



Ministry of Education

Heads 16, 17 and 41

BUDGET BRIEF 2017-2018

Presented by

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Spokesperson for Education**

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Madam Chair, today I present the budget for the Ministry of Education, which comprises the Ministry Headquarters Head16; the Department of Education Head 17 and the Bermuda College Head 41. The 2017/2018 budget for the Ministry of Education of one hundred and twenty six million, nine hundred and ninety one thousand dollars (\$126,991,000) is found on page B114 of the Approved Estimates of Revenue and Expenditure.

Madam Chair, the education of our children is fundamental to producing decent, productive, positive and respectful citizens. Education is also fundamental to shaping both locally and globally, a preferred direction for the future of our Island. Our education system must therefore be one that ensures our students are equipped with the knowledge and skills they need to be successful in a rapidly changing society. Progress in learning is strengthened when our students, parents, teachers, principals, support staff and broader community all have a clear understanding of what must be done to achieve this chosen future for Bermuda.

Madam Chair, I will commence the budget debate with the Ministry of Education Headquarters. The Mission as stated on page B115, is to provide strategic leadership, supervision and policy direction that supports quality delivery teaching; and an inclusive and progressive learning environment to improve student learning and achievement for every child. The Ministry objectives are:

- To develop strategic policy for the public school education system that improves teaching and learning in the classroom;
- To implement policies focused on enhancing parental and community involvement and participation in the education system; and,

- To support schools by ensuring that the range of diverse services needed are provided across the education system

In this regard, **Madam Chair**, during the 2016/2017 fiscal year the Ministry of Education team focused on the development and implementation of key initiatives that help support the overall achievement and success of public school students. These included the development of new scholarship and awards offerings; the establishment of the Parental Involvement Committee as legislated under the Education Act, and the preparation and pre-planning for the formulation of a new Strategic Plan.

Madam Chair, let me first report out on the new scholarship and awards offerings. Through its scholarship and award schemes, the Ministry of Education continues its commitment to provide financial support for students undertaking tertiary education. Historically, each year the Ministry has funded the Bermuda Government Scholarships, the Further Education Awards, Mature Student Awards and Teacher Training Awards. In 2016, approximately 230 applications were received from students requesting financial support. The Ministry funded a total of 24 Bermuda Government Scholarships in 2016 comprising new, existing and extended awards. Additionally, 24 further education awards were issued, as well as three mature student awards and four teacher training awards.

Madam Chair, I must commend Ministry staff who put forth during the year to expand the scholarship offerings. The majority of these new scholarships will not only require that applicants demonstrate financial need, but will also consider student's talent, growth, perseverance, their innovation, creativity, and an interest and willingness to give back to Bermuda.

Madam Chair, the new scholarship and award opportunities are being offered to promising students for both local and overseas studies and are as follows:

- the Minister's Achievement Scholarship for graduating public school students.
- the Minister's Merit Scholarship for graduating senior school students in financial need.
- the Minister's Technical and Vocational Award for graduating public school students or recent public school alumni attending Bermuda College with a strong interest in technical and vocational studies.
- the Minister's Exceptional Student Award for graduating students or school leavers with disabilities.

Madam Chair, the development of these new scholarships and awards was a collaborative undertaking. Ministry of Education staff engaged the Board of Education, and its Scholarships and Awards Sub-committee, Bermuda College, senior school principals, counsellors, parents and scholarship foundations and committees. In addition to engaging key stakeholders, the Ministry also conducted reviews of local policy and legislation, as well as other local scholarships and awards, including those from industry, private foundations and Government-provided funding opportunities for post-secondary education and training.

Madam Chair, the design of the new scholarships and awards also benefited from prior and ongoing advocacy from parents and educators that encouraged the Ministry to provide greater opportunities to traditionally underserved students, particularly those with disabilities, learning or otherwise.

During the Ministry's efforts to expand and diversify its scholarship and awards offerings, an idea was born - to collaborate and bring together leaders who are on the ground in scholarship design, giving, and direct student support to discuss existing efforts and how to grow and sustain success into the future.

I am heartened of the recognition by many in the community, especially the donor community on the need to help Bermudians, including those who have been traditionally underrepresented to attend post-secondary education with both public and private support. We are immensely proud of the new scholarships and awards offering, but also recognize that this is the continuance of a much larger process –to improve the post-secondary opportunities for all Bermudians.

Madam Chair, these new and diverse scholarships and awards are long overdue and I am very much pleased of the expanded offerings particularly for our public school students who pursue tertiary studies in the vocational trades and those with disabilities.

Madam Chair, the deadline for applying for any scholarship and award offered by the Ministry of Education is March 31st 2017. I encourage parents, grandparents, aunts, uncles, Godparents, families, friends, mentors, et. al. to urge potential applicants – especially those who may not think that there is a scholarship or award for them - to review all of the offerings from the Ministry of Education and other organisations on Bermudascholarships.com, and apply where eligible.

Madam Chair, I now move to the establishment of the Parental Involvement Committee suggested by one of our parents and legislated in 2015. A parental

involvement committee will be put in place so that the voices of parents can be heard and strengthened beyond individual schools and across the public education system. The Parental Involvement Committee is a new team of parents being created to work alongside the Commissioner of Education and school leaders to help improve student achievement, our schools and our public education system.

Parents will be appointed following a selection and appointment process adapted from the Human Rights Commission, whereby a 'Selection Team' has been put in place to solicit applications for the Parental Involvement Committee. This 'Selection Team' is made up of parents, community members, a Board of Education member and a Ministry staff member. I am pleased that we are undertaking an open process that is inviting parents to put their names forward for consideration through a simple application process.

We genuinely value parents and are creating a vehicle for their voices to be heard. The Parental Involvement Committee will give parents meaningful opportunities to make a difference not only for their children, but for children and schools across our public education system.

Madam Chair, all parents of public school students will be given a chance to be considered for the Parental Involvement Committee as the aim of the Ministry is to have a Parental Involvement Committee that reflects the collective capacity and diversity of the public education system. The Ministry continues to work on the establishment of this Committee. This week I will provide greater detail on the launch of the Parental Involvement Committee in a Ministerial Statement.

Madam Chair, in June 2015, the Strategic Plan 2010-2015, Blueprint for Reform in Education expired for the Bermuda Public School System. However, the Board of Education is legislated under the Education Act, 1996, to make recommendations regarding a statement of vision, values and strategy for public education. As such, the Board of Education has undertaken to steer the development of a new multi-year strategic plan for our public school system. The planning for this initiative commenced in August 2016. It is the Board's desire to have a high-quality strategic planning process designed not only to produce a sustainable strategy but also one that promotes authentic stakeholder and community engagement, supported and enacted by Bermudians. Therefore, the Board commenced a search in November 2016 to find a facilitator experienced in the development of community-based strategic plans for public school systems.

Madam Chair, this strategic planning effort will be unique as the action plans and strategies will be based upon the collective voices of Bermudians. Using engaged collaboration with neighbourhood partners, individuals passionate about education and community leaders we will listen intently to our families through a number of structured community conversations. These conversations will happen across the entire island East, West and Central. The combined information obtained from these conversations will form a "community agreement," which will be the basis for developing a multi-year strategic plan for our public school system. Everyone is welcome and encouraged to participate as we work together for the betterment of our education system.

Madam Chair, individuals who care deeply about the future of education in Bermuda, who believe in the power of public engagement, and who are willing to listen and capture the perspectives of Bermudians will be trained as volunteer community facilitators and placed in every Parish to hold small group conversations. This information gathering process will ensure we reach those genuinely concerned about education.

Thus, the strategic planning process will engage students, parents, educators - current and former, , community advocates, business persons, entrepreneurs, alumni, residents who live in the neighbourhoods of our schools – namely everyone who is part of a school community or has a stake in the future of public education. Everyone is welcome and encouraged to participate in the conversation on public school education. This will help us to ensure that the strategic plan for our public schools is comprehensive and benefits from the value added from our community in addressing the educational needs of our children.

Madam Chair, this week information meetings have been scheduled with the Ministry's key stakeholders which include Board of Education members, Unions, Bermuda College representatives, principals, teachers, School Boards, Community Partners, Ministry and Department staff and Parent Councils and PTA Executives. This Ministry is helping to progress this work with the Board of Education for the development of a strategic direction for our public schools.

Madam Chair, the 2017/2018 budget allocation for the Ministry of Education Headquarters is two million, four hundred and fourteen thousand dollars (\$2,414,000). This higher level of funding is a reflection of monies allocated for the continued development and delivery of this Strategic Plan, the implementation

and operation of the Parental Involvement Committee, the offering of scholarships and awards to our students and the distribution of external grants to organizations directly involved in supporting public school education.

Madam Chair, on page B116 the last line item of \$1,737,000 dollars has been budgeted for Grants and Contributions. This is the same as last year, of which \$537,000 will be used for Grants to External Bodies while one million, two hundred and twenty thousand dollars (\$1,220,000) has been allocated for Scholarships and Awards.

Madam Chair, I have been the Minister of Education for just under two weeks now and would like to acknowledge the three (3) staff in the Ministry who have provided me with strong support thus far. The work carried out by this team that has been already shared testifies to their commitment to the mission of the Ministry.

Thank you **Madam Chair**, this concludes my remarks for the Ministry Headquarters.

HEAD 17 – DEPARTMENT OF EDUCATION

Madam Chair, I will now present the budget for **Head 17 the Department of Education**; and, will also speak to the Department's plans for the upcoming year. Page **B114** shows that a total of one hundred and nine million and ninety six thousand dollars (\$109,096,000) has been allocated for fiscal year 2017/2018.

On page **B118**, the mission of the Department of Education states: The Bermuda Public School System will deliver a rigorous curriculum to meet the needs of individual students, using challenging learning experiences, appropriate assessments, and efficient support that holds all accountable for a quality education in the 21st Century. The specific objectives of the Department are:

- To provide comprehensive student services, curriculum and school support for interventions so that student academic and behavioural needs are identified and supported;
- To support schools in improving the quality of teaching and learning in order that students reach their highest potential; and,
- To provide leadership expertise and capacity building opportunities for system and school leaders in order to improve student outcomes.

Madam Chair, without doubt we are facing challenging times; but our resolve continues to be strong. Public education is an imperative and a duty, not only of this Government, but of our entire society – it is an awesome and collective responsibility. We will continue to improve and transform; and we will overcome obstacles through the collaboration, co-operation and support of those within the public education community – students, teachers, support staff, principals, Department staff, and of course families and community organisations.

The Bermuda Public School System is an inclusive one, and of this we are quite proud. Inclusive means that we welcome all students, from all backgrounds and all abilities. It is not only our obligation to accept all students, but to serve their needs, no matter their interests, aspirations or abilities.

With this in mind, to meet our obligations, the budget has been spent wisely. In doing so, during the 2016/2017 fiscal year the Department of Education has been focused on:

- Developing critical and creative thinkers through early childhood inquiry;
- Opening up the world for children through reading and deepening literacy skills through the Literacy Strategy;
- Growing our problem-solving capabilities through the Mathematics Strategy;
- Providing more high-quality placement options through the introduction of the Success Academy for students who require additional and more intensive supports to learn to their ability;
- Investing in the quality of teaching through intentional and (job) embedded professional development;
- Introducing standards-based grading to provide fairer, and more accurate assessments of student-achievement to drive student growth and parent and student understanding of what students know and can do;
- Providing meaningful opportunities for technical and career education through the Career Pathways Programme; and,
- Better co-ordination with the Ministry of Public Works to improve the quality of our school facilities for students and their teachers and principals

Madam Chair, these efforts are bearing fruit every day, as we develop skilled and well-rounded students and graduates. In our commitment to get it right for every child, we must continuously improve and we are therefore strengthening our relationships and partnerships to achieve this aim. Educators are working alongside parents and community organisations to help develop our greatest human investments, our children. As we continue our investment in Bermuda's young people and social development, I trust that we can count on the support, advice and engagement of all those who have a stake in our education system.

Madam Chair, I will now present in greater detail, the expenditures of cost centres that fall under Head 17. Let me start with Central Administration on page B119.

1701 – CENTRAL ADMINISTRATION (B119)

Madam Chair, this programme provides a core part of the administrative function to support our public schools in the education system. I will share the specific details on what was spent this current fiscal year and what will be spent in the upcoming budget year by the Department.

COST CENTRE 1701 27000 – GENERAL ADMINISTRATION (B119)

Madam Chair, The monies budgeted for **Cost Centre 27000 General Administration**, will cover the inventory purchases of educational and office supplies for the school year. Other administrative expenses covered includes, freight charges, customs duty and shipping costs.

COST CENTRE 1701 27001 - OFFICE OF THE COMMISSIONER (B119)

Madam Chair, **Cost Centre 27001**, holds the budget for the Office of Commissioner. This cost centre primarily funds the salaries of the Commissioner of Education and two direct reports, the Director of Academics and the Director of Educational Standards and Accountability. The administrative and operational costs to support the Office of the Commissioner are also included.

COST CENTRE 1701 27030 HUMAN RESOURCES (B119)

Madam Chair, this cost centre funds the salaries of professional, technical and administrative staff in the Human Resources section. During this current 2016/2017 budget year, this section continued the delivery of HR functions and services to meet the business needs of the Department of Education and public schools. These included annual recruitment of operational and educational staff,

employee relations, employee appraisals, succession planning, staff recognition, and training and development.

Madam Chair, in honour and appreciation of twenty five (25) retirees from the education system, a retirement reception was held in the Bermuda National Art Gallery at the City Hall. It was a heart-warming event and a special way to thank all those who had committed several years serving the Bermuda Public School System and our students.

Madam Chair, at the start of the school year in September 2016, more than thirty new teachers recruited for the 2016/2017 school year attended a two-day orientation programme at the Grotto Bay Hotel. It is a well-known fact that how employees are welcomed into an organization plays a significant part in their success. The two-day session was comprehensive and set the pace for a successful transition of our new teachers into the Bermuda Public School System.

Madam Chair, the orientation session provided teachers with an overview of the Teacher Performance Evaluation Programme which gave them an indication of how they would be evaluated and the standard of expected performance. A total of 15 new Bermudian teachers participated in an additional session with the Department's Mentor teachers, who gave a detailed account of how they will be supported during the course of the school year for success.

Madam Chair, understanding the culture and diversity of an organization, impacts positively on the quality of communication, engagement and the standard of productivity. As such, it was critical that to introduce new teachers to Bermudian

culture and diversity. Participants received valuable tips on how to communicate effectively with internal and external clients, and maintain healthy professional relationships.

To assist our new teachers in effectively navigating the public school system, the orientation included presentations from sections within the Department of Education such as Curriculum & Assessment, Student Services, Information Technology and Human Resources. Additionally, the Accountant General's Department, the Bermudian Union of Teachers and the Principal's Division of the Bermuda Public Service Union also presented; sharing with new teachers how each organization will support teachers.

Lastly, the orientation session engaged our teachers in SCARS training, that is, (Saving Children and Revealing Secrets). As we seek to protect the well-being of our children, the SCARS training is a necessary and critical component and has been made mandatory for all teachers to participate in.

Madam Chair, a policy and procedural document has been developed for the design of a Succession Plan Framework for the Department of Education. The framework will be designed in phases and identify staff for key positions in the Department currently held or to be held by non-Bermudians; and posts that will soon become vacant due to natural retirement of officers. Clearly defined career tracks will be developed to facilitate the professional development of employees underscoring the importance of employee promotion from within the Department of Education. At this stage, the Human Resource Section is developing the first phase of the succession plan. Subsequent phases of the succession plan will

continue into the 2017/18 fiscal year and be structured to align with the outcomes of the Department's strategic plan.

COST CENTRE 1701 27031 SCHOOL IMPROVEMENT (B119)

Madam Chair, this cost centre funds the salaries of four Mentor Teachers. However, it also provides the primary source of funding for training, re-training and professional development arising from the system improvement plan and school improvement plans.

Madam Chair, the Department remains committed to continuous improvement as articulated in the school improvement plans which drive school and system change. The funds allocated under this cost centre will allow the Department to support ongoing improvement initiatives such as the national math and literacy strategies, implementation of the multi-tiered system of supports, principal learning and teacher professional development.

COST CENTRE 1701 27090 EDUCATIONAL STANDARDS AND ACCOUNTABILITY (B119)

Madam Chair, the Educational Standards and Accountability section of the Department has oversight for our 18 primary schools, five middle schools, two senior secondary schools and special schools. This team comprises three Assistant Directors who supervise school principals to ensure quality standards of teaching and leadership in the classroom.

The Assistant Directors under the leadership of the Director of Educational Standards and Accountability are charged with supporting the growth and development of all schools in each of the three zones: East, Central and West. The team continues to engage in school-site supervision and improvement via building walkthroughs and observations, instructional rounds, providing professional development at individual schools; and holding regular meetings with school principals and their leadership teams.

COST CENTRE 1701 27095 SCHOOL ATTENDANCE (B119)

Madam Chair, Cost Centre 27095, School Attendance funds the salaries of a School Registration and Attendance Co-ordinator and four school attendance officers. It is their responsibility to ensure that children of compulsory school age are in school on a daily basis. The School Registration and Attendance Co-ordinator also oversees the annual school registration operation for the enrolment of children in all Government public schools.

COST CENTRE 1701 27160 SUBSTITUTES (B119)

Madam Chair, schools have a genuine need for coverage of teachers who are either sick or who need to take time away from school for various personal reasons, or, as per their collective bargaining agreement. When teachers are away from school, our students still need to be taught and supervised. Consequently, there is a critical need to budget effectively for the cost of substitute teaching for which there continues to be an increased need each year. Allocated substitute teachers, who are assigned to specific schools, and on-call substitute teachers (those called in on a day-to-day basis) are funded from this cost centre.

Madam Chair, the Department's Human Resource section works in conjunction with school Principals and Pre-school Administrators to secure substitute coverage. A substitute teacher list is maintained and circulated to schools by the HR section. Principals and Pre-School Administrators are empowered to directly contact substitute teachers on the list when the need arises.

Madam Chair, the pool of substitute teachers comprises both certified and uncertified teachers. Certified substitutes hold a bachelor's degree and possess a teacher certification. However uncertified substitutes hold a bachelor's degree but do not possess a teacher certification. For this reason uncertified substitutes are assigned when schools have a need for five or less consecutive days. Certified substitute teachers are given longer term assignments.

Madam Chair, we are pleased to share that during this school year a specialized orientation workshop was held for uncertified substitute teachers which included the following:

- An introduction to the Bermuda Public School System;
- Expectations for Substitute Teachers;
- School Routines and Procedures;
- Ethics in the School Environment;
- Class Room Management;
- Understanding the Developing Child;
- Supporting Learning and Communicating with Students; and,
- Developing the Substitute Teacher Tool Box

This orientation workshop for uncertified substitute teachers has proven to be a step in the right direction. Several young Bermudian degree holders who participated in the workshop were encouraged, challenged and stimulated by the information provided. They have subsequently expressed an interest in pursuing a teacher certification to make education their career. This is good **Mr. Chairman**.

This cost centre has been underfunded during the past two fiscal years as the Department strategically endeavoured to cover any absences internally first. However, due to the increasing needs of our students the pool of internal resources did not meet the widespread need. As such the budget allocation has been adjusted accordingly. Therefore, two million, one hundred thousand dollars **(\$2,100,000)** has been allocated for the 2017/2018 budget year.

Madam Chair, the overall budget for the continued execution of these administrative core functions and services in the Central Administration programme is five million, seven hundred and seventy-seven thousand dollars **(\$5,777,000)** for the 2017/2018 fiscal year.

Madam Chair, let me now share the activities of a Section within the Department that delivers a vast array of supports our children require in order to succeed academically, socially, physically and emotionally.

I refer to Programme **1702 – STUDENT SERVICES**

Madam Chair, the various levels of interventions provided to our students by the Student Services Section ensures that we maintain our commitment to the ‘whole child’ (mind, body, heart and spirit) and every child, in all the services provided.

In alignment with this commitment, the Student Services Section facilitates the provision of eleven programmes that support the diverse special needs of our student population. These services include:

1. Gifted and talented education
2. Behaviour management
3. School psychological services
4. Adapted physical education services
5. Deaf and hard of hearing support
6. Visually impaired support services
7. Special education (also referred to as learning support)
8. Counselling services
9. Paraprofessionals support services
10. Autism spectrum disorder (ASD) intervention; and
11. Alternative Education and Out of School Suspension

These programmes are dynamic in nature and a critical success factor in the public educational system. The professionals responsible for the delivery of student services including special education/learning support and specialist

teachers, school counsellors, school psychologists, educational therapists, education therapy assistants and para-educators spend the majority of their working hours at various schools in the educational system.

Madam Chair, to improve the quality of services provided by the Student Services Section, each student with special education needs is provided with an Individual Education Plan (IEP). Student Services utilizes a specialized web-based system to ensure that students are supported by valid data.

The system aids the improvement of education and special services to students, and serves as an effective accountability tool for monitoring. Intervention needs are implemented in a timely manner to continually support the growth of students who have the IEPs. During the 2017/18 fiscal year, we will institute the on-going system maintenance, training and updates to ensure that the system continues to meet the needs of our students in a sustainable manner.

Madam Chair, I will take this opportunity to ‘dive’ a little deeper into each of the Student Services Programmes so that we can see the aggregate contribution of each programme and strengthen our understanding of the role and contribution of Student Services in the public education system.

COST CENTRE 1702 27061 - BEHAVIOUR MANAGEMENT (B119)

Madam Chair, the Behaviour Management cost centre funds the salaries of Educational Therapists who provide a wide range of intensive support services for students with learning differences, disabilities, and challenges. These interventions are individualized and unique to the specific learner.

There has been a strong increase in the number of students identified as 'at-risk' as a result of untreated traumas across the Island. The interventions that they provide are designed to remediate learning problems and as a result, the services provided by Educational Therapist are critical success factors to the Department's Multi-Tiered System of Support Framework (MTSS).

Madam Chair, this cost centre funds Behaviour Therapists for preschool and primary schools as well as one Education Officer for Behaviour Management. In addition, this cost centre funds our Alternative Education Programme which facilitates suitable alternative education environments for students with behaviour challenges.

COST CENTRE 1702 27063 – SCHOOL PSYCHOLOGY (B119)

Madam Chair, programme 27063 includes our School Psychologists who play a vital role in the execution of our aims and objectives, and supports our commitment to all students in the public education system. Our School Psychologists support school administrators and students in the areas of student behaviour, mental health and learning. They deliver comprehensive psycho-educational evaluations; provide consultations; short-term counselling; and intervention and preventive services across the system.

Madam Chair, the Department of Education will recruit another School Psychologist to add to the School Psychologist Unit. This addition enhances our ability to meet the therapeutic needs of our students across the system. Additionally, this increase in capacity will enable us to positively influence and assist students who have or who are experiencing any trauma based issues. This will support the best use of our resources in a way that reinforces the Department's restorative model while meeting the specialized needs of each student in the public school system.

Madam Chair, during the 2016/17 academic year, the Department commenced with the implementation of the MTSS or Multi-Tiered System of Support Framework, and Inclusive and Special Education Discussion Paper Priorities. The MTSS Charter this year will increase the capacity of all educators to have specific and intentional documentation to support students in addressing academic, social and emotional challenges. In addition, this initiative will assist with ensuring that there is adequate documentation of intervention strategies and that a problem solving approach is used to determine when a student is struggling due to innate challenges versus lack of quality instruction.

Madam Chair, this cost centre funds seven school psychologist posts who work across all schools and at every level. As stated earlier, during the 2017/18 fiscal year, an additional school psychologist will be recruited. A primary function of the psychologist will be clinical in nature and enable support in our growing needs to respond promptly to students who are assessed as 'at-risk'. The Department will move closer towards having the resources needed to support our capacity for meeting the social emotional and academic needs of our students across the breadth of the public school system.

COST CENTRE 1702 27064 - ADAPTED PHYSICAL EDUCATION (B119)

Madam Chair, Adapted Physical Education is another Student Services programme that supports students with specific needs by provide access to services that through modifications "adapt to", meet the needs of those students. Therefore, Adaptive Physical Education could be considered the art and science of developing, implementing, and monitoring a carefully designed physical education instructional program for a learner with a disability.

To promote the physical fitness and wellness of these students to get active, and stay active, Adapted Physical Education is based on a comprehensive assessment to give the learner the skills necessary for a lifetime of rich leisure, recreation, sport and long-term life experiences. This programme provides the adaptive support necessary to integrate these students into the regular physical education program if and when it is deemed appropriate and promotes an opportunity for a healthier lifestyle for these students.

Madam Chair, recent statistics show that there has been a significant increase in the number of young people who have been identified as needing these services. In response to this reality, one additional Adapted Physical Education officer will be recruited during the 2017/18 fiscal year in an effort to ensure that caseload numbers are appropriate to meet the growing demand and complex needs of these students.

COST CENTRE 1702 27065 – HEARING (B119)

Madam Chair, The Deaf and Hard-of-Hearing programme provides student with academic instruction within the public school general curriculum through services that support each student's learning needs as determined by their Individual Education Plan (IEP).

Madam Chair, for children who are deaf or hard-of-hearing, to allow them to receive higher quality levels of service, there has been designated at every educational level from preschool through to senior school level, four schools to provide children with these support services.

These schools are Prospect Preschool, Gilbert Institute, Dellwood Middle School and CedarBridge Academy. In this current 2016/17 academic year, there are seven (7) students enrolled at Gilbert Institute, one (1) at Prospect Preschool and one (1) at Dellwood who are receiving academic and sign language communication support. In addition, to ensure that the total environment is aligned to best practices, these students' classroom teachers are also provided with information and support.

In addition, there are two (2) students at Dame Marjorie Bean Hope Academy and one (1) student who receives direct 'one on one' hearing instruction and support services at both Somerset Primary School and Harrington Sound Primary School.

Additionally, the Education Officer for Special Education, worked directly with Deaf and Hard-of-Hearing para-educators to ascertain future braille training needs for para-educators who will support current and new students in the programme. Without the opportunity to train new para-educators, there will be few staff members able to provide the appropriate level of support for students who are deaf and hard-of-hearing. The current numbers indicate that students in our system continue to need ongoing support of deaf and hard of hearing services despite social impacts that influence older students to use less assistive technology.

Madam Chair, during the upcoming 2017/2018 fiscal year, the Multi-Tiered System of Support (MTSS) will present an increased opportunity for Deaf and

Hard-of-Hearing staff to provide intervention services training and consultative training to general education teachers.

Also para-educators and teachers will need specific training and professional development to enhance their skills in the Deaf and Hard-of-Hearing field in particular, with the identification of needs, writing appropriate goals and objectives, collaborating with other teachers, and the use and implementation of assistive communication technology.

Madam Chair, this cost centre funds salaries for three (3) Deaf and Hard of Hearing Teachers who serve approximately 25 students in the Deaf and Hard of Hearing program at all levels (preschool through senior school). Additional budgeted funds are used for content and disability specific resources and materials, hearing aids and equipment, and consultant (audiology) services.

COST CENTRE 1702 27066 – VISION (B119)

Madam Chair, I would now move on to line item **27066** on **page B119** which is the **Vision** cost centre. It is a well-documented and understood fact that students with visual impairments have unique educational needs which are most effectively met using a team approach of professionals, parents and students. In order to meet their unique needs, students must have specialized services, books and materials in appropriate media (including braille), as well as specialized equipment and technology to assure equal access to the core and specialized curricula, and to enable them to most effectively compete with their peers in school and ultimately in society.

Madam Chair, this centre funds the salaries for three teachers of the Visually Impaired who teach medically diagnosed students who are visually impaired, blind, or have low vision. These teachers are responsible for all levels and teach the Cambridge Curriculum as well as compensatory skills to help the students function and thrive in a regular classroom environment and, ultimately, in the world. Students who receive services from this programme, continue to benefit from school, family and community support.

Madam Chair, the funds in this cost center also covers the cost of assessment materials and braille equipment to support the needs and provide vision instruction and services for a caseload of 72 (seventy-two) students. These students in the Vision programme were provided with the necessary supports as indicated on their Individualized Education Plans (IEP's) and vision assessment recommendations.

COST CENTRE 1702 27069 - GIFTED AND TALENTED (B119)

Madam Chair, the Gifted and Talented Programme in the public school system supports unique educational opportunities and experiences to help students extend their learning, develop individual potential, enhance their self-concept and become life-long, independent learners.

Madam Chair, during the 2016/17 academic year, the Education Officer responsible for the Gifted and Talented Programme provided programme and clinical supervision that included delivering gifted instructional support to teachers who had identified gifted students in their regular classrooms. Additionally, continuous job embedded professional development was offered to Principals, teachers, students, and parents at some schools using the Renzulli Learning System (RLS). The Renzulli Learning System is an interactive online teaching and learning tool that provides personalized learning for students and has been used by millions of students and more than 100,000 teachers in schools internationally.

Madam Chair, Cost Centre 27069 (Gifted and Talented) funds the salary of the Education Officer who supervises the programme and also any supplies needed to implement the enrichment of the Gifted and Talented Education Programmes. In order to ensure that middle school students are provided an opportunity to explore options outside of the regular curricula, the Department has established a system-wide enrichment program at all Middle Schools.

Utilizing this enrichment model allows teachers and students to pursue interest-based learning in selected primary schools and all middle schools with access to additional instructional seminars in middle schools.

COST CENTRE 1702 27071 OFFICE SUPPORT (B119)

Madam Chair, the **Cost Centre 27071 Office Support** serves as the Secretariat for the Student Services section and funds the salaries of the Assistant Director of Student Services, two Administrative Assistants, and three support teachers.

COST CENTRE 1702 27072 COUNSELLING (B119)

Madam Chair, the Department of Education's Counselling Programme provides our students with a multitude of direct and indirect counselling services and activities that are integral components of public education system. The functional goal of the Counselling Programme is to ensure that every student acquires the competencies to achieve success in school and life.

Madam Chair, in preparation for the 2017/18 academic year, to enhance service delivery and prepare for the necessary updates in the school counselling programme, this school year the Education Officer for Counseling facilitated a series of professional development sessions for all Preschool, Primary, Middle and Alternative school counselors. The topics of training and development included:

- Multi-Tiered System of Support (MTSS)
- Developing Counselling Intervention Plans
- Mindsets and Behaviours for Student Success
- Anxiety and College and Career Readiness

To enhance the School Counselling Programme and ensure ongoing professional development officers in the Department took advantage of training programmes offered locally by both the Family Centre and the Inter-Agency Committee for Children and Families.

Madam Chair, all Counsellors are members of their school's MTSS teams and provide consultations and recommendations as well as direct services to address students' academic and behaviour challenges. School Counsellors continue to advocate for services on behalf of our students and provide them with opportunities to practice academic and social skills. To support continued improvement of the programme in 2017/18, the Department will seek to provide training opportunities which are needed to address new developments in the counselling profession; and for senior school counsellors to learn more about the admission process for United Kingdom (UK) colleges.

Madam Chair, the **Cost Centre 27072 for Counselling** funds the salary of one (1) Education Officer, Counselling, 15 Preschool/Primary Counsellors, 10 Middle School Counsellors and one (1) Alternative Programme Counsellor. The salaries for 10 Counsellors and two (2) Heads of Student Services at the senior school level fall outside this budget and is reflected within their respective school budgets.

COST CENTRE 1702 27074 – LEARNING SUPPORT (B119)

Madam Chair, Cost Centre 27074, Learning Support funds three Education Officers for Special Education and Learning Support, in addition to 42 Learning Support Teachers for preschool, primary and middle schools. This includes four Learning Support Teachers that teach at our only special school, the Dame Marjorie Bean Hope Academy, and our trauma responsive programs Success Academy, which includes therapeutic, restorative environments for the primary and middle/senior levels.

The funding is a direct result of assessment materials needed to ensure appropriate diagnosis of students with special needs and the continued support of the Unique Learning System, a special education curriculum, used for all of our autism, functional skills, as well as additional support for our special school programmes and trauma responsive programs across the system.

COST CENTRE 1702 27076 – EARLY CHILDHOOD EDUCATION (B119)

Madam Chair, the Cost Centre 27076 reflects the funding for the salary of the Education Officer for Early Childhood Education and an operational budget for the Early Childhood section. The 2017/2018 operational budget will support the production and update of its publications, including the *Inquiring Minds Framework* and parent information brochures. To support the implementation of the Inquiry Framework at the Preschool and early Primary school levels, resources such as Mathematics, Science and Technology materials, and professional books will be provided, and conferences and workshops will be delivered.

Madam Chair, I will speak later about the Child Development and After Preschool programmes under 1712 on page B121, which provides for the detail activities of Early Childhood Education.

COST CENTRE 1702 27079 – PARAPROFESSIONALS (B119)

Madam Chair, the **Cost Centre 27079** provides for the delivery of Paraprofessional services for our students who have a diverse range of learning needs. As such it is important that qualified and skilled paraprofessionals are in place to support the numerous and varied educational needs of students. The paraprofessionals provide instructional support, ensure protection and safety, and provide support for transition and life skills for students with special needs. This includes providing adequate support for students with physical exceptionalities, including deafness and visual impairments.

During the next fiscal year, the Department has committed to specialized training for paraprofessionals to better equip them for supporting students with special needs.

COST CENTRE 1702 27083 – AUTISM SPECTRUM DISORDER (B119)

Madam Chair, the **Cost Centre 27083 Autism Spectrum Disorder or ASD** funds all salaries for Autism Spectrum Disorder teachers and those paraprofessionals who serve students with autism within the ASD programmes at four schools (3 primary schools and 1 middle school). The funding also covers operational costs for equipment repairs, maintenance and supplies.

Madam Chair, many students on the autism spectrum require more intensive services, including therapies that cannot be adequately provided in the regular classroom setting. ASD classrooms currently reside at the West Pembroke, Prospect and Paget Primary Schools; and, the Dellwood Middle School. Due to the high number of students with autism at Dame Marjorie Bean Hope Academy, the Department is committed to establishing a designated ASD classroom. The 2017/2018 funding will also provide autism training for all teachers and para-professionals at the school

Currently, 36 students are supported by the ASD programmes at the five school locations. In addition, the Department is projected to open an additional ASD programme at the senior level to accommodate current students who need this level of programming, and in preparation for students who will transition from middle school in the 2017/2018 school year.

Madam Chair, this current school year saw an increase in student progress and achievement. There is a general sense that behavior management has improved and students in the ASD programmes are meeting success in various ways. Our Student Services section continues to partner with the two key autism advocacy charity organizations on the island. The relationship building, cross training, and collaboration has improved overall partnering with the organization, parents, and the school system.

Madam Chair, in February this year, specific training was offered by an Agency at the student services conference for staff who currently work with students with autism. Autism Awareness month continues to be a highlight for the island to

promote and teach autism awareness and build independence for the students in our ASD programmes and throughout the public school system. The various autism programmes will collaborate in April 2017 for a joint effort to conduct training and activities for students, staff and parents.

Madam Chair, the ASD team is collaborating to provide professional development for ASD teachers and paraprofessionals to enhance their skill capacity in working with students with Autism. The team continues to work collectively to promote autism awareness and improve educational, environmental, and social conditions of the students in the programme and throughout the public school system. Autism Diagnostic Observation Schedule (ADOS) screening and assessment opportunity is ongoing and will be implemented by staff at the Child Development Programme (CDP) to ensure evaluation and earlier intervention.

Madam Chair, all staff who work with autistic students will benefit from enhanced, professional development opportunities and training that provides autism specific instructional strategies, behavior modification techniques and communication exchange programmes. In addition, the purchase, training, and implementation of the new Unique Learning System curriculum was implemented this year to help enhance student opportunities and provide teachers with an accessible, interactive, standards based tool that will accommodate the diversity and needs of our student learning.

COST CENTRE 1702 27084 – ALTERNATIVE EDUCATION

Madam Chair, the **Cost Centre 27084 Alternative Education** funds the operation of both the Alternative Education Programme and the two new Success Academies which were established in September 2016.

Madam Chair, the Department's Alternative Education Programme is twofold and comprises:

1. two therapeutic Success Academies which offer interventions along with additional academic and career options; and,
2. the Alternative Education service providers who offer additional options and pathways within the community of tutorial sites.

Currently the two new Success Academies service 15 students and boast an attendance rate of 93%. The academies have set a standard for future engagement with students who have experienced trauma. A recent survey by the Interagency Community Response Team indicated that as many as one in five students enter our schools 'at risk' as a result of trauma. Helping students to manage through such circumstances and helping educators to respond effectively to the impact of trauma in children's lives is a proven approach to maximizing student outcomes. The Department views this as a critical area for growth in the future.

Madam Chair, the Alternative Education Programme was developed for at-risk youth with severe behavioural challenges who were not showing academic or social success in the regular school environment. This student population is being serviced through tutorial sites in an attempt to meet their individual learning and

behaviour management needs. There are currently 35 students enrolled in the various alternative sites down from 59 from last year. As the Department has strengthened its internal capacity to engage the needs of students with behavioral challenges, this number is expected to continue to decrease, and thus saving expenditures.

While participating in the alternative programme, students are monitored daily, receive counselling services as well as psychological support, and other services if required, such as drug abuse counselling or anger management. Through hard work and dedication students have remained in school. The overall goal is to support student achievement and develop socially accepted behaviours.

Madam Chair, the Student Services Section provides an extensive range of educational services for our students with diverse needs and abilities. The total budget allocation for programme 1702 for the 2017/2018 fiscal year is sixteen million, six hundred and forty-six thousand dollars **(\$16,646,000)**.

1703 – FINANCE AND CORPORATE (B119)

Madam Chair, I would now like to focus on **Programme 1703**, the **Finance and Corporate** Section in the Department of Education.

COST CENTRE 1703 27002 – FINANCE AND CORPORATE SERVICES

Madam Chair, this cost centre supports the staff in the financial administration of the Department. They include a Department Comptroller, Financial Services Manager, a Payments Supervisor, a Salaries Supervisor, a Salaries Clerk, three

Accounts Clerks and a Messenger. This section is responsible for providing financial advice to senior management, cost-effective and responsive financial services, procurement and contracting services, and corporate planning solutions to the Ministry's management, employees and schools. This includes payroll administration and processing, scholarship and grant disbursements and financial reporting. Under the direction of the Comptroller, this office coordinates the payment of salaries for approximately 1,150 educators and department staff, and pays all suppliers/vendors for goods and services purchased as well as organises the collection of receivables.

COST CENTRE 1703 27003 – OFFICE ACCOMMODATION (B119)

Madam Chair, this cost centre funds the salary of the receptionist, annual rent, office maintenance, electricity and communication costs of the Southside building at the Waller's Point in St. David's where the Ministry Headquarters and Department of Education are physically located.

COST CENTRE 1703 27040 – EDUCATIONAL STORES (B119)

Madam Chair, the **Cost Centre 27040 for Educational Stores** supports salaries for the Stores Manager, a Storekeeper, two Truck Drivers, two Labourers, and a Cleaner. The Stores section provides centralised purchasing, inventory management and distribution services to all public schools, the Bermuda College, and other government departments such as the Ministry of Youth and Sports. These supplies typically include purchases of curriculum-based materials such as writing and paper materials, exercise books, physical education equipment, art and office supplies, and cleaning and maintenance materials for schools.

COST CENTRE 1703 27041 – SCHOOL TRANSPORT (B119)

Madam Chair, the cost centre funds the salaries for three Bus Drivers and two Bus Attendants who provide transportation to children who attend the Dame Marjorie Bean Hope Academy, two Grounds men who maintain school sports fields, and one Labour, Transport & Safety Officer. The centre also funds the costs to maintain the Department's motor fleet.

COST CENTRE 1703 27042 – BUILDINGS, GROUNDS AND EQUIPMENT (B119)

Madam Chair, I now wish to discuss cost centre **27042 Building, Grounds and Equipment**, which funds the salary of the Facilities Manager. The remainder of the budget covers the cost of repairs and maintenance for facilities at all educational and administrative sites that fall under the Department of Education. These include preschools, maintained primary, middle schools, our special school, the Child Development Programme facility and the Alternative Education site at Robert's Avenue.

Madam Chair, the Facilities team will prioritize maintenance work to be carried out at all sites with specific attention to the safety and health needs of schools. The safety of our students and the protection of the school property are critical. This year the Department had a number of break-ins at its primary schools which have caused grave concern. The damages inflicted totaled thousands of dollars and included destroyed school property such as file cabinets, classroom doors, classroom windows and security cameras.

Consequently, additional cameras for surveillance have been put in place at schools to support a broader scope of security monitoring. The facilities team is also seeking to install perimeter fencing at several central schools where the break-ins are prevalent. Additionally, the team is planning greater collaboration with the Police Services in the 2017/2018 fiscal year. Other safety measures include repairs to school play equipment, maintenance of school water fountains and school tanks, and repairs to school fire alarms.

Madam Chair, the Department remains cognizant of concerns expressed from our key stakeholders as it relates to potential mould in some of our school buildings. We do not take these concerns lightly. The facilities team will continue to seek the support of the Government's Safety & Health Coordinator for the investigation of concerns from specific facilities, in particular the Dellwood Middle School, Port Royal Primary School, Prospect Primary School, and the Child Development Programme. After assessment of these facilities, a determination will be made whether any remediation work needs to be carried out.

Madam Chair, the Department is committed to ensuring that staff and students have a safe and healthy school environment in support of effective teaching and learning.

COST CENTRE 1703 27050 – IT SUPPORT (B119)

Madam Chair, to conclude my presentation on the Finance and Corporate programme, I will move to Cost Centre 27050, Information Technology Support. The IT Section in the Department of Education provides IT support for all schools, programmes and administrative sites that fall under the Department of Education.

This cost centre funds salaries for the IT Manager and 10 staff who together provide information technology support services to approximately 6,000 users as well as parents/guardians of all primary, middle, and senior school students who use the PowerSchool web portal. The IT team also supports the hardware and software maintenance of over 2,200 computers and 1,000 peripherals across the Public School System.

Madam Chair, during the 2016/2017 fiscal year, the IT section facilitated a number of initiatives to improve the delivery of IT services in schools which included:

- an upgraded internet firewall;
- an upgraded wireless access points at Whitney Middle school;
- replacement of 5 problematic servers in the Middle schools;
- completed replacement of over 60 LCD Smartboard projectors; and,
- replacement of phone systems at Clearwater Middle School and Dame Marjorie Bean Hope Academy.

Madam Chair, the Student Management System (SMS) Officer provided PowerSchool web portal training to parents at six school PTA meetings during the year. In addition, training was provided to teachers on the use of the PowerSchool SMS system during school professional development days and throughout the school year. The Student Management System Officer also configured the PowerSchool system in preparation of the Department's new initiative - Standards Based Grading. This tool is an integral part of improving the quality of education for all students and will improve student achievement with key identified standards consistent across all schools. As a result the Student

Management System Officer is working very close with the Measurement and Evaluation Officer to identify a replacement student data analysis tool.

Madam Chair, the IT Section is currently undertaking an assessment of all school sites to review the state of Information Technology, and develop a plan to improve the quality of technology in our schools. It is important that our students have access to current technology in the classroom to obtain the skillset that will better prepare them to compete globally. The Department recognizes this and during the next fiscal year will make all efforts to support our students in this area.

Madam Chair, I should also share how the IT section has managed to find savings in IT expenditures for the upcoming fiscal year. This includes:

- reduction in the number of rented network cabinets at our data centre used for servers, networking gear and firewalls;
- collaborating with the Government's ITO Department to form a joint contract with the data centre hosting provider to obtain better rates; and,
- reduction in the number of servers and using newer (more energy efficient) equipment leading to reduced power consumption.

Madam Chair, the Finance and Corporate Section provides key services to our public schools and has been allocated six million and twenty-two thousand dollars **(\$6,022,000)** for the 2017/2018 fiscal year.

1704 – PRESCHOOLS (B120)

Madam Chair, we now turn to page B120 to item line 1704 which is the programme for our Preschools.

Madam Chair, there are 10 preschools in the Bermuda Public School System. Last year, 328 children registered for preschools. Preschools currently range in size from one class at St. David's Preschool to seven classes at Warwick Preschool. Each class is capped at 10 students per teacher, and preschools with 30 students or less are run by preschool administrators who have some teaching responsibilities.

During the 2016/2017 preschools engaged in deepening their teaching practices related to inquiry based learning, as well as reaching out and engaging parents in the learning processes at school and at home. Preschool administrators provided professional learning to their staff on site, as well as on system professional development days. Additional Creative Curriculum study kits on topics of Sand, Signs, Simple Machines, Tunnels and Trains and Insects will be used to enhance the opportunities for preschool children to inquire into science, technology, engineering, math, literacy and the arts investigations, in 2017/18.

Madam Chair, the *Inquiring Minds Framework* targeted for Preschool through P3 guided the professional development of teachers in Preschool and P1 during the 2016/17 school year. Preschool and Primary One teachers participated in workshops on professional development days and sixteen hour courses were offered for Aspiring Teacher Leaders in Early Childhood Education at both these levels. The inquiry framework is designed to strengthen the implementation of the Creative and Cambridge Curriculum in all subject areas. The overall vision is that Bermuda's children will explore, investigate, inquire, develop theories, engage in collaborative conversations and build collective understandings.

Madam Chair, in 2017/18 on going in-school professional development will continue at the Preschool and P1 level, simultaneous to introducing the strategy to P2 and P3 teachers. The strength of implementation of the inquiry framework will require specific professional development and in school support over a five year period in order to shift practices.

Madam Chair, the 2017/2018 budget for all Preschools is four million, six hundred and ninety-six thousand dollars **(\$4,696,000)**. Ninety per cent (90%) of the preschool budget funds salaries. Ten (10%) of the budget is used for operational costs such as electricity, part-time cleaners, phones, office equipment rental and drinking water. The majority of these costs are fixed expenses.

1705 – PRIMARY SCHOOLS (B120)

Madam Chair, you will note the next line item **1705, Primary Schools**. At the start of the school year in September 2016, enrolment for the 18 primary schools totalled 2,496 students. The Department continues to support school improvement efforts in all of our primary schools. These improvement initiatives focus on literacy, mathematics, quality instruction, intervention, and inquiry.

Madam Chair, all primary schools have School Improvement Plans that parents, guardians, community partners and the general public have access to. The School Improvement Plans are 3-year improvement plans that align with System priorities and have been developed collaboratively with teachers and parents. The improvement plans have standard goals consistent for all schools, in addition to specific objectives relevant to the particular school. These goals are measurable and cover improvement subject areas like math and literacy, improvement in

classroom instruction, inquiry practices, energy efficiency and improvement in fitness gram assessments of students. The school improvement plans are supported by Department staff and monitored in conjunction with respective Parent Councils and parent representatives. Progress reports will be provided annually in order to continue the support of student growth and achievement.

Madam Chair, at the primary school level students are also engaged in the arts which comprises music and visual arts. This year the Talbot Foundation donated musical instruments for drumming and guitar for sixteen students in 10 schools. Roughly 160 students are receiving additional training in music. Our schools have reported positively on the impact this programme is having on our students in developing their interest and skills in playing musical instruments. The Menuhin Foundation also services our primary schools by providing training in violin for interested students. An annual concert is held where students perform for the general public which helps to build the confidence in our students in displaying their musical talent.

Madam Chair, in September the Department helped to sponsor the Mary Prince Art Exhibition that was on display in the Masterworks Gallery at the City Hall. In November schools participated in a creative competition focused on this event and were awarded several individual and school prizes. Additionally, primary visual arts teachers engaged students in constructing art exhibits within the context of the theme: Reflections of Me. This was in preparation for the annual school art exhibition held in the Bermuda Society of Arts Gallery.

Madam Chair, during the past year, a subset of our primary schools participated in the process – The Leader in Me – for the first time. This process is principle based and teaches our students self leadership skills to positively steer their behaviour and approach to learning. Students are trained to be leaders.

Madam Chair, at this point let me share that the Francis Patton Primary School is the Flagship school having participated in the Leader in Me process for more than three years now. I would like to commend the Francis Patton Primary School family who reached the status of a Lighthouse School in May 2016 and certified by the international Franklin Covey leadership organization. This status is world class recognition. Well done to the teachers, students, administrative and operational support staff and parents all who participated and committed to application of this leadership process, under the leadership of the school principal Mrs. Garita Coddington.

Madam Chair, The Leader in Me process has positively impacted students behaviour at the school in that here has been a decline in student absences from school, late arrivals to school and also decision making regarding approach to carrying out their school work. This positive impact extended also to the quality of teaching and learning in the classroom and heightened parental involvement at the school. We certainly look forward to this continued impact in our primary schools that just commenced participation this school year.

Madam Chair, the total budget allocation in 2017/2018 for all 18 primary schools is twenty-nine million, five hundred and sixty-six thousand dollars, **(\$29,566,000)**.

1706 SPECIAL SCHOOL (Dame Marjorie Bean Hope Academy) (B120)

I now guide us to the bottom of Page **B120** and the final line item on that page.

Cost Centre 27120 refers to the **Dame Marjorie Bean Hope Academy**.

Madam Chair, Dame Marjorie Bean Hope Academy of DAME provides services to students from the age of 4 to 18 years old, who have severe to profound multiple challenges. Currently there are 19 students enrolled at the school although there is a maximum capacity for 24 students. Our children at DAME follow an adapted curriculum with emphasis in language development, literacy, functional mathematics, functional living skills, communication, gross and fine motor development, social skills, health and wellness, vocational training and developing recreational and leisure skills.

Madam Chair, there is a multidisciplinary team at DAME that includes the principal, deputy principal, teachers, paraeducators, a speech therapist, occupational therapist, physiotherapist, adaptive physical education teacher, social worker and nurse. Based on student assessments, an individualized education plan is developed for each student that identifies specific goals that students will work on during the year.

The main focus of the program at DAME is to increase students' independence, and, to help them achieve their ultimate potential. Community involvement at the school is critical to reach this end; as well as students' integration in the local community.

Madam Chair, Curriculum Based Instruction (CBI) is a weekly activity whereby students have community outings to enhance learning, which affords them the opportunities to generalize skills they are working on in the school setting. The outings also provide students with the opportunity to interact with members of the community. DAME boasts a thriving volunteer program, through which school children, community organizations, corporate groups, and individuals give their time interacting with students and/or assisting with improving the school environment.

Madam Chair, during the fiscal year 2017/2018, this cost centre will be funded with a budget of five hundred and eight-eight thousand, nine hundred and fourteen dollars **(\$588,000)**.

1707 MIDDLE SCHOOLS (B121)

We now turn to page **B121** line item **1707** relating to **Middle Schools**. The Bermuda Public School System has five middle schools, two of which are aided schools. The student enrolment for middle schools totalled 997 in September 2016 compared to 1,008 students who enrolled in September 2015.

Madam Chair, the vision of middle schools calls for learning environments where children are actively engaged and challenged in every classroom, every day, and at every level. The Middle Schools have continued to fully implement intervention programs in literacy; and now have begun to utilize a math intervention tool called DreamBox. This is an evidence-based mathematics intervention program. This was a key deliverable of the Middle School Transformation Plan.

Madam Chair, our middle school students are being exposed more and more to STEM education. At the start of the school year, a core group of middle school teachers participated in STEM training to acquire the knowledge, skills and tools for the delivery of the curriculum using the STEM application.

Madam Chair, our middle schools have been an easy target of criticism since their inception. Those who are unaware or unfamiliar with the concept find it easy to harken back nostalgically to the days before middle schools as the ‘good old’ days. However, the nostalgia does not reflect the reality of the 11 plus exam; the requirement that students many of whom, were not seen as capable at a tender age, were directed to particular schools based on a test result. Middle schools are part of a comprehensive system of education that has an obligation to work to meet the needs of every child.

Madam Chair, the challenge currently in middle schools is the need to ensure that we are truly delivering middle school education and teaching, and not lecturing the same old way under the guise of middle school. When our middle schools are at their best, we see students working in small groups, collaborating, performing different learning tasks from different texts, and teachers providing guidance with all students enjoying the opportunity of participating in school activities demonstrating the acquisition of knowledge.

Madam Chair, students should always have clear expectations for academic achievement and appropriate behavior. Middle schools that recognize learner diversity; that ensures students have opportunities to explore curricular areas; that offers responsive guidance and counseling programs, instills positive classrooms and schools, and involves parents and families effectively, convey these expectations.

Madam Chair, through the collection of data from the 2014 Middle School audits and the introduction of the Middle School Transformation Plan in 2015, the Department of Education is firmly committed to the continual improvement of our delivery of education to middle school students.

Far from being the problem, middle schools are providing more than just educational experiences – they are preparing young people to be well-adjusted Bermudian adults.

Madam Chair, the total 2017/2018 budget allocation for our five Middle Schools is sixteen million, nine hundred and fifty -five thousand dollars (**\$16,955,000**).

1708 SENIOR SCHOOLS (B121)

Madam Chair, Programme 1708 on **PAGE B121** refers to our two **Senior Secondary Schools** The Berkeley Institute and CedarBridge Academy. Together the senior schools service close to 1,200 students with just under 200 staff. Each senior school is provided an annual grant for the operational management of their respective school and the school curriculum.

Madam Chair, students at our senior schools are experiencing good success. At the CedarBridge Academy, the 2016 graduation rate was 89% with 62% of the student graduates achieving a GPA of 2.25 and higher. Students who graduated from the CedarBridge Academy pursued a variety of tertiary experiences. CBA graduates were successful in being accepted at Universities in Canada such as Acadia University, Humber College and Seneca College; in the USA at Andrews University, Savannah College of Art & Design and Penn foster College; and in the UK at Kingston College, City of Woverhampton College and Bellerby's College. One CedarBridge graduate pursued their studies in Australia where they were accepted in Curtin University; while other graduates took a gap year to participate in life changing opportunities such as Up With People, Rotary Exchange and Raleigh International.

Madam Chair, I repeat that students at our senior schools are experiencing good success. At the Berkeley Institute, the 2016 graduation rate was 97% with 85% of student graduates achieving a GPA of 2.25 and higher. Students who graduated from the Berkeley Institute were successful in being accepted at universities in Canada such as Dalhousie University, New Brunswick Community College and

York University; in the US they were accepted at Howard University, University of Maryland East Shore, the Joffrey Ballet School and New England Institute of Technology; while in the UK graduates went off to the University of West England, and the London School of Business and Management.

Madam Chair, this is very pleasing. So let me now give a bit more detail in terms of the specific type of activities our senior school students participate in.

At the Berkeley Institute,

- 24 students participated in the dual enrollment programme at the Bermuda College; 20 full time and 4 part-time. An additional 10 students are in the Applied Technology Certificate programme;
- eight of the dual enrollment students are on track to complete Associates degrees in 2017 at the Bermuda College simultaneous to obtaining their high school diploma;
- students were recognized for their academic achievements at Bermuda College after their first year of enrolment included: President's List: Lauren Genevieve, Vice President's List Beatriz Aguiar, Jashae Allen-Lamontagne, Cyana Burgess, Zoe Lopes, and Chyaro Wedderburn;
- four S3 dual enrollment students certified their high school requirements in summer 2016; one student chose to graduate but the remaining three chose to continue high school classes in order to graduate with their peers;
- students Sage Jackson, Laitifa Smith, and Larussey Romero were awarded a Rotary Exchange Scholarship and will spend a year overseas. Larussey has already been accepted into St. Lawrence University but will defer college entrance until after her Rotary experience.
- the Berkeley Institute implemented a business simulation called Virtual Enterprise International programme. This programme involves mentorship from a number of ABIC member businesses, including Bacardi, Fidelity Insurance, XL Catlin, KPMG to name a few.

- the Berkeley Institute received stellar responses to its mid-term report from the Middle States Association of Colleges and Schools Commission of Elementary and Secondary Schools:

which included: *“You and your school are to be commended for your ongoing commitment to your students, staff and parents by sustaining high levels of achievement and accomplishments as you fulfill your school’s mission. It was a pleasure reading your report and noting your accomplishments, among them your AP course additions, modifications in scheduling to best meet the needs of students, dual enrollments with corresponding high school graduation and college course credit acquisition, the VEI program and the nursing program enrolment”.* ”

Madam Chair, at the CedarBridge Academy:

- Students In-Shanae Smith and Jorel Smith were selected by Digicel and the NBA to represent Bermuda in the Digicel NBA Jumpstart Basketball New York Experience in December 2016;
- students were featured in the Royal Gazette in December 2016 for “Showing the Love” to our seniors. Faculty and students donated toiletries and prepared gift boxes that were taken to two seniors’ homes and the geriatric ward at the Hospital.
- CedarBridge partnered with Alpha Kappa Psi and now have a Kappa League of all male students at the school from the S1 & S2 year levels.
- CedarBridge implemented the Accelerated Reading Programme with the sponsorship of the Beuchner Society. Approximately 146 students were

highlighted in November 2016 for notable growth and improvement in reading. This programme requires students to read books and to take assessments to determine their level of comprehension.

- CedarBridge Academy celebrated 17 students for notable improvement in writing. This programme is sponsored by the Beuchner Society and students were celebrated and presented with gifts at a special assembly during which Canadian author, Mr. Eric Murphy, was the guest speaker.
- S4 student Jalen Franklin placed first for the Bermuda National Art Gallery's Competition in December 2016; he was overall winner for the competition.
- Six S3 male students, with high GPA's, were selected to be a part of the XL Catlin Mentor Programme. These students will remain in the programme for two years and earn scholarships at the completion of the programme.
- students Jahkari Furbert (S4) and Keishon Bean (S3) were selected to represent Bermuda in the international CONCACAF soccer matches.
- ten (10) CedarBridge Academy students travelled to Barbados in February 2017 to participate in track meets. S3 students Telilah Wears and Deneo Brangman qualified for the CARIFTA GAMES 2017.
- over 76 students earned NCCER certification last school year and 80 students First Aid certification during this budget year.
- CedarBridge Academy was named the 2nd place winner for the BF&M 20th Annual Breast Cancer Awareness initiative.

- Cedarbridge hosted Ritz Carlton executives for a special assembly in January 2017 where students learned about the Ritz Carlton brand and the basics of hospitality.

Madam Chair, our senior school students supported by their teachers and principals are doing extremely well and we must celebrate their accomplishments. A combined budget of twenty-four million, three hundred and sixty-seven thousand dollars (**\$24,367,000**) has been allocated in the 2017/2018 fiscal year for our senior schools.

1709 CURRICULUM AND ASSESSMENT (B121)

Madam Chair, I would now like to turn to **Program 1709**, Curriculum Assessment. This cost centre funds the Cambridge International Curriculum, related initiatives; salaries of subject matter Education Officers for Curriculum and Assessment, and the Career Pathways programme. The Department pays an annual fee Cambridge International for the curriculum and for students to sit the annual Check Points and IGCSE examinations.

COST CENTRE 1709 27010 – LITERACY INITIATIVE (B121)

Madam Chair, we tend to link literacy to the ability to only read and write. However, the power of literacy lies not just in the ability to read and write, but rather in student's capacity to apply these skills to effectively communicate with others.

Madam Chair, the Department uses the Leveled Literacy Intervention System (LLI) for both primary and middle schools to help improve the literacy levels of

our students. LLI is an intensive, small-group, literacy intervention tool for students who find reading and writing difficult. The goal of LLI is to lift the literacy level of students who are not achieving grade-level expectations in reading.

Madam Chair, during the first term of the 2016/2017 school year, a third cohort of middle school teachers were trained in LLI tools. Last year the primary schools commenced training and this year the remaining nine schools will complete the training by the end of this 2016/17 school term. To date, all middle and primary schools have received Leveled Literacy Intervention kits. The Department will implement continued teacher professional development, coaching and monitoring to ensure fidelity in this programme and also to raise achievement levels of students who struggle to improve their reading.

COST CENTRE 1709 27020 – ASSESSMENT AND EVALUATION (B121)

Madam Chair, we are in our sixth year implementing the Cambridge International Examinations at P6, M3 and S2. The examinations are funded from Cost Centre 27020, Assessment and Evaluation. Additionally, it funds the salary of a Senior Education Officer, Research, Measurement and Evaluation.

Madam Chair, during the school year a total of 1,310 external exams (IGCSE, GCSE and AS Levels) were taken in a diverse listing of subjects that included English, Mathematics, Science, Foreign Language, Visual and Performing Arts, Business & Technology, Physical Education and Family Studies.

As previously shared, the primary and middle school level Cambridge checkpoint examinations continue to provide benchmark data for the transition points at

primary (P6) and middle (M3) level. The Checkpoint exams are diagnostic in nature specifically designed to highlight the areas where greater interventions are needed to improve student performance in preparation for their International General Certificate Secondary Education [IGCSE] exams at the senior school level. The Cambridge Examining Board considers that achieving a level of 2.0 reflects a basic acceptable understanding of the Cambridge curriculum.

The Cambridge Checkpoint results revealed that at the Primary 6 level – 83% of students scored at level 2.0 and above in Language Arts; 54% scored at level 2.0 and above in Mathematics, and 86% scored at the 2.0% and above in Science.

Similarly, at the Middle School level – 66% of students scored at level 2.0 and above in Language Arts; 49% scored at level 2.0 and above in Mathematics, and 83% scored at the 2.0% and above in Science.

Madam Chair, detailed analysis of the exam results has indicated that our students are still experiencing academic challenges in both Mathematics and Literacy. The Department has added mathematics and literacy interventions, and shall be seeking the services of Cambridge mathematics professional development officers to assist with our interventions.

Madam Chair, the curriculum assessment team continue to work on the implementation of the Standards Based Grading framework. This framework is a comprehensive system that aligns instruction and assessment to standards; aligns grades to standards; and provides the most recent or most frequent evidence of what students know and are able to do. Standards Based Grading (SBG) training is in its full preparatory phase with training of teachers conducted

in January and February; further training is planned for the month of March. During these sessions, the SBG curriculum teams will continue to work on proficiency scales and assessments. With the establishment and implementation of the SBG system, the Department is raising standards of instruction and grading for all schools.

COST CENTRE 1709 27520

DESIGN, DEVELOPMENT AND IMPLEMENTATION (B121)

Madam Chair, Cost Centre 27520; Design, Development & Implementation funds salaries for seven Education Officers who are responsible to ensure the effective delivery and on-going development of the Cambridge curriculum in the core and non-core subjects Cambridge subjects, school examinations, the Career Pathways Programme and all other curricular. This cost centre covers the salaries of an Office Administrator, two Secretaries, a Test Scoring Clerk, and the Athletic Administrator who supports the administration of inter-school sports through the Bermuda School Sports Federation. In September 2017, the Department should have in place Education Officers for Mathematics, Science and Reading to lend technical support and direction to teachers for the delivery of the Cambridge curriculum.

COST CENTRE 1709 27524 – EARLY COLLEGE & CAREER PATHWAY

Madam Chair, Cost Centre 27524, funds the salaries of two Career Pathways Programme Coordinators and the cost of student transport and educational certifications. The Coordinators administer this programme at both senior schools. The structure of the programme allows students to select and focus on one of five categories of career pathways consisting of the Arts, Athletics and

Communication, Applied Technology, Business and Hospitality, and, Health and Human services.

Madam Chair, the Career Pathway has been the catalyst for the Applied Technical Certificate now instituted at the Bermuda College in the dual enrollment programme. The Applied Technology Certificate Programme is a two-year experience for what is predominantly by choice a male enrolled programme. The Applied Technology Certificate programme will prove a great investment for our public school students. At the completion of the programme students will be recognized as:

- graduates of the Bermuda School Diploma;
- recipients of a Applied Technical Certificate;
- recipients of the City & Guilds Employability Skills Certification
- having Internship experience; and,
- graduates with entry into full time employment.

Madam Chair, in building upon the success of the Career Pathways programmes, this school year a total of 18 teachers from Primary to college level received the introductory certificate for STEM pedagogy. There are now teachers implementing STEM project based learning using robotics and drones at the middle and senior levels.

Madam Chair, the Curriculum and Assessment programme **1709**, has been allocated a 2017/2018 budget of two million, six hundred and thirty- nine thousand dollars (\$2,639,000) for the continued delivery of these educational programmes and services during the next fiscal year.

1712 – EARLY CHILDHOOD EDUCATION (B121)

Madam Chair, the final programme on page B121 is 1712, Early Childhood Education. This programme funds the Child Development and After School Care sub-programmes. Early Childhood Education represents the foundation for student success. Both conventional wisdom and Nobel-prize winning research tells us that investments in early learning provide exponential benefits to children, their families and the economy.

Madam Chair, during 2016/17 further consultation occurred on the early childhood discussion paper from local early childhood experts. The consultation included recommendations for policy direction to guide the transformation of early childhood education in Bermuda, and a preliminary strategic plan for implementation relating to these policies. Our goal is to further develop this initiative during the 2017/2018 fiscal year.

Cost Centre 27175 - CHILD DEVELOPMENT PROGRAMME (B121)

Madam Chair, line item 27175, the Child Development Programme (CDP) currently funds the salaries of the Programme Co-ordinator, a Testing Psychologist, three Supervisors, one Secretary and 10 staff who provide direct assessment and early intervention support to children and their families.

Madam Chair, during the 2016/17, the Child Development Programme continued to make provision of high quality services to children and their families a priority. Now that the Programme is accredited, the annual strategic plan and the Performance Quality Improvement (PQI) process has become integral components in collecting and reporting on client and programme data, on a

quarterly basis through quarterly reports and stakeholder meetings. Trends are being tracked and improvements are being made. CDP has improved client confidentiality and partner confidence through utilizing a confidential email system. However, risk prevention and mitigation centers on building issues associated with being housed in an old Bermuda home.

Madam Chair, a major focus of the Child Development Programme has been on cross training and reviewing job descriptions to create a team that is responsive to changing community and client needs in light of increased stress and economic challenges on families. All staff engaged in a fifteen-part training by the Infant Mental Health Community Training Institute and Sick Kids of Toronto. This training is foundational to understanding the impact of early experiences on brain development and emotional functioning. The cross training has resulted in increased shared knowledge and greater flexibility within the office. Re-tooling has proven beneficial to managing resources across the programme to meet client demands.

Madam Chair, the two-year old Developmental Screening Team has increased by one relief staff. CDP is now reaching its goal of screening 20% more clients in the targeted 24-30 month age range, than those in the 30 months and older. This is a positive effect as staff can now identify children at risk for developmental delays sooner and provide preventative services or intervention as appropriate.

Madam Chair, CDP continues to liaise with the Department of Health and Department of Child and Family Services as well as community organizations such as the Inter-agency for Children, and Child and Adolescent Services. The Early Childhood Assessment Team (ECAT), a cross ministry interdisciplinary team of professionals led by the Testing Psychologist is now

operational. This team is responsible for early identification of children on the Autism Spectrum. CDP continues to improve services to meet the challenges of early intervention. Training has taken place in the trans disciplinary approach to early intervention for children with developmental delays and disorders. CDP is currently piloting the DIRfloortime model, which is developmental, individual, and relationship based, with selected children who have been waitlisted for the Portage Programme. All staff are receiving introductory training in this model with selected interventionist(s) engaged in more intensive training and mentoring.

Madam Chair, the Child Development Programme is launching its 2017 CDP Awareness campaign to increase awareness of CDP's universal services including the 2 year old screening to those families who are difficult to reach.

For the upcoming year, the Child Development Programme will focus on improvement of quality of services and awareness. This will be achieved through training and development of new hires and staff development as part of succession planning in light of upcoming retirements. CDP will continue to train and implement the trans disciplinary model of intervention as they increase evidence based practices within and across programme domains. CDP will survey public awareness and client satisfactions along with collecting feedback from agency partners. This data will be analyzed and appropriate action will be taken to respond to issues and improve services.

Cost Centre 27700 - AFTER PRESCHOOL CARE (B121)

Madam Chair, the final line item on page B121 is Cost Centre 27700, After School Care which funds the wages of part-time employees who provide supervision and organized activities to children at four preschools and one school

for students with special needs. The anticipated enrolment in the afterschool programmes is:

- Devonshire Preschool -25
- Prospect Preschool – 25
- Victor Scott Preschool - 25
- Warwick Preschool - 50
- Dame Marjorie Bean Hope Academy - 18

Madam Chair, Early Childhood Education is critically important. We must lay a sound foundation for our children and early intervention and building will certainly support this endeavor. The continued delivery of these services and programmes for the fiscal year 2017/2018 has been allocated a total budget of one million, eight hundred and forty thousand dollars **(\$1,840,000)**.

SUBJECTIVE ANALYSIS OF CURRENT ACCOUNT ESTIMATES (B122)

Madam Chair, I now refer you to page **B122**. Note that we have covered these expenditures as this page provides an aggregate of the detailed line item expenditures previously mentioned.

The first table on page **B122** compares the 2017/2018 estimate of \$109,096,000 to the original budget for 2016/2017 of \$107,085,000; and shows the differences between the two years by expenditure category. It is important to point out however, that the budget allocation for 2017/2018 is below the revised estimate for 2016/2017.

The variances of note for the expenditure categories are as follows:

- Salaries and wages increased by **\$2,119,000 (3%)** and **\$209,000 (6%)**, respectively; mainly due to the increase in **Substitutes (Cost Centre 27074)** of \$1,600,000 and **Paraprofessionals (Cost Centre 27079)** of \$500,000.
- Training costs are **\$65,000 (29%)** more. There is a reduced allocation in monies for professional development of over \$100,000. However, this has been offset by additional funding for various programmes, namely **School Psychology (Cost Centre 27063)**, **Learning Support (Cost Centre 27074)**, **Early Childhood Education (Cost Centre 27076)** and **Autism (Cost Centre 27083)**.
- The decrease in monies for Transport by **\$7,000 (9%)** is largely due in part to the reduction in overseas freight and associated costs.
- Travel costs associated with overseas professional development training increased by **\$11,000 (8%)**;

- Communication costs decreased by **\$217,000 (23%)**, in part reflecting the completion of a number of projects linked to Information Technology Support.
- Professional Services costs are **\$25,000 (2%)** higher; mainly attributed to an increase in legal fees.
- Rental costs are marginally lower at **\$16,000 (2%)** primarily due to lease negotiations and reduced equipment rentals.
- Repair and Maintenance costs declined by **\$46,000 (3%)** as a result of lower funding for security services due to a shorter contract period.
- Energy costs decreased by **\$137,000 (9%)** reflecting intended energy efficiency savings in keeping with the mandate of the Department of Energy.
- Materials and Supplies expenditure is **\$153,000 (8%)** lower as a result of increased efficiency in school supplies.
- Grants and Contributions increased by **\$88,000 (0%)** primarily due to maintaining the funding for the two senior schools.

EMPLOYEE NUMBERS - FULL-TIME EQUIVALENTS (B123 – B124)

Madam Chair, I now refer to pages **B123 and B124** which provide a listing of the number of full-time equivalent employee posts (FTEs) for the **2017/2018** fiscal year in the Department of Education.

Madam Chair, there are 1,130 FTEs posts a net change of 6 compared with the 1,124 FTEs measured in 2016/2017. The increased number of FTEs primarily reflects previous vacant posts that are now funded to provide much needed operational support in the cost centres **Design, Development and Implementation, IT Support, Human Resource, and Student Services.**

The Department will continue to monitor and review the number of FTE's ensuring both efficiency and effectiveness in staff resources.

PERFORMANCE MEASURES (B120 – B122)

Madam Chair, pages **B125** to **B127** list the Performance Measures for the Department of Education. These measures reflect the diversity of programmes and initiatives currently being undertaken by the Department of Education which lend to teaching and learning in our public schools.

Madam Chair, This concludes my presentation on Head 17, the Department of Education, I will now move to the Bermuda College.



Ministry of Education

BERMUDA COLLEGE

Head 41

BUDGET BRIEF 2017-2018

Presented by

**Senator Vic Ball JP
Spokesperson for Education**

March 2017

**MINISTRY OF EDUCATION
BERMUDA COLLEGE**

HEAD 41

Madam Chair, the Mission on **Page B-128**, states that the Ministry of Education provides a grant to the Board of Governors of the Bermuda College in support of post-secondary education and training, as provided for in the Bermuda College Act, 1974.

Madam Chair, Bermuda College is the only tertiary level institution in Bermuda. The mission of the College is setting Bermuda's students on the paths to success through the provision of comprehensive academic and technical education along with professional training, personal and academic support services, quality facilities and interactive partnerships with local and international entities. As an accredited community college, Bermuda College is particularly committed to the success of Bermuda's students offering transfer programmes leading to success at the university level. It also provides professional, technical and training programmes leading to success in the workplace; and preparatory programmes leading to success in the classroom.

COST CENTRE 4101 51000 – OPERATING GRANT (B128)

Madam Chair,

The grant allocation from the Ministry of Education for the financial year 2017/2018 is fifteen million, four hundred and eighty-one thousand dollars **(\$15,481,000)**.

Madam Chair,

Dr. Duranda Greene is the President of the Bermuda College which is governed by a Board of Governors. The Chair of the Board is Mr. Peter Sousa. Other members of the Board are:

- Mr. Dane Commissiong, Deputy Chair
- Mrs. Susan Jackson
- Mr. Marshall Minors
- Mr. Andrew Richardson
- Mr. Bruce Sharpe
- Mrs. Kathleen Sharpe-Keene
- Mr. Zikomo Simmons
- Mrs. Romelle Warner
- Mrs. Valerie Robinson-James, Permanent Secretary for Education (ex Officio)
- Mrs. Coral Wells (National Training Board Representative)
- The Hon. Randolph Horton (Chairman of the Honorary Fellows)
- Mrs. Ann Parsons (Faculty Representative)
- Mrs. Karmeta Hendrickson (Support Staff Representative)
- Miss Chelsea Ray (Student Representative)

Madam Chair,

Bermuda College continues to be the most economical choice for Bermudians to begin their journey to higher education with the tuition for its 2-year associate degree programme set at approximately \$7,000 (not including lab fees and textbooks). Recently re-accredited by the Commission for Higher Education, New England Associate of Schools and Colleges, Bermuda College truly offers a great value for money when compared to the first 2 years of any 4-year institution in the United Kingdom, North America or the Caribbean.

Madam Chair, let me also add here that the re-accreditation of the Bermuda College places it alongside other prestigious institutions such as Boston University, Harvard University, New England Institute of Technology, University of Hartford and Yale University who also are accredited by the Commission for Higher Education, New England Associate of Schools and Colleges,

Madam Chair, I will first share the 2016/2017 highlights of activities.

This past year Bermuda College saw its first four (4) dual enrolment students graduate with their associate degree and high school diploma in the same year. These have all transferred to overseas 4-year institutions with advanced standing.

The first two nursing graduates of the College's Associate Degree (Nursing) programme successfully passed the NCLEX nursing licensure exam and became Registered Nurses (RNs). There are seven (7) more students who will be writing their examinations prior to the end of the current fiscal year.

The College also graduated its first cohort of seventeen (17) students from its new Certificate in Major Appliance Repair programme. There were also twelve (12) students enrolled in the first cohort of the Emergency Medical Technicians (EMT) Certification programme, eleven (11) of whom are set to graduate later this month.

Bermuda College introduced a student-centric app during this past fiscal year. The app is a gateway to academic conveniences for its students, such as: paying online, searching for courses, viewing grades, or checking schedules. Students can also find out need-to-know, non-academic information, such as when buses are cancelled, what activities are happening on campus, or the latest information on an approaching hurricane.

Bermuda College also utilised its GoToMeeting platform to introduce online counselling, online office hours, and online Information Sessions to promote programmes geared towards adult learners.

Madam Chair,

The College has put a stronger emphasis on increasing male enrolments during this current academic year with several initiatives. In Fall 2016, it introduced its new Certificate in Applied Technology which is intended to provide students with the technical fundamentals to pursue a technical career or degree. There are twenty-five (25) public school male students dual-enrolled in the first cohort. During their first year the students complete core courses while exploring the different technical disciplines and enhancing their math, science, communication and computer skills. Students will select elective courses in the second year from a technical discipline of their choice.

This year the Bermuda College also hosted the 5th International Colloquium on Black Males in Education in partnership with the University of Wisconsin Madison. The theme for the conference was “Educational Transitions and Life Trajectories: Bridging Pathways to Success for Black Males”. This conference highlighted the challenges males face in education and some of the research-based solutions to addressing them.

Bermuda College also sponsored two male students, who are members of the Registered Student Organization MenSpeak, to attend the annual Black Male Summit at the University of Akron in Ohio. The students participated in several workshops under the themes: empowerment, enrichment, engagement and encouragement.

Bermuda College students continued to showcase their talents in the local community during this past year. The culinary arts students took part in local fundraisers including the annual Plates of Passion organized by the Bermuda Hospitality Institute and the Soup-a-Bowl organized by the Eliza DoLittle Society. The nursing students organized and hosted their 2nd Annual Paediatric Health Fair in partnership with Lahey Hospital & Medical Center and Boston Children’s Hospital.

Madam Chair,

The Bermuda College continues to increase its international partnerships to maximize the benefits for its students when they transfer to 4-year institutions. During this past year the College signed articulation agreements with Massachusetts-based Framingham University and Newbury College.

Framingham University is known for its focus on STEM education, i.e. Science, Technology, Engineering and Mathematics, and offers Bermuda College graduates a Geographic Tuition Grant that will reduce their tuition to the published in-state tuition amount. This equates to a savings of \$6,080 per year for a Bermuda College graduate.

Newbury College has reviewed the curriculum for several of Bermuda College's programmes and offers eligible graduates direct entry in to the third year of a four-year degree programme. Bermuda College graduates will also be offered a Merit Scholarship of at least \$10,000 per academic year.

Madam Chair,

Working in collaboration with the Ministry of Economic Development, the first cohort of students in the Regulatory Compliance Association (RCA) Bermuda Compliance programme began their studies toward professional certification. The programme's objective is to increase the number of qualified Bermudians in compliance, and is funded with scholarships provided by the RCA.

Madam Chair,

Science Week continues to be an integral part of the Bermuda College calendar. This year's public forum at Science Week featured Mr. Tarik Smith. His lecture, attended by approximately 200 diverse members of the community, focused on water engineering and the challenges of water management. The forum was sponsored by the Division of Arts & Sciences and remains a popular highlight of Science Week activities promoting the sciences. The Science Demo Day was attended by more than 300 middle school students, while the Master Class saw participation by more than 200 high school students. Other events held included

the increasingly popular "Live, Love, Eat" culinary arts demonstration with Chef Teneika Eve; a Technical Education expo at the Technical Education Building; and a demonstration of the Nursing Simulation laboratory by the Nursing Department.

Bermuda College published its second peer-reviewed journal, *Voices in Education* this past year. The theme for this second volume was "Transforming Education for the Twenty-first Century: New Thinking, New Action". The journal gained new prominence this year with its successful application to be included in the prestigious, online research site EBSCOHOST.

The Bermuda College Faculty Association hosted two well-attended community events as part of its Lecture Series during this past year. The first featured musicians Taylor Rankin and Dwight Hart; and the second featured a panel discussion examining age discrimination.

Three (3) new Honorary Fellows were inducted into the Bermuda College Company of Honorary Fellows. Mrs. Jill Husbands, Mr. Lawrence Michael Murphy and Mr. Patrick Tannock (a Bermuda College alumnus) were celebrated for the significant contributions they have made in their respective fields.

OUTPUT MEASURES

Madam Chair,

Supporting output measures for the College's activities are as follows: in 2016 Bermuda College graduated 108 students with associate degrees, diplomas or certificates.

- Technical Education 9 Graduates
- Business 33 Graduates
- Hospitality 12 Graduates
- Arts & Science 54 Graduates

In addition, 6 individuals received Bachelor of Business Administration degrees through the College's long-standing partnership with Mount Saint Vincent University.

Madam Chair, the Bermuda College conducts an exit survey of its graduating students each year to ascertain their future intentions after the Bermuda College. Although not all students complete the Survey, I thought it important to share summary statistics compiled from the 2016 Graduates Survey Results which reported the following:

- 20% of the students reported they had employment
- 21% of the students were seeking employment
- 59% of students had planned to further their education either locally or overseas

Madam Chair, our graduates from the Bermuda College indicated a wide range of Universities and Colleges that they were attending which included Buckingham University, University of Brighton and University of Gloucestershire in the UK; Georgia State University, St. Johns University and Barry University in the US; Mount Saint Vincent University, Nova Scotia College of Art & Design and University of Ontario Institute of Technology in Canada, and also the University of the West Indies.

In December, the Division of Professional and Career Education (PACE) awarded 102 external certificates or professional designations to individuals through external programmes and workforce development training.

American Management Association (AMA) Certificate in General Management	10
AMA Certificate in Human Resources	4
ACCA Intermediate Certificate in Financial & Management Accounting	1
BOMI Facilities Management	2
Certificate in Major Appliance Repairs	17
Certificate for Nursing Assistant	16
Certificate for Nursing Assistants – Bridging	8
CISCO Certified Network Associate (CCNA)	2
Institute of Leadership & Management (ILM) Certificate in Leading Effective Teams	15
ILM Certificate in Team Building & Leadership Skills	14
ILM Level 3 Award in Leadership & Management	1
Streetwise “MBA” Entrepreneurship Programme	8
Supply Chain Management Association Canada (SCMP)	3
World Instructor Training School Personal Trainer Certification	1

Madam Chair,

In Fall of 2016 the College enrolled 675 students. There were also 198 students serviced through PACE during the same period.

2016-2017 Expenditures

Madam Chair,

In 2016 Bermuda College received \$15,528,000 (76%) of its operating budget from its Government grant. Revenue of \$4,938,484 from other sources included:

- student tuition and fees for credit courses
- revenue generated by PACE
- bookstore revenue
- rental income including Coco Reef
- examination revenue

This amount, together with the Government grant, made up a total revenue figure for the 2016-2017 budget year of \$20,466,484. To assist students qualifying for financial assistance, Bermuda College provided \$50,000 in financial aid.

Madam Chair,

During this period, salaries and benefits accounted for \$13,620,000 or 67% of the budget; this represents a 2.5% increase in salaries when compared to 2015-2016. The increase in salaries is mainly attributable to performance-based step increases awarded to eligible employees.

In an effort to increase college spirit and to better engage students while on campus, the College hired a Student Life Coordinator during this past year.

IT expenditures for the year included \$124,000 on hardware purchases and \$369,000 on software contracts to support teaching and learning as well as the College's administrative functions. The College also completed the first phase of upgrading its website using an Open Source platform which, when complete, will save the College approximately \$100,000 per year.

Maintenance and improvement of the physical plant of Bermuda College continued as part of the College's commitment to providing a safe and healthy environment for students and employees. Maintenance, cleaning contracts and improvements totalled \$475,000 during this past year. The major improvements included: air handlers, \$170,000; chiller maintenance, \$99,000; energy metering and monitoring equipment, \$58,000; tenting and fumigation of North Hall, \$69,000 and upgrades to the transformer rooms, \$10,000.

The College has established a Testing and Assessment Centre on campus as a means of increasing its revenue. The Centre has been approved by various international examination bodies, allowing for local residents to sit international examinations at the College.

Due to the recently installed campus-wide energy management system, the College has been able to recoup approximately \$50,000 in additional revenue from Coco Reef Resort for electricity costs.

2017-2018 Budget Year

Madam Chair,

Bermuda College continues to utilise internal stakeholders as part of its annual budget process. The Budget Committee includes representatives from the Student Government Council, faculty, support staff, members from the Executive and a selection of budget managers. The goal of the Budget Committee is to prepare a balanced budget to present to the Board Finance Committee and ultimately to the Board for final approval.

Salaries continue to form the majority of the College's budgeted expenses and the College continues to review its operations, seeking ways to decrease its payroll costs. To this end, during the 2017-2018 fiscal year, Bermuda College will continue to decrease its payroll costs through attrition and the freezing of non-essential positions. The College has also conducted a review of its human resources by making comparisons with similar institutions using the assistance of an external vendor. Recommendations will be implemented during the upcoming fiscal year to ensure that Bermuda College is optimising its human resources.

Madam Chair,

During the 2017-2018 fiscal year Bermuda College will continue with the fumigation of its buildings in addition to testing them for the presence of toxic mould. Upgrading classrooms and computer labs will continue as Bermuda College continues its focus on improving teaching and learning while supporting more active classroom environments.

For the first time in several years, Bermuda College has received a capital grant in the amount of \$850,000, for which it is very grateful. These funds will enable

the College to undertake much needed major campus-wide capital projects throughout the upcoming fiscal year. These capital improvements include: building upgrades, health, safety and security enhancements and technological improvements.

Bermuda College will continue to generate revenue from its Bookstore and the rental of its facilities. The College will be reviewing its fee structure in preparation for the next academic year and will also be increasing its financial aid by 50% to assist students who are in financial need.

Finally, the College has set aside funds to have the Bermuda College Foundation fully functional during the next fiscal year as an alternative funding source.

Looking Ahead

Madam Chair,

During the next fiscal year, Bermuda College will continue to implement the action items included in its Strategic Plan. In Fall 2017, the College will also begin the process for the establishment of its next 5-year Strategic Plan.

Bermuda College will continue to work with the public high schools to increase the number of students in the Dual Enrolment programme while expanding the programme to private and home school students. It should be noted that ten (10) public high school students are currently on track to graduate from Bermuda College with their associate degree as they graduate from their respective high school later this year.

Bermuda College will continue to forge alliances with professional credentialing and accrediting agencies for workforce development and professional certification, such as: Association of Chartered Certified Accountants (ACCA), Chartered Institute of Legal Executives (CILEX) for legal executives; Building Owners and Managers Institute (BOMI) for building owners and managers; and City & Guilds for the applied sciences.

Now that the new gaming legislation has been passed by this Honourable House, Bermuda College will continue working with the Bermuda Gaming Commission, the Bermuda Hospitality Institute and the Department of Workforce Development, to ensure that Bermudians are trained and qualified to enter this new industry.

As per the College's strategic plan, Bermuda College will establish a National Educator's Institute in collaboration with key education stakeholders. The National Educator's Institute will be a centralised and safe environment for teachers, faculty, counsellors and administrators with the public and private education sectors to engage in professional learning, dialogue and research. At the National Educator's Institute, practitioners will gather to learn, share best practices, generate ideas and investigate questions to inform practice.

Madam Chair,

As I close I wish to thank the Board, the executive, administration, faculty and staff of Bermuda College for their work throughout this year and I look forward to working with them in the coming year.

Thank you **Madam Chair**, this concludes my remarks on the Bermuda College and thus my overall presentation of the 2017/2018 Budget for the Ministry of Education.

Thank you **Madam Chair**, this concludes my remarks on the Bermuda College and thus my overall presentation of the 2016/2017 Budget for the Ministry of Education.