicator
<p>Development of Student's Life Skills</p> <p>Integration of positive values</p> <p><i>N.B. intended to be an ongoing programme to ensure that each student is exposed to the entire training by the first term in form 5. Core areas listed will be broken down into 13 topics e.g. Conflict Management will have related topics such as Mediation, Peer Pressure and Bullying.</i></p>	<p>1. To develop students' competencies in:</p> <ul style="list-style-type: none"> - Decision Making - Time Management - Study Skills - Conflict Resolution - Coping Skills - Effective Communication - Creative/ Critical Thinking <p>2. To promote physical and mental well-being through development of :</p> <ul style="list-style-type: none"> - Interpersonal Relationship Skills - Managing Stress/Emotions - Self Awareness / Self Esteem - Personal hygiene etc. - Empathising <p>3. To promote spiritual well-being and knowledge of Islam</p>	<p>To provide Life Skills training for all students by September 2020</p> <p>To provide Makhtab (Islamic Knowledge Sessions) for Muslim Students</p>	<p>Each student will leave the institution with knowledge, skills, attitudes and values which will help students make positive choices</p>	<ul style="list-style-type: none"> - Successful completion of classes/ Participation in programmes - Student Attendance - Evaluation of students' competencies (observation & written examination- incorporated into moral education exams)

STUDENTS

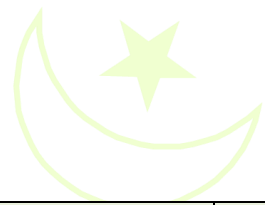
TITLE: (3) Leadership development of students

Sub Processes	Expectations	Process	Standards	Key Performance Indicators
<p>To include the voice of students in the creation and maintenance of school policy</p>	<p>To develop the leadership potential of students</p> <p>To have an input in the organization and administration of the school</p> <p>To plan student activities</p> <p>To foster good human relationships among students and staff</p> <p>To promote the welfare of the school</p> <p>To uphold and maintain the traditions of the school.</p>	<ul style="list-style-type: none"> -selection and appointment of prefects - composition of prefects into a Student Council - roster weekly meetings - train students in leadership skills and mediation - identify and explain roles as members of the council -encourage feedback/ suggestions from prefects - collaboration on Student Council framework 	<ul style="list-style-type: none"> - Each form level has representation on a Student Council - Mechanism established for greater communication between students and staff - Student representation on School Management Team 	<ul style="list-style-type: none"> - Filling of 100% of prefect posts (School, Meal, Auditorium, Library, Cafeteria and Late Line) by students meeting set criteria - weekly meetings - feedback by prefects used to inform staff decisions regarding students - Creation of a Student Council framework of operations by September 2018

STUDENT SERVICES

TITLE: (1) Career Guidance

Sub Processes	Expectations	Processes	Standards	Key Performance Indicator
<p>Student Services- provision of Career Guidance</p>	<p>To provide experiences and information which will assist in career choice</p>	<ul style="list-style-type: none"> - Career Guidance class sessions - Student engagement in an exercise linking personality to career - Guest lectures from various professionals - Field trips - In-house Career Fair - Individual/ group Career guidance counselling by Guidance Officer - On-the-job training (Form 5 students) in collaboration with the Greater Tunapuna Chamber of Commerce (see details under stakeholder involvement) 	<ul style="list-style-type: none"> - Each form 3 student will have sufficient information and experiences to competently select subject choices towards a chosen career path - Each form 5 student will leave the institution with knowledge, skills, and experiences which will assist in Career development 	<ul style="list-style-type: none"> - Successful completion of classes/ Participation in programmes - Student Attendance - Evaluation of students' competencies (observation & written) - Fewer requests to drop/change subjects



STUDENT SERVICES

TITLE: (2) Counselling Services

Sub Processes	Expectations	Processes	Standards	Key Performance Indicators
<p>Student Services- provision of counselling services</p>	<p>1. To assist students to better cope with disadvantaged circumstances</p> <p>2. To help students succeed in spite of learning difficulties</p>	<ul style="list-style-type: none"> - Identification of students <ul style="list-style-type: none"> i. at risk ii. with learning disabilities iii. with poor attendance pattern - Referrals - Counselling by SSSD personnel (Guidance Officer/ School Social Worker) - Home visits (when required) - Parent conferences 	<ul style="list-style-type: none"> - All students identified as being at risk, suspected of having a learning disability, absent for more than one week continuously / or with a pattern of absenteeism are referred to SSSD personnel via the Principal - Students referred are provided with the necessary intervention/ services 	<ul style="list-style-type: none"> - Appropriate follow-up by SSSD personnel within one week of referral - Fewer incidents of incomplete/ non-submission of homework/ assignments/ SBA etc. - Improved Student Attendance - Improved Academic Performance - Fewer discipline problems - Fewer dropouts

TEACHERS AND TEACHER DEVELOPMENT AND MANAGEMENT

TITLE: (1) Professional Development

Sub Processes	Expectations	Processes	Standards	Key Performance Indicators
Teacher Development	<p>1. To provide teachers with the skills to support the developmental goals of the school</p> <p>2. To enhance overall teacher competency and competencies relating to teaching strategies, literacy integration, improving thinking skills, values integration, mediation and use of ICT by September 2019</p> <p>3. Teachers are well trained to effectively deliver the curriculum</p> <p>4. Teachers are well trained to manage student adverse student behaviour</p> <p>5. Teachers use a collaborative approach to teaching/learning</p>	<p>- staff feedback used to determine training needs</p> <p>- source professionals for workshop(s)</p> <p>- schedule sessions into Calendar of Events</p> <p>- feedback/ evaluation of session(s)</p> <p>- Clinical Supervisions</p> <p>- Encourage peer feedback & support at departmental meetings</p> <p>- Encourage team teaching & cross curriculum integration</p> <p>- Ensure infrastructure (wi-fi, laptop storage etc.) is in place to facilitate laptop use</p>	<p>1. Implementation of Professional Development Workshops</p> <p>2. Discussion of topics at weekly scheduled department meetings</p> <p>3. Checklist used for Clinical Supervision</p>	<p>- completion of training in required areas</p> <p>- students' evaluation of teachers</p> <p>- teacher s' evaluations (evidence of increased competency)</p> <p>- greater teacher competency as evident in clinical supervision and interactions with students/ parents</p> <p>- increased use of ICT in lessons</p> <p>- increasing utilisation of Samsung Smart Classroom</p>

EXAMINATION TESTING AND ASSESSMENT

TITLE: (1) Value Integration

Sub Processes	Expectations	Processes	Standards	Key Performance Indicators
<p>Examination testing and assessment: Value Integration</p>	<p>To assess students in non-academic, value laden areas</p> <p>Student demonstration of positive values</p> <p>Values seen as important component of assessment by both students and parents</p>	<ul style="list-style-type: none"> - Staff Development Workshop in Value Integration - Creation of a "Value Integration" committee - Identification of values to be integrated and assessed - Creation of a rubric/ guidelines for assessment of values - Sensitisation of parents and students - Modification of students' report books to reflect grades awarded for values by September 2018 	<ul style="list-style-type: none"> - Creation of assessment(s) to measure values learnt / practiced by students - Students' Records reflect performance in academic as well as non-academic activities 	<ul style="list-style-type: none"> - Greater demonstration of values by students - Less infractions against school's rules - Enhancement of school's culture of "Learning in Harmony"

EXAMINATION TESTING AND ASSESSMENT

TITLE: (2) Evaluation of Results

Sub Processes	Expectations	Processes	Standards	Key Performance Indicators
<p>Examination testing and assessment;</p> <p>Evaluation of results (continuous process)</p>	<ul style="list-style-type: none"> - To encourage/ facilitate decision making based on accurate analysis of data - To use results of evaluation to improve the teaching/ learning process - Improved academic performance via identification of gaps, weaknesses and addressing of same 	<ul style="list-style-type: none"> - Analysis of students performance after Mid/ End of Term - Analysis of students performance at external examinations (SEA, NCSE, CSEC) - Proper record keeping of evaluation and analysis of results 	<p>All teachers are actively involved in the evaluation of student performance at all levels</p> <p>Creation of an instrument to evaluate overall school performance by September 2018</p> <p>Use of analyses to inform teaching/learning and School Development / Action Plan</p>	<p>Teachers' Evaluation of Student Performance</p> <p>Charts/ Diagrams to show trends in data</p> <p>Data driven decision making</p> <p>Improved feedback to stakeholders</p> <p>School Evaluation Instrument used to monitor school overall performance and inform decision making</p>

CURRICULUM, INSTRUCTIONAL AND OTHER SERVICES DELIVERY

TITLE: (1) Cross-Curriculum Committee

Sub Processes	Expectations	Processes	Standards	Key Performance Indicators
<p>Curriculum Enhancement: Creation of a Cross-Curriculum Committee</p>	<p>To identify areas of content/ skill overlap among all taught subjects</p> <p>Greater collaboration among teachers and across departments</p> <p>Enhanced thinking skills</p>	<ul style="list-style-type: none"> - Identify members of committee - creation of terms of reference for Cross-Curriculum Committee - review of curriculum to identify common areas/ skills - share findings with teachers - encourage team teaching 	<ul style="list-style-type: none"> - Functioning cross-curriculum committee by September 2017 - Creation of a cross-curriculum document by September 2018 - Weekly scheduled meetings - Curriculum seen as more relevant 	<ul style="list-style-type: none"> - greater transference of learning by students is evident in assessments - terms of reference - cross-curriculum document - conduct of a staff development workshop to present findings - increased team teaching - minutes of meetings

CURRICULUM, INSTRUCTIONAL AND OTHER SERVICES DELIVERY

TITLE: (2) Expansion of Curriculum Offerings

Sub Processes Dimensions	Expectations	Processes	Standards	Key Performance Indicators
<p>Curriculum, instructional and other services delivery:</p> <p>Expansion of curriculum offerings</p>	<ul style="list-style-type: none"> - To improve the curricular offerings to students -To offer students an opportunity to further studies at higher level -To prepare students for entry into University 	<ul style="list-style-type: none"> - Request approval from M.O.E. - Obtain MOE approval for introduction of second Business Post -adjust subject allocation for staff and timetable as required -secure necessary Syllabus & resources for staff - secure necessary training for staff in new subject (as required) -inform parents and students of new subject offerings 	<p>To have an initial introduction of five (5) subjects at the CAPE level by September 2020 <i>(pending required physical expansion to create necessary classrooms)</i></p>	<p>Intake of students for September 2020 to pursue the following subjects:</p> <ul style="list-style-type: none"> Management of Business Sociology Literature Caribbean Studies Communication Studies

KEY STAKEHOLDERS ENGAGEMENT

TITLE: (1a) ICT Integration- Database Creation

Sub Processes Dimensions	Expectations	Processes	Standards	Key Performance Indicators
<p>Key stakeholders engagement:</p> <p>Computerisation of 100% of current student records by September 2017 (linked to students)</p> <p>Creation of a parent database</p>	<ul style="list-style-type: none"> - To facilitate the efficient storage and retrieval of student data - To efficiently monitor student academic performance - To effectively identify students who require additional support or academic referral to SSSD personnel - To facilitate direct email/ sms communication with parents 	<ul style="list-style-type: none"> -source necessary software -select best database software -provide technical support to teachers/ clerical staff -input data of all student records according to year group 	<ul style="list-style-type: none"> -Creation of a computerised school database - Instantaneous communication with all parents 	<ul style="list-style-type: none"> - student data accessible from authorised P.C. -faster, easier retrieval of student data - identification of students in need of academic intervention - quick, economical communication with parents

KEY STAKEHOLDERS ENGAGEMENT

TITLE: (1b) ICT Integration- Website

Sub Processes Dimensions	Expectations	Processes	Standards	Key Performance Indicators
<p>Greater online sharing of information among staff, students, parents and the general public-ongoing</p>	<ul style="list-style-type: none"> -To provide a forum for sharing of school related information - To strengthen communication links among teachers, parents and students 	<ul style="list-style-type: none"> -source persons with necessary technical expertise to expand site -secure staff suggestions in modifying the design - staff training in use of the website i.e. uploading content etc. - creation of content by departments/ clubs for uploading onto website - promotion of website to parents, other stakeholders - invite feedback on website design/use from teachers, students, parents - perform modifications as required based on feedback 	<ul style="list-style-type: none"> - School Website must facilitate sharing of essential information including: <ul style="list-style-type: none"> i. updated calendar of events ii. links to websites beneficial to parents and students iii. mechanism to facilitate multidirectional communication among administration, teachers, students, parents and other key stakeholders iv. updated School Development Plan 	<ul style="list-style-type: none"> - functional website with at least 200 users - evidence of multidirectional communication between school and stakeholders in particular parents and students

KEY STAKEHOLDERS ENGAGEMENT

TITLE: (2) Establish/ Maintain Community Relationships

Sub Processes Dimensions	Expectations	Processes	Standards	Key Performance Indicators
<p>Key Stakeholder Engagement: Maintaining partnerships with the Local Business Community</p>	<p>1. To strengthen community relationships</p> <p>2. To provide students with specific occupational knowledge, skills and experience (which would aid in the transition from the classroom into a successful career)</p>	<p>1. Revision of policy document stating the terms & conditions/ guidelines of the Apprenticeship programme including criteria for selection</p> <p>2. Nomination of Form 5 students for participation in the programme by staff</p> <p>3. Notification of students. Invitation to parents of selected students to enrol in the programme</p> <p>4. Collaboration with the Greater Tunapuna Chamber of Commerce to place students in businesses.</p> <p>5. Career Guidance Lectures by community/ Chamber members</p>	<p>- Renewal of Partnership Agreement between ASJA Girls' College Tunapuna and the Greater Tunapuna Chamber of Commerce</p> <p>-Implementation of an on-the-job training programme</p> <p>- Participation by members of the Chamber in Career Guidance Guest Lectures to students</p>	<p>1. Successful completion of a period of apprenticeship by selected fifth form graduates</p> <p>2. Positive feedback from businesses engaged in the apprenticeship programme</p> <p>3. Expansion of the programme to train a minimum of 10 fifth form graduates annually by September 2018</p>

PHYSICAL INFRASTRUCTURE ENVIRONMENT AND RESOURCES

TITLE: (1) School Safety

Sub Processes Dimensions	Expectations	Processes	Standards	Key Performance Indicators
<p>To achieve minimum compliance of Health & Safety Standards by September 2019</p>	<ul style="list-style-type: none"> - To ensure a safe environment for all staff & students - Minimal loss of instructional time - Efficient functioning of physical plant 	<ol style="list-style-type: none"> 1. Creation of a School Maintenance Plan 2. Assessment of Health & Safety requirements by OSHA professional 3. Continued liaison with relevant authorities especially fire services to ensure effective emergency response plan. 4. Installation of required signage i.e. exit, evacuation etc. 5. Painting of Gas lines in Science Lab completed 6. Upgrade of fire safety equipment- fire extinguishers, emergency lighting etc. 7. Creation of Chemical Safety Data Sheets 8. Construction of a Roof to address leaks (MOE/ASJA Board) 9. Construction of a new perimeter wall with back entrance 	<ul style="list-style-type: none"> - Implementation of suggestions made by qualified personnel re: health & safety - at least one evacuation drill conducted termly - weekly meetings of the Safety, Health and Crisis Committee - Scheduled preventative maintenance 	<ul style="list-style-type: none"> - 100% compliance with standards as certified by an Occupational Health & Safety Officer - Drills conducted efficiently as per Health & Safety standards - Efficient upkeep of equipment / plant - No early dismissals due to lack of preventative maintenance - Timely requests for repairs / upgrade sent via the ASJA Education Board - Limited/ minimal accumulation of unserviceable items

PHYSICAL INFRASTRUCTURE ENVIRONMENT AND RESOURCES

TITLE: (2) School Beautification

Sub Processes Dimensions	Expectations	Processes	Standards	Key Performance Indicators
<p>Physical infrastructure environment and resources:</p>	<p>To provide a clean, aesthetically pleasing environment for all</p> <p>To improve and maintain the aesthetic aspect and functionality of all areas within the school's compound by September 2018</p>	<ol style="list-style-type: none"> 1. Repainting of worn surfaces ongoing 2. Removal of unusable furniture , textbooks & equipment 3. Upgrade of Car park (removal of concrete slab to increase spaces) 4. Obtain outdoor benches for students 5. Creation of a detailed cleaning plan/ roster for Janitorial Staff 6. Refurbishment of student washrooms 7. Re-upholstering of tattered furniture 8. Upgrade of façade facing the PBR- repainting, signage 9. Re-tiling of inner staircase completed 	<ul style="list-style-type: none"> - Coordination of activities with ancillary staff to repair, improve and maintain the school premises - Annual requests for disposal of unserviceable or unwanted items (timeframe may be shortened depending on need) - Expansion of carpark to include adjacent empty lot to increase parking spaces and create a dedicated entry and exit to improve traffic congestion and safety - Request Traffic Wardens - Adherence to Cleaning Roster - Liaison with PTA to upgrade washrooms - safe staircase 	<ul style="list-style-type: none"> - Clean, clear areas, absence of clutter - improved functionality & safety of car park: accommodation of more cars - increased outdoor seating for students: cleaner corridor walls (less marks from shoes etc. from leaning against walls in absence of seating) - increased pride in the school -upgraded, functional and aesthetically pleasing washrooms etc.

PHYSICAL INFRASTRUCTURE ENVIRONMENT AND RESOURCES

TITLE: (3) Increased Physical Space- Sixth Form

Sub Processes Dimensions	Expectations	Processes	Standards	Key Performance Indicators
<p>To create classrooms for the teaching of CAPE (Sixth form)</p> <p><i>(pending necessary approvals for physical expansion)</i></p> <p>N.B. Construction of a roof is a priority due to the continued threat of leaks throughout the building</p>	<p>To create physical space necessary to accommodate the teaching of two (2) sixth form classes.</p>	<ul style="list-style-type: none"> - Follow up on requests for construction of a roof and sixth form with ASJA Board/ MOE - Receive Scope of Works - Monitor progress of Contractor for timely completion of project - Request appropriate furniture (EFCL) - Request approval for Sixth Form from MOE (completed) - Request additional ancillary staff as required - Request conversion of posts to ensure adequate number of teaching staff to administer CAPE curriculum (request made for POB/MOB conversion) - Secure CAPE curriculum and teaching resources 	<ul style="list-style-type: none"> - Approved Building Plans including plumbing and electrical - Additional structure compliant with OSHA - Acquisition of minimum required resources 	<p>Necessary approvals obtained</p> <ul style="list-style-type: none"> - Proper accommodation of Students into new rooms - Utilisation of rooms for sixth form classes by September 2020

PHYSICAL INFRASTRUCTURE ENVIRONMENT AND RESOURCES

TITLE: (3) Development of land adjacent to carpark

Sub Processes Dimensions	Expectations	Processes	Standards	Key Performance Indicators
<p>To create a safe, functional playing field</p>	<p>To create physical space necessary to facilitate physical activity/ sports</p>	<ul style="list-style-type: none"> -Seek approval from the ASJA Board (completed) - Prepare Scope of Works - Seek assistance of PTA to obtain contractor - Monitor progress of Contractor for timely completion of project - Ensure safety compliance: construction of a secure gate, installation of security camera, acquisition of a portable first aid kit for use in area, creation of rules for use) - Obtain covered benches around perimeter -Request sporting equipment (MOE) - Schedule maintenance of area 	<ul style="list-style-type: none"> - Creation of a field that meets minimum sporting standards for functionality and safety - Acquisition of minimum required resources 	<ul style="list-style-type: none"> -Necessary approval obtained -Level, useable playing field by September 2019 -Secured premises

TITLE: (4) CSEC Online Examination Capability

Sub Processes Dimensions	Expectations	Processes	Standards	Key Performance Indicators
<p>To create wireless areas which can facilitate online examinations</p> <p>To upgrade or acquire ICT equipment as necessary to undertake online examinations</p>	<p>To meet all the necessary ICT requirements for efficient conduct of online CSEC Examinations</p>	<ul style="list-style-type: none"> -Liaise with ICT Technician & MOE to ensure adequate wi-fi capability and bandwidth infrastructure - Purchase 40 additional tablets for students' use - Purchase additional storage/charging cart -Liaise with ICT Technician to ensure present tablets are fully functional -Obtain electrical review of load required - Investigate rental options for backup electrical generator for May/ June 2018 period - Conduct testing of online examinations - Formally inform parents & students of online requirements 	<ul style="list-style-type: none"> - To maintain a stock of at least 77 functional Samsung tablets - Acquisition of minimum required resources 	<ul style="list-style-type: none"> - Obtain necessary approvals -Acquire a minimum of 40 devices which match CSEC technical requirements by January 2018 - Acquisition of 1 charging cart - Creation of ICT ready rooms in auditorium and computer lab by December 2017 - Formal notification to Form 5 parents and students of online requirements by September 2017 - Completion of final online "Mock Test" by March 2018 with 100% connectivity

APPENDIX I

MINISTERIAL PRIORITIES- MINISTRY OF EDUCATION

- Preserve, maintain and expand where necessary, our system of free education and training at all levels.
- Ensure that the Government Assistance for Tuition Expenses (GATE) system, which we created in 2004, remains relevant, easily accessible and available to all citizens who need it.
- Support our two public universities, University of the West Indies (UWI) and University of Trinidad and Tobago (UTT), to achieve maximum efficiency and high standards, while avoiding duplication and wastage.
- Develop a culture of Discipline, Production and Tolerance in all schools and emphasise these core values in the curriculum.
- Implement a comprehensive, efficient, targeted, timely and sustainable school maintenance programme to cope with our ageing school infrastructure, utilising Local Government bodies to implement the works, where feasible.
- Replace all outdated or old and dilapidated schools with new modern buildings and facilities and construct new schools in areas where they are most needed.
- Emphasise the richness of our cultural diversity and eliminate any dissonance that may arise from ethnic, cultural, religious and class differences.
- Emphasise the teaching of our country's history and geography in schools.
- Mobilise the artistic community to take a leadership role in cultural diversification and cultural education.
- Ensure that our system of education at the primary, secondary and tertiary levels, prepares our young people for the challenging world of science and technology.
- Ensure that the education and training of our teachers is adequate to meet the challenges that face our young people, including penetration of foreign cultures, technological devices and social media.
- Foster, develop and encourage best practices in the administration of the educational system.
- Provide clear prospects for advancement by all teachers in their career and profession.
- Equip all schools to benefit from technological innovations.
- Ensure that all students in all schools have free and easy access to fast Broadband Internet in all schools (not just laptops).
- Ensure that our post-secondary and tertiary education is relevant.
- Ensure that our school curriculum and teaching methods are relevant and continuously updated and lead to innovation, entrepreneurship and wealth creation.
- Develop and encourage a culture of research and development in all tertiary level institutions, both public and private.
- Maintain first world standards in terms of enrolment and participation of our citizens in post-secondary and tertiary education.
- Provide appropriate mechanisms for second chances for students at all levels.
- Ensure universal early childhood education and maintain and continue our system of universal secondary and tertiary education, while ensuring access to the highest levels of education in all areas of the country especially Tobago.
- Promote and encourage continuing education and adult education.
- Fully integrate sports, culture, language arts and physical education into the education system.
- Harmonise, rationalise and modernise the legislation governing the education sector.

APPENDIX II

VISION FOR OUR CHILDREN OF TRINIDAD AND TOBAGO

GORTT Ministry of Education

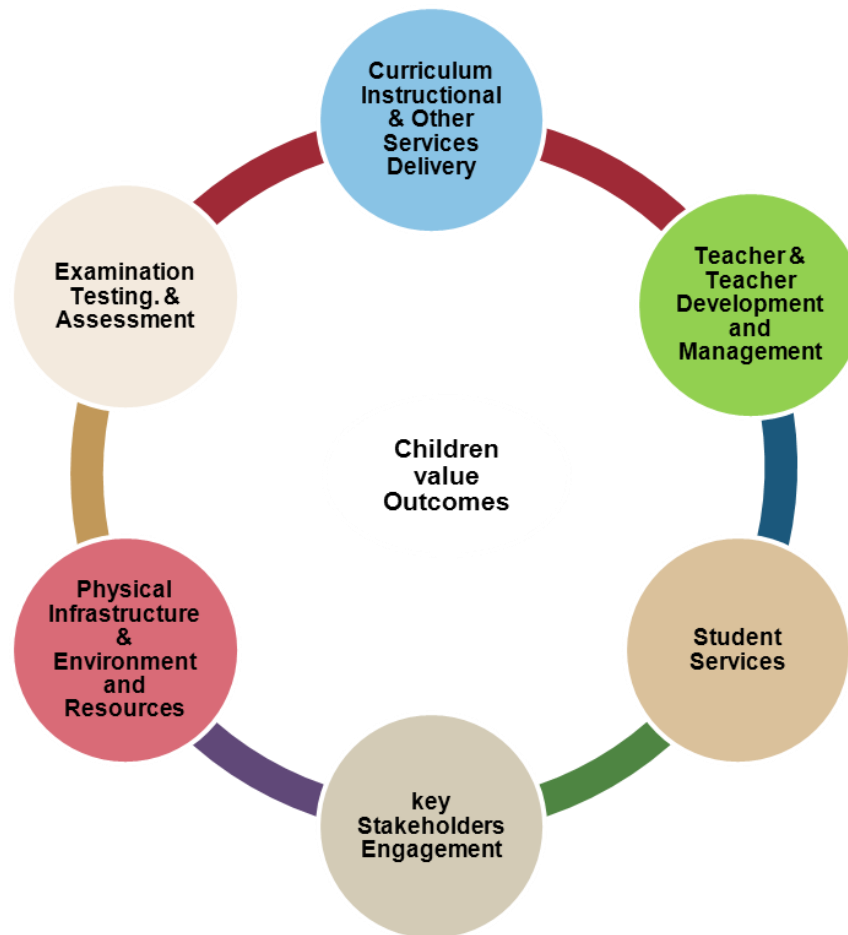
The Ministry is a high performing and dynamic organization leading a quality education system that is responsive to the diverse needs of 21st century learners to contribute to the education and versatility of holistically developed children who are able to satisfy the human capital needs and sustainable development of society.

MISSION OF THE MINISTRY OF EDUCATION

GORTT Ministry of Education

To educate and develop children who are:

- able to fulfil their full potential;
- healthy and growing normally;
- academically balanced;
- well-adjusted socially and culturally;
- and emotionally mature and happy.



SCHOOL BASED MANAGEMENT MODEL- DIMENSIONS

