

ALBENA LAKE-HODGE COMPREHENSIVE SCHOOL 2017

ANNUAL SPEECH NIGHT REPORT

INTRODUCTION

It is with great pride that I stand before you this evening to present the Annual State of the School Address for 2016-2017 academic year. For some the past school year has seemed rushed and stressful while for others it has been well-paced and rewarding. Many of the challenges and celebrations of this past school year have been shared to some degree by all: teachers and staff, students and parents, business and the community. We have all been confronted on a daily basis by the “current school life” at ALHCS, so I doubt there are many or any surprises in store.

MANAGEMENT

During the period under review 2016-2017 academic year, ALHCS was housed in five separate centres: Campus B, Campus A, The Pupils Referral Unit (PRU), and the Workshops Initiative for Support in Education (WISE), and the newly opened DOVE 2. The management of ALHCS includes the Principal, three Deputy Principals, two Senior Teachers and the coordinators of WISE and PRU. They make up the Senior Management Team (SMT). The Middle Management Team is made up of fifteen (15) Heads of Department and five (5) Heads of Year as well as the Form 6 HOY and the Unit Coordinator of DOVE 2.

CURRICULUM

The focus of the school’s programme of study continued to be preparing students for life beyond secondary school and through certification by the recognized external examination board, the CXC. All the subjects offered at ALHCS did not have external examinations and therefore some students did Local Examinations in order to match their varying abilities and needs.

In order to enable students to make informed choices in the optional subject, a series of fairs for both parents and students was planned. Special emphasis was placed on Year Two where

students selected one practical area that they pursue in Year Three and Year Three allowing them to select a programme of study at the end of that year based on their career path.

EXAMINATION RESULTS

In addition to school exams one would expect for Years 1 to 5, students take external exams beginning with the Caribbean Certificate of Secondary Level Education (CCSLC) Science exam in Year 2.

The tables below illustrate student performance at the CXC- CCSLC, CSEC, and CAPE levels, American Hotel and Lodging Management Institute and Local Examinations.

Table 1: PERFORMANCE IN CXC - CERTIFICATE OF SECONDARY LEVEL
COMPETENCE (CCSLC) 2017

SUBJECTS	GRADES			NO. TAKING	OTHER
	M	C	DC		
ENGLISH	87	113	8	208	9
FRENCH	6	10	3	19	1
INTEGRATED SCIENCE	66	115	37	218	6
MATHEMATICS	32	100	52	184	43
SOCIAL STUDIES	64	103	15	182	12
TOTALS	255	441	115	811	71

DENOTES

[C] 'COMPETENT'

DC] 'DEVELOPING COMPETENCE'

[M] 'MASTER'

This year 31 % achieved Mastery compared with 32% last year and 34% for the three previous years. Eighty five percent (85%) overall were deemed to be competent compared to seventy nine percent (79 %) in the previous year.

Special mention for the year in review notes that students participating in the Workshops Initiative for Support in Education (W.I.S.E.) performed incredibly well on the CCSLC examinations. Six students signed up for the examinations for a total of twenty-four sittings. There were 19 scores of “Competent” or “Master”. English had 4 out of 6 passes (66%); Social

Studies had 5 out of 6 passes (83%); Integrated Science had 4 out of 6 passes (66%); Mathematics had 6 out of 6 passes (100%).

I think it's time the general public and the business community in particular acknowledge the tremendous effort that students put forth in order to obtain a rating of "Competent" or "Master" on the CCSLC examinations and affirm the legitimacy of all students' accomplishments, don't you? This would go a long way to promote "student academic focus" and encourage their drive for "improved academic growth and performance"!

Table 2: AMERICAN HOTEL & LODGING EDUCATIONAL INSTITUTE

EXAMS 2017

SUBJECTS	Number	Passed	Failed	% Passing
LODGING MANAGEMENT PROGRAM YEAR 1	45	17	28	18
HOSPITALITY START	38	7	31	38

Table 3 : RESULTS FOR MAY/JUNE 2017 LOCAL EXAMINATIONS

SUBJECTS	NO. TAKING	GRADES							
		1	2	3	4	5	6	7	ABS
Agricultural Science	32	2	7	9	8	3	-	-	3
Automotive Studies	19	-	2	8	4	1	-	-	4
Business Studies	41	25	9	4	1	2	-	-	-
Cabinetry/Joinery	17	1	4	5	5	-	1	-	1
Construction Trades	13	2	3	2	3	-	-	-	3
Culinary Essentials	38	16	12	3	-	-	1	4	2
Digital Media	22	8	3	4	1	-	-	-	6
Electrical Practices	28	2	4	4	1	4	6	2	5
English	20	3	4	7	5	1	-	-	-
Fashion & Design	14	-	3	3	5	3	-	-	-
Hospitality Studies	7	-	3	3	-	-	-	-	1
Steel Pan	7	4	3	-	-	-	-	-	-
Tourism	8	-	-	3	-	3	1	-	1
TOTALS	266	63	57	55	33	17	9	6	26

Table 4: PERCENTAGE OF CSEC 2017 CANDIDATES ACHIEVING GRADES I-III BY SUBJECT

SUBJECTS	NUMBER SITTING	NUMBER OF GRADES I-III	PERCENTAGE %
LANGUAGES			
English A	147	125	83
English B	93	63	68
French	15	12	80
Spanish	53	37	70
MATHEMATICS	149	85	57
SCIENCES			
Integrated Science	27	16	59
Biology	56	34	61
Chemistry	32	15	47
Physics	51	32	63
Agricultural Science	14	14	100
Human and Social Biology	113	64	57
HUMANITIES			
Caribbean History	18	14	78
Geography	50	41	82
Social Studies	67	37	55
BUSINESS STUDIES			
Office Administration	35	32	91
Principles of Accounts	19	17	90
Principles of Business	52	50	96
Economics	28	25	89

EDPM	34	34	100
HOME ECONOMICS			
Food Nutrition & Health	22	22	100
Clothing and Textiles	8	8	100
Family & Resource Management	16	16	100
VISUAL ARTS	18	18	100
INFORMATION TECHNOLOGY	37	34	92
MUSIC	18	18	100
PHYSICAL EDUCATION AND SPORTS	15	15	100
TECHNICAL SUBJECTS			
Technical Drawing	28	24	86
Industrial Technology Building	31	25	81
Industrial Technology Electrical	14	14	100
Industrial Technology Mechanical	3	3	100
Theatre Arts	13	13	100

Table 5: MOST PASSES AT CSEC 2016 BY GENDER

	NUMBER OF SUBJECTS PASSED					
	11	10	9	8	7	6
NO. OF STUDENTS	1	11	19	22	14	16
Females	1	7	11	13	8	10
Males	0	4	8	9	6	6

Seventy five percent (75%) of the subject entries presented for General Proficiency achieved Grades I to III. This is down from eighty percent (80%) in 2016, seventy six percent (76 %) in 2015 and the (78%) for both 2014 and 2013. Seventy (70) students passed 5 or more subjects including Mathematics and English compared with forty nine (49) in 2016 and sixty (60) in 2015. One hundred and nine or 62% achieved passes in four or more subjects compared with 59% in 2016, 46% in 2015, 59 % in 2014 and 63% in 2013.

Our school's results compared favourably with those of other countries overall taking CXC exams. Some of our students were once again among the top candidates at the regional level.

At CAPE Level:

Aiden Hazzard ranked first in Physical Education and Sport Unit 2

Arielle Gaskin ranked seventh in Law Unit 1 and eighth in Literatures in English Unit 2

At the CSEC level:

Some of our students ranked in the Regional Top 10 and in some subjects there was more than one student:

In Music, Kamal Vanterpool ranked fourth and Marley Ipinson-Fabien ranked seventh. In Family and Resource Management Angeline Maxwell ranked third and Charika Gumbs ranked ninth.

In Industrial Technology Building there were two making the top 10, Cadéion Richardson was second and Patrivan Harvey was seventh.

Table 6: COMPARISON OF RESULTS FOR 2013 - 2017

CXC GENERAL PROFICIENCY ENTRIES AND RESULTS BY SUBJECT

YEAR	ENTRIES						PASSES					
	2013	2014	2015	2016	2017	AVE	2013	2014	2015	2016	2017	AVE
NUMBER OF ENTRIES	182	175	182	204	209	190						
BUSINESS STUDIES												
<i>Office Administration</i>	39	34	42	36	35	37	37	32	41	30	32	34
<i>Principles of Accounts</i>	14	23	19	18	19	19	13	17	7	12	17	13
<i>Principles of Business</i>	47	42	32	48	52	44	42	38	32	48	50	42
<i>Economics</i>	8	16	6	15	28	15	6	15	6	14	25	13
<i>EDPM</i>	45	18	47	40	34	37	44	18	47	38	34	36
ENGLISH												
<i>English A</i>	112	106	120	117	137	118	99	90	94	102	125	102

<i>English B</i>	58	54	58	60	93	65		54	47	55	54	63	55
<i>Theatre Arts</i>	6	18	7	15	13	12		6	18	7	15	13	12
HOME ECONOMICS													
<i>Food and Nutrition</i>	33	19	24	22	26	25		33	19	24	22	26	25
<i>Textiles Clothing & Fashion</i>	13	11	7	11	8	10		9	4	7	5	8	7
<i>Family & Resource Mgt</i>	6	17	9	1	16	10		6	17	9	1	16	10
HUMANITIES													
<i>Geography</i>	29	21	29	39	50	34		26	13	25	27	41	26
<i>History</i>	7	18	20	16	18	16		2	11	13	15	14	11
<i>Social Studies</i>	90	87	58	68	67	74		66	67	42	55	37	53
INFORMATION TECHNOLOGY													
	31	43	30	35	37	35		28	40	28	30	34	32
MATHEMATICS													
	130	132	124	126	149	132		42	72	61	64	85	65
MODERN LANGUAGES													
<i>French</i>	29	27	33	23	15	25		20	23	17	22	12	19
<i>Spanish</i>	52	50	52	46	53	51		42	37	31	34	37	36
MUSIC													
	6	9	1	3	18	7		6	9	1	3	18	7
P.E. & SPORT													
	13	15	17	13	15	15		13	14	17	13	15	14
SCIENCE													
<i>Agricultural Science</i>	5	13	15	3	14	10		5	12	15	3	14	10
<i>Biology</i>	34	31	26	35	56	36		28	27	21	35	54	33
<i>Chemistry</i>	18	19	18	16	32	21		14	13	15	10	15	13
<i>Human & Social Biology</i>	45	76	81	80	113	79		34	50	34	51	64	47
<i>Integrated Science</i>	37	29	32	38	27	33		36	26	22	30	26	28
<i>Physics</i>	30	26	28	23	51	32		23	21	21	21	32	24

TECHNOLOGY ED													
<i>Ind. Tech Building</i>	17	7	13	22	31	18		15	4	12	18	25	15
<i>Elec and Electronic Tech.</i>	9	8	2	12	14	9		8	5	1	10	14	8
<i>Mech. Eng. Tech.</i>	7	2	2	7	3	4		4	2	2	7	3	4
<i>Technical Drawing</i>	18	17	13	23	28	20		12	13	9	16	24	15
VISUAL ARTS	20	29	18	21	18	21		20	22	11	16	18	17

Table 7: GRADE DISTRIBUTION AND PERCENT PASSES FOR MAY/JUNE 2017
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION (CAPE)

Subjects	GRADES							NO. TAKING	OTHER	% Passes
	I	II	III	IV	V	VI	VII			
ACCOUNTING UNIT 1	0	0	3	1	0	1	0	5	0	80%
ACCOUNTING UNIT 2	0	0	0	1	0	0	0	1	0	100%
AG. SCIENCE UNIT 2	0	0	0	0	0	3	0	3	1	0%
APPLIED MATHEMATICS UNIT 1	0	0	2	1	1	0	1	5	1	80%
APPLIED MATHEMATICS UNIT 2	0	2	0	0	0	2	0	4	0	50%
ART & DESIGN UNIT 1	0	1	2	0	0	0	0	3	0	100%
BIOLOGY UNIT 1	1	3	1	1	3	2	1	11	1	82%
BIOLOGY UNIT 2	0	4	3	1	1	0	0	9	1	100%
BMED UNIT 1 (MECH)	0	0	1	2	1	0	0	4	0	100%
BMED UNIT 1 (BUILD)	0	0	0	4	0	0	0	4	1	100%
BMED UNIT 2 (BUILD)	0	0	0	1	1	0	0	2	0	100%
CARIBBEAN STUDIES	2	1	9	11	17	6	0	46	8	87%
CHEMISTRY UNIT 1	0	3	2	2	2	2	1	12	0	75%
CHEMISTRY UNIT 2	1	1	3	1	0	0	0	6	0	100%
COMMUNICATIONS STUDIES	0	11	15	22	15	0	0	63	8	100%
COMPUTER SCIENCE I	0	0	1	3	3	1	0	8	0	88%
COMPUTER SCIENCE 2	1	1	2	3	3	0	0	10	0	100%
DIGITAL MEDIA UNIT 1	0	1	3	1	1	1	0	7	1	86%
DIGITAL MEDIA UNIT 2	0	1	0	0	3	2	0	6	2	67%
ECONOMICS UNIT 1	0	3	1	0	0	0	0	4	0	100%
ECONOMICS UNIT 2	2	0	0	0	0	0	0	2	0	100%
ELECTRICAL AND ELECTRONIC TECHNOLOGY UNIT 1	0	0	0	2	0	0	0	2	0	100%
ENTREPRENEURSHIP UNIT 1	3	6	2	9	3	6	0	29	4	79%
ENTREPRENEURSHIP UNIT 2	0	1	3	2	1	0	0	7	0	100%

ENVIRON. SCIENCE UNIT 2	1	3	0	0	0	0	0	4	0	100%
FOOD & NUTRITION UNIT 2	0	0	1	4	3	0	0	8	0	100%
GEOGRAPHY UNIT 2	0	2	2	0	1	0	0	5	1	100%
HISTORY UNIT 1	0	0	0	1	0	2	0	3	0	33%
INFO TECHNOLOGY UNIT 1	0	1	2	3	2	0	0	8	0	100%
INFO TECHNOLOGY UNIT 2	0	3	5	2	0	0	0	10	0	100%
INTEGRATED MATHEMATICS	2	2	2	5	10	14	11	46	7	46%
LAW UNIT 1	1	2	3	1	1	2	0	10	0	80%
LAW UNIT 2	0	1	0	1	0	0	0	2	0	100%
LIT. IN ENGLISH UNIT 1	0	0	4	3	0	0	0	7	1	100%
LIT. IN ENGLISH UNIT 2	2	0	3	1	0	0	0	6	0	100%
M'GMENT OF BUS. UNIT 1	2	2	6	2	2	0	0	14	1	100%
M'GMENT OF BUS. UNIT 2	0	2	2	5	4	1	0	14	0	93%
PHYSICAL ED AND SPORT UNIT 2	1	5	2	0	0	0	0	8	2	100%
PHYSICS UNIT 1	0	1	0	3	4	2	0	10	0	80%
PHYSICS UNIT 2	1	1	0	1	2	0	0	5	1	100%
PURE MATHEMATICS UNIT 1	0	0	2	3	2	4	0	11	3	64%
PURE MATHEMATICS UNIT 2	2	1	0	0	1	1	0	5	0	80%
SOCIOLOGY UNIT 1	0	0	0	0	6	1	1	8	0	75%
SOCIOLOGY UNIT 2	0	0	0	1	1	0	0	2	0	100%
SPANISH UNIT 2	0	0	1	0	0	0	0	1	0	100%
TOURISM UNIT 1	0	1	2	2	8	6	1	20	5	65%
TOURISM UNIT 2	0	1	2	4	1	0	0	8	1	100%
TOTALS	20	69	90	112	103	59	15	468	55	84%

Eighty four (84) percent of the subject entries presented achieved grades I-V in the Caribbean Advanced Proficiency Examinations (CAPE). Over the past five years the comparative figures were 84 % in 2016, 80% in 2015, 85 % in 2014, 80% in 2013 and 82% in 2012. Thirty eight (38) percent achieved grades I-III compared to 37 % in 2016, 20% in 2015, 36% in both 2013 and 2014, 42% in 2012, 39% in 2011 and 31 % in 2010.

The groupings of subjects for CAPE Associate Degrees have been changed. The new groupings of subjects has resulted in many students opting to do Units and no Associate Degree.

TRAINING

All teachers were given introductory sessions on use of a Virtual Learning Environment. This was in preparation for students accessing the lessons in real time in the classroom and also having access to specific lesson content outside of classroom time.

A representative from the ALHCS (Ms. Faun Campbell, Business Department) attended a CXC Business Cognate Subjects Workshop in Antigua in late May. Information pertinent to the merger of several business subject School Based Assessment's (SBA) into one SBA was discussed and shared with all members of the Business Department.

Members of the Mathematics Department attended much needed training targeted to the specific challenges of the department.

Members of the Technical Studies Department attended two BTECH workshops with training geared towards implementation of the new programs scheduled for implementation in the 2017-

2018 school year. This programme would afford more students an opportunity to be certified in one or more technical field.

PASTORAL REPORT 2016-2017

During Planning Week 2016-2017, teachers of the ALHCS were introduced to the tenets and principles of the UNICEF-promoted Effective Schools Framework (ESF) for secondary schools.

A 4-day workshop facilitated by overseas facilitators and assisted by local facilitators was held for this purpose from the 28th August – 1st September. The overseas facilitators were led by Ms. Elaine King and Ms. Nicole Lynch of the Eastern Caribbean Office of UNICEF. Local facilitators Deputy Principal-Pastoral Mrs. Rita Celestine-Carty, Deputy Principal-Campus B Mrs. Octavia Melsades Fleming, and HOD-Counselling Department Dr. Samuel Daniel assisted.

For the next five (5) years, this umbrella approach will be used to frame the efforts at the school to promote nurturing behavior by teachers and staff as well as promote positive behaviour and enhanced academic achievement by students. It is envisaged that endorsement and application of these principles will bring us closer to the realization of the articulated Vision of the School as a positive, warm, predictable and safe school environment where educators and students are respectful, responsible and resilient, where learning is truly valued and creativity and innovation are the norm.

The goals set for the academic year 2016-2017 were:

1. Establish behavioural expectations
2. Manage student behaviour
3. Build connectedness to school

4. Create opportunities for active student participation
5. Promote healthy lifestyles and life skills
6. Establish effective Home-School Partnerships
7. Implement active supervision of the school environment

Initiatives included the ratification of the ALHCS VIBES (Value learning, be Innovative, be responsiBle, be respEctful, be reSilient), Orientation Days for all year groups, and the establishment of the Positive Behaviour Supports (PBS) Team. These activities complemented those already entrenched on the School's calendar such as sporting activities, the DARE Programme, Counselling Seminars, Speech Night, Graduation Ceremonies, the Honour Roll Cocktail Party and Athletes Appreciation Evening.

At the end of the year, plans were in place for a 2-day Refresher Workshop to be held at the beginning of the academic year 2017-2018. This Refresher Workshop would serve to undergird the second year of the implementation of the Effective Schools Framework (ESF).

Student Enrolment

The enrolment at the opening of school on the 7th September, 2016 was 1278 students: 651 males and 627 females.

Table 8: Enrolment by Gender September 2016

	School Year 2016-2017									
	Form 1	Form 2	Form 3	Form 4	Form 5	6A	6B	PRU	WISE	Total
Female	104	94	98	118	117	54	54	2	4	645
Male	114	101	111	100	117	20	32	6	24	625
Total	218	195	209	218	234	74	86	8	28	1270

In September 2016, the school admitted 212 students from its feeder schools and 6 students from overseas. The table below shows the enrolment by school/transfers.

Table 9: Enrolment by School/Transfers

Feeder School	Number of Students
Alwyn Allison Primary	24
Adrian T. Hazell Primary	43
Central Christian School	11
Guishard's Training School	1
Morris Vanterpool Primary	12
Omolulu Institute	6
Orealia Kelly Primary	45
Valley Primary	55
Vivien Vanterpool Primary	15
Transfers	6

Several students migrated over the course of the school year and several were admitted.

Attendance and Punctuality

Many students continue to demonstrate their interest in learning by being punctual and regular in their attendance to school and to subject classes. However, a significant number of students were habitually late. Unfortunately some parents bring their children to school late on a regular basis even though they are repeatedly reminded and encouraged to correct this negative behaviour.

The practice of students arriving to school early and then leaving the campus to purchase breakfast has been greatly curtailed. This is mainly the case because the practice of providing permission slips for the purpose of leaving to buy food has been discontinued.

Discipline

The level of indiscipline among some members of the student population was still too high last year. Although there is always the majority of students choosing to be cooperative and compliant, at times the atmosphere was generally negatively tainted by the few who made it a habit to show little or no respect for authority, who use profane language without compunction and who are ever willing to engage in violence with their peers. This inappropriate student behaviour is often inadvertently supported by parents who loudly and boldly proclaim, “my child knows I don’t tolerate this type of behavior” but yet they allow their children to witness them engage in less than acceptable behaviour when visit the school to address a behavioural concern.

Marijuana and substance use was also a matter of serious concern on the campuses and on the neighbouring sports field. Difficulty in combatting this problem as a disciplinary issue at school was compounded by what appears to be a growing community acceptance and tolerance of such behaviour by non-school aged family members and friends as well as children and youth. These are the major persistent challenges that the school seeks to minimize using various strategies including counselling, parent awareness, and eliciting the support of external agencies such as the Royal Anguilla Police Force through a Memorandum of Understanding.

Parents and guardians also need to be encouraged to provide the necessary moral guidance and supervision of their children/wards. If more children came to school consistently with the right mindset and for the right purposes, the problems experienced at the school would be greatly minimized.

Certainly, too, more of our teachers could have done more to assist in creating a more positive ethos at the school.

Student Recognition

During the year under review, the school continued to celebrate student success through the Honour Roll System. One hundred and seventy seven (14 %) of the student body achieved an academic average of 80% and above in Terms 1 and 2. These students were treated to a

Celebration Cocktail at Paradise Cove. Gratitude is extended to Paradise Cove for once again extending its usual courtesies to the school. We remain very appreciative of this kind gesture.

A total of 238 students (19 % of the population) who maintained an overall average of 70% and above over the course of the entire year will receive a book certificate at this Speech Night valued at EC\$75.00. Students who are actively involved in specific extra-curricular activities will also receive appreciation certificates.

Of note tonight is the unprecedented high number of 6B students who are being recognized. This number (22 out of 73 or 30% of the cohort) is quite remarkable and speaks highly of the Sixth Form Programme currently on offer and its appeal to our post-secondary students. The ... of the Form 6 teachers must also be commended.

Graduation

As usual, the school hosted two (2) graduation ceremonies. Fifty seven (57) students graduated from Sixth Form. This was the 19th exercise of its kind. The 27 subject awards were distributed among 13 students.

At the 28th Annual Year 5 exercise, held just a few weeks ago, after a one-month delay occasioned by the devastating passing of Hurricane Irma, 182 students graduated. Forty (40) of these received awards for outstanding achievement in the 31 subject areas offered at the school.

The school once again takes this opportunity to extend gratitude to the business community for their commitment to sponsoring the awards distributed at these graduation ceremonies. Without their assistance, it would not be possible to acknowledge our students when they perform well.

Guidance and Counselling

The Guidance and Counselling Department continued to provide emotional support through classroom instruction, seminars, group and individual service. Career guidance and an Options Fair for Form Three were major event. Voices for the Form 2 students, the A-MEN Seminar for Form Four boys and the Virtuous Woman Seminar for Form Four girls were three of the other main activities hosted by this Unit.

The school is grateful for the continued support that the Counsellors have received from the community in order to offer these programmes. Special thanks must be extended to the many facilitators for providing their time and expertise and to the Church of God (Holiness) and the Seventh Day Adventist Church for permitting the use of their facilities.

Parent-Teachers' Meetings

Parents were again given the opportunity to meet with the teachers of their children on a year basis to discuss attitude, behaviour and performance. We acknowledge and appreciate the effort that many parents put out to build and develop those home-school partnerships which keep us united in educating our students. Again we must comment on the indifference of many parents in

the upper school who do not attend the meetings. While most parents responded to phone calls placed by the school, attendance at meetings leaves much room for improvement. This year a register was taken at PTA meetings. Overall just under half (49%) of parents took the opportunity to meet with the teachers of their students.

At the end of the year, a general Parent Teachers Association Meeting was held. The Meeting was better attended by parents of students in Forms 1 and 2 at the school.

Extra-curricular activities

The school continued to provide opportunities to enhance personal development through the organization of extra-curricular activities. Activities organized by these groups provide a variety of experiences which enable students to utilize their energies constructively.

In order to promote extra-curricular activities within the school environment, a Club Fair was held in September, 2016. Visual displays and presentations were made by over fourteen groups. Some of these groups have grown since while others have not, but the event was certainly testament to the willingness of teachers to give time to the development of students beyond the classroom. The activity will be reviewed and revamped as the School and Anguilla continue to recover from Hurricane Irma.

The experiences afforded our students by the most active groups certainly stand them in good stead as they continue to learn and grow. These groups include the Literary and Debating

Society, New Young Progressive Debaters (NYPD), Environmental Club, Junior Optimist, Concert Band, School Choir, Steel Orchestra, Modern Languages Club, Girl Talk and Travel 360 and the Cadet Corps.

Additionally, students are encouraged to participate in Inter-House football, netball, volleyball, basketball competitions as well as quizzes and speaking competitions as participation in these activities help to build connectedness to school and promote healthy lifestyle skills.

Parents, guardians and the general community are asked to support the school in our endeavor to expand and sustain the extra-curricular activities available to our students. Your physical presence at these events also helps to build your connectedness to the school and solidify home-school partnerships.

DEPARTMENT REPORTS

1. ALHCS HUMANITIES DEPARTMENTAL REPORT FOR THE SCHOOL YEAR

2016-17 By Head of Department-Michelle Carty

Another year has ended.

The school year began with its full complement of teachers. However along the way 1 teacher left and the department is grateful to Ms. Dayna Fleming who filled the gap shadowed by Ms. Verlyndah Rogers.

The usual Jeopardy Competition did not materialize due to no fault of the department. The department also worked along with the Black History month activities spearheading the black history quiz.

CURRICULUM

The department continues to instruct and prepare students for examinations in Caribbean Studies, Geography, History, Sociology, and Social Studies at the three levels offered at the ALHCS.

STUDENT ACHIEVEMENT

CCSLC Social Studies

Entered	Sat	Others	M	C	DC
190	179	12	65	99	14

This reflects a pass of 92% in this area.

At the CSEC level the results were as follow:-

Subject	Entered	I	II	III	IV	V	VI	Other	% passed
History	19		4	10	4			1	74
Geography	52	6	13	22	7	2		1	79
Social Studies	68		8	29	27	3		1	54

At the CAPE level the results were as follow:-

Subject	Entered	I	II	III	IV	V	VI	VII	other	% passed
Caribbean Studies	53		3	9	11	17	6			81
Geography	6		2	2		1			1	83
Law 1&2	16	1	3	3	1		2			50
History	3				1		2			33
Sociology 1&2	6				1	4	1			83
Tourism 1&2	31		2	4	6	7	5	2	5	61

CHALLENGES

The availability of rooms for the teaching of students continues to surface. The available “humanities” rooms are a tight fit for the growing class sizes. Teachers complained bitterly about the cleanliness of rooms. Some are left wondering if the rooms are cleaned at all. Humanities teachers try to control their designated rooms but due to the fact that so many other disciplines utilize the rooms it is a difficult task as such.

Trial Examinations in fourth year continue to be an issue. What is the **PURPOSE OF TRIALS?** Students that fail History, Geography and Social Studies (Pass mark of 60 %) are forced to continue with that discipline in that some have already passed the safety net (CCSLC Social Studies) and thus will be unfair to ask them to redo that discipline.

Tourism, local, the other option, has not panned out to be all it could be as students do not show up for the class demonstrating that they do not wish to study such a discipline.

CONCLUSION

For the upcoming school year a renewed strength and commitment to the formidable task of teaching and learning is anticipated by all stakeholders.

2. MUSIC DEPARTMENT REPORT By Head of Department Daphne Jacobs- Richardson

Initiatives

As a department our main objectives for the school year 2016-2017 were to:-

1. maintain 100% passes for CSEC Music and encourage potential students to earn a position on CSEC Merit List
2. increase by 10-12% the academic performance of students exposed to Music Education

3. stage the variety concert -"Under the Spotlight 2017" by seeking sponsorship for participants' awards, sound system and decoration of RMR auditorium; also raise funds for an additional 15 laptops and 25 headphones for ALHCS music lab and 40-50 music stands to be used mainly by ALHCS concert band and steel orchestra.
A concert was also held by the Mussington Brothers who donated funds to ALHCS

Music department. These funds were used to cover part of the cost for the installation of air-condition units in the music rooms at Campus A and also towards the purchase of laptops.

4. increase the number of chrome steel-pan in the upper section of ALHCS steel orchestra by seeking sponsorship from Anguilla Social Security Board for 3 single tenors, 5 double tenors and 3 double seconds.
5. stage Sound Review 2016 and use funds to purchase band music and accessories and to facilitate instrument repair.
6. recruit new members particularly *boys* to ALHCS choir; recruit Campus B students to the steel orchestra and concert band.
7. continue providing increased opportunities for ALHCS ensembles to perform at varied school and community events- promoting a positive image of the school.
8. continue providing opportunities through sponsorship for ALHCS concert band members to travel to St. Thomas (in early June) and foster their concert band skills.
9. increase the number of Years 1 & 2 students from lower bands to perform on recorder and Year 3-5 TVET students to perform on steel-pan at Speech Night 2015.
10. increase the opportunity for Years 3-4 students to sit the Associated Board of the Royal School of Music (ABRSM) theory exams annually.
11. continue promoting effective classroom observations, foster performance management within the department, improve Music Education for boys, and strive towards promoting a service oriented school.

All except one goal was realized. There was a slight increase of 15% Years 3-5 TVET students who participated at ALHCS Graduation and Speech Night 2016. The department will continue to offer new incentives which would motivate and develop a higher level of self confidence in the TVET steel-pan students to attend ensemble rehearsals regularly and perform with peers at various school and community events.

ALHCS ensembles continued to proudly represent their school and value the exposure gained.

1. ALHCS Years 3 and 4 students sat ABRSM theory exams in November 2016 and 95% candidates passed; the majority gained either a Distinction or Merit.
2. An increased number of ALHCS ensembles performed at graduation and, Speech Night in October and December 2016, and Black History Month, Under the Spotlight concerts in February 2017, Memorial Service for the late Ashena DeSouza - past member of ALHCS ensembles, and music teacher, AXA Day 50th anniversary Parade held on Friday 26th May, 2017 and Anguilla Day presentations by schools on Tuesday 30th May, 2017..
3. ALHCS steel orchestra performed at the Valley Christmas Tree Lighting, LIME Christmas Party, Valley Street Fair, Christmas Serenade at Anguilla Public Library, Social Security Board parking lot, and private gigs at Viceroy and Cap Juluca.
4. ALHCS Choir members performed at ALHCS Gala for 2016, conferences, workshops and funerals among other events. They also enjoyed Wednesday night visits to the Reef Cuisinart, and gained opportunities to perform.
5. In June 2016, seven (7) students - Kyiv Edwards, Kasem Thompson, Kamal Vanterpool, Casey Richardson, Michael Martin, Tyree Peters and Klein Harrigan from ALHCS concert band travelled to St. Thomas to attend a six week band camp which exposed our young musicians to intense technique, repertoire and performance development. This continues to be a transformative experience for students. Heartfelt thanks is extended to the sponsors who made this trip to St. Thomas a reality.
6. Special thanks is also extended to the East End Community whose proceeds of EC 2,000.00 for their annual fundraiser concert 2016 was donated to ALHCS music department to purchase music equipment.
7. Years 3 and 4 CSEC Music classes gained rich exposure from international disc jockeys from Australia, New Orleans and New York who visited Anguilla for the launching of Living in the Sun- a global dance music festival organized by staff member (Physics teacher) Simone Connor.
8. ALHCS Music department fundraisers - Sound Review 2016 and "Under the Spotlight 2017" were held at St. Augustine Anglican Church and the Rodney Mac Arthur Rey auditorium respectively.
Monies for Under the Spotlight 2017 would be used towards the purchase of a high-end PA system for ALHCS.

Special thanks is extended to MAICO, Titanium Sounds, Sunset Homes, Coral Reef Bookstore and Department of Youth and Culture, and Black Orchid who sponsored "Under the Spotlight," for the past two years.

9. One of ALHCS goals from NCEL workshop was to improve boys' education, foster self discipline, self confidence and a positive image of male role models at ALHCS. A week of awareness for the late Dexter Mussington- a positive male role model in music was held with all music classes at ALHCS. One of the events during that week was a fundraiser concert held at the Caribbean Commercial complex ALHCS graduation ceremony 2016. Proceeds from that concert was used towards the purchase of additional

laptops, part payment and installment of air-condition units for the music rooms at Campus A. This was a welcoming and timely gift for ALHCS music department and its ensemble members.

10. The week of activities also give birth to the idea of a Dexter Mussington award. The Mussington family indicated an interest to sponsor awards for students who exemplify Dexter's quality. Two students were awarded - Cordane Richardson at the Mussington Brothers concert held and Azariah Carty who was the first recipient of this awards at ALHCS graduation ceremony 2016

The department extends sincere thanks to all students who worked tirelessly during rehearsals to perform for the variety concert and all other school and community events in the past year. We look forward to your continued level of dedication and commitment to Music Education.

Major Concerns

With an increased number of students enrolled in the CSEC Music program and other students joining the concert band, the Music department is facing a shortage of concert band instruments to loan to students. Sincere thanks is extended to parents who willingly invested in an instrument for their child or children.

The department continues to face challenges with students from different year groups who attend classes unprepared without recorders, steel-pan sticks, and music workbooks. This affects the performance level of those students and class averages in general.

Although during the midterm break of Oct 2016 the music room at Campus A was air-conditioned, lighting is very poor because of needy repairs to ceiling lights.

3. TECHNICAL STUDIES REPORT by Head of Department Eva Hodge

The Technical Studies Department is a diverse entity consisting of professionals who possess many unique qualities. While all teachers do not share a common subject area, we are all integral parts in the overall aim to create well rounded students who are suitably skilled to work in almost any area of the Technical field.

The academic year 2016 to 2017 was one of changes, challenges, but the commitment of teachers to ensure that all students emerged successful really made a difference. As the academic year began, we were also faced with syllabus changes, both at CAPE and CSEC level, which although initially challenging were overcome with great satisfaction.

These changes impacted all areas. However, more so Woodwork and Building Technology as these courses were now merged as one subject renamed Building and Furniture Technology. As such, two teleconferences were arranged between CXC officials and the Technical staff at the ALHCS in order to clear up any discrepancies.

During the month of June, Technical Studies Teachers were actively involved in the first of two BTECH workshops in an effort to train staff for the new program to be implemented in the next academic year. This new program would afford more students the opportunity to be certified in one or more areas of the Technical field.

Additionally, we successfully ran and completed our fourth annual "Girls Get Tech" camp in July of 2017. This camp affords thirty five girls, ages eight to fourteen the opportunity to be exposed to wood work, plastics, electronics and computer programming at an early age. This was coordinated by Mrs Janis McKeag-Richardson and ably assisted by Staff and associates of the department.

Sadly, the academic year 2016 to 2017 concluded with the resignation of the Head of Department who had served faithfully for over five(5) years. We applaud his dedication towards education and appreciate his unwavering support during his tenure.

Despite the many changes and challenges, the Technical Studies Department has been blessed with much success and has been quite productive overall. Anticipating an even more rewarding academic year of 2017 to 2018.

4. BUSINESS DEPARTMENT REPORT 2016-2017 By Head of Department, Avenella Griffith

The operations of the ALHCS Business Department were varied, Intense, unpredictable yet rewarding throughout the school year.

In regard to staffing, Mrs. Kalleesha Mendie joined the staff again. Mrs. Ethne Richardson remained on staff but was not assigned a teaching load due to health reasons. The entire staff list comprised of:

TEACHER	SUBJECTS TAUGHT
Faun Toussaint <i>(Lead EDPM & OA Teacher)</i>	EDPM, OA, Accounting Unit 1
Trevesa Frederick <i>(Lead BS Teacher)</i>	OA, BS, MOB Unit 2
Verrereylene Mason	POB, Modern Languages

Indah Leiba <i>(Lead POB Teacher)</i>	POB, EDPM, LOG, ENTRE Unit 2
Kalleesha Mendie	POA, Accounting Unit 1 & 2, MOB Unit 1, BS
Amber Woodley	ECON, ECON Unit 1 & 2
Lois Hazell	ECON
Avenella Griffith <i>(Lead Accounts Teacher)</i>	POA, Accounting Unit 1, ENTRE Unit 1

With the untimed departure of Mrs. Indah Leiba in February, due to personal reasons, reliance was placed on substitute Natalie Richardson. Lead EDPM Teacher Faun Toussaint exerted herself over and beyond the call of duty in regards to ensuring students in Mrs. Leiba's EDPM classes covered the syllabus and graded and entered their CSEC SBAs, uncompensated. She also provided full guidance, direction and assistance to the substitute teacher. Mrs. Ethne Richardson did similarly with Natalie Richardson, as the POB substitute teacher, and the grading of POB SBAs. Mrs. E Richardson also volunteered to teach the LOG and ENTRE Unit 2 classes for the remainder of the school year and grade the respective SBAs and enter the grades online.

Several changes in the structure of examinations and SBAs were implemented, some on very short notice. This required flexibility of teachers and students. The new method of collecting and submitting SBA grades online would be the major curriculum event of the

school year. All Business Department teachers cooperated very well and displayed efficiency in meeting set deadlines.

Mrs. Faun Toussaint represented the ALHCS at a CXC Business Cognate Subjects Workshop in Antigua in late May. Information pertinent to the merger of several business subject SBAs into one SBA was discussed. Mrs. Toussaint gave all staff a full briefing of the matters discussed upon her return. The changes should take effect in 2019 examinations.

Business Suits Day was held in early February which many students took advantage of and were attired as promising business persons.

Upon receipt of CXC results in mid-August, Business Department subject passes were above average.

5. COUNCELLING DEPARTMENT REPPORT By Samuel Daniel (2016-2017)

The following are highlights of the activities of the Counselling Department for the period under review.

Voices Seminar was held in November 2016 at the Church of God, Holiness. This is a seminar specifically designed to enhance the personal and social development of Year Two students and prepare them for the next phase of their educational journey at the then senior secondary section in Campus A.

In October a new office was provided for one of the Counsellors at Campus B. The improvement went a long way in boosting the quality of services provided for students.

During the early part of January 2017 the annual Amen and Virtuous Ladies Seminars were held for Year Four boys and girls respectively. These seminars continue to emphasize the objectives of:

- (i) Enhancing the individual and collective soft skills of students required for conventional social behaviour;
- (ii) Exposing students to positive role models in the Anguilla community and practices of good conduct;
- (iii) Building personal and social skills necessary for effective functioning at home and in the work place.

In addition, the annual Options Fair was held. This was used to introduce Year Three students and their parents / guardians to the various subject options that are available at Year Four and how these subjects could be used to compliment students' career and professional inclinations.

At the end of the school year Ms. Emma Ferguson resigned and left the department to extend her career development in the USA. The department thanks her for her contribution over the years and wishes her the very best in her efforts of personal advancement.

Over the passing year, the department also provided emotional, psychological support for students, staff and parents needing the service; but Counsellors were often challenged by the attitudes of students who refused to make good use of their opportunities by keeping their appointments.

6. REVIEW OF YEAR 2016 – 2017: MATHEMATICS DEPARTMENT by Head of Department Levett Hughes

EXAMINATION RESULTS

The trend of mathematics performance on external examinations has shown an average modest improvement over the years.

CAPE Mathematics results in the four units offered are usually commendable with this year having success rates of at least 60 %.

In CSEC Mathematics, 57% of the students achieved Grades I to III compared to 51% in 2016.

TARGETS AND ACTIONS

The target of the mathematics department is a minimum 60% pass rate in all levels of external examinations, internal examinations and class tests.

One of our main goals for this year is to find a suitable school leaving exam to cater for the students who cannot access the CSEC math exam - an exam that can be recognized by the job market.

The year culminated with a workshop for math teachers. The main purpose of the workshop was to help teachers make math relevant and enjoyable for this new batch of students. Out of this workshop a five-point action plan has been drawn up and will be implemented for next school year.

7. SEN DEPARTMENT REPORT by Mrs. Katherine L. Brown, Head of SEN

Department

Introduction

The Special Education Needs Department at the ALHCS is dedicated to excellence in leading, learning and teaching so that every child is safe, engaged, healthy, supported and challenged.

We are committed to enhancing our crafts and roles by providing high quality strategies and programmes to cater for the diverse needs of our exceptional students.

Our vision is to change the world- one child at a time. Our team empowers students to take charge of their learning to take charge of their learning, to also question and to investigate. We strive to improve the work we do for students, their families and the community.

A Whole Child approach set the standard for comprehensive, sustainable school improvement and provides for long term successes. We continue to do more with less as we use innovative teaching to spark meaningful and engaged student learning.

Our team creates a positive school culture, to effectively use data to lead professional learning. We see things as they could be and not as they are.

During the year 2016-2017 members of our department organized various events to sensitize other teachers, parents, students and the public to the needs of our special children.

Initiatives

We collaborated with a group of male role models to have praise and worship sessions and to empower our youth to see the values and potential within.

Practical

- Activities were implemented to educate our students about our 50th Anniversary since the Revolution.
- Created targeted, required programmes for particular students
- Developed early warning systems to identify and support academically at risk students
- Track participation and impact of academic support services.
- Dove 2 opened on the 12th September 2016 with an official opening on 27th January 2017. The objective is to cater to the specific needs of students who experience severe / multiple developmental delays. They follow a functional life skills programme.

- Cultivated and collaborated positive school culture, based on values/ virtues. This cohesion across systems, attitudes and actions provided clear and consistent expectations of behaviour.
- Students were expected and supported to show leadership.
- Used data systematically to improve the departments reading and math scores.
- Focused on student's oral Language skill and reading comprehension.
- Celebrated their successes and prioritized the challenges.
- Insensitive, timely monitoring support.

Challenges

- Bridging the gaps between school and home can be fraught with challenges and can impact school achievement.
- Communication is essential to creating and maintaining high student achievements. Getting in touch with parents who speaks different languages for instance, can be challenging without the proper infrastructure or translation serviced in place.
- Lack of parental involvement in the learning process can be detrimental.
- Lack of access to technology at home and school is a barrier to learning. It is most important to support student success initiatives both at school and at home. There continue to be an increasing population of Spanish speaking students who require an ESL teacher, while there are many males who urgently need a reading recovery teacher. Even though we meet these students where they are, much more is required to enable them to reach their full potential. Those who are bilingual are kept back from finishing their assignments when they have to assist their peers.
- Another major challenge is the lack of substitute teachers to help with the load when teachers are on leave.
- A collaborate approach and structure that will improve and encourage the investment of parents in the education of their children and to support them in their role as the primary educators of their children.
- Number of Special Education Students grows, as resources shrink.
- Autism is more prevalent.

Planning and Preparation

- Teaching is a complex activity that involves careful preparation and planning objectives and activities on an hourly, daily, weekly basis.

Examples of Evidence

- Teachers submitted detailed lesson plans and schemes of work in the core areas.
- Goals that reflect content
- Internet surveys for students
- Learning style or multiple intelligence
- Distributed and analyzed
- Parent surveys regarding children's interest and strengths
- Explanation of resources to be used for unit or lesson
- Descriptions of activities to be used and how the activities aligned to instruction.
- Description of strategies used to construct the classroom environment
- Description of strategies to be used to instruct students with diverse needs.
- Formative and summative assessments.

The Learning Environment

- The students were encouraged to ask the questions which were valued over the answer. Ideas came from divergent sources as a variety of learning models were used. Learning was personalized by a variety of criteria.
- Assessments were persistent, authentic, transparent and never punitive while the criterion for success was balanced and transparent. Learning habits were constantly modeled.
- Copies of evidence of this document were used to establish management procedures.
- Rules were directed at keeping students safe during instruction. Documents indicating the rules and consequences for their behavior were discussed and distributed. These documents were shared with parents.

Instructional Effectiveness for student learning

A teacher only has a limited amount of time with their students. They must incorporate effective strategies to maximize student learning time. Our team established procedures and expectations that minimized wasteful downtime and maximized engaging learning opportunities. Students were actually engaged in their own learning. They demonstrated flexibility and responsiveness.

They communicated clearly and accurately and used a variety of questions and discussions techniques lead to their success. Students work was displayed. Feedback was provided to

students during instruction. Copies of assessments were used during the instructional period. Guides were used to assess student work. Homework assignments were given daily. Video and audio of student performances photographs were taken of student generated work.

Professional Responsibilities

- Our model was designed to develop, improve and support qualified teachers, effective practices and improve learning and successes.
- Our team demonstrated high expectations for students and selected strategies to propel the students learning. Beyond planning and preparation of materials, we effectively organized for instruction and the development of a conscious orientation towards teaching and learning as the central focus of classroom activity.
- The quality of learning experience for each student was improved
- We facilitated communications and cooperation between staff to promote professional growth.
- Provided a continuous written record of professional staff performance and service as an acknowledgement of effective job performance.
- Aided teachers in gaining insight as to strengths and weaknesses and to provide a vehicle for continued improvement in job performance.

Evidence of Professional Responsibilities

- We compiled log communications with families
- Communications were sent home to families
- Samples of email communications with families
- Interactive websites that provided information about events in the classroom, home work and student progress
- Evidentiary documentation demonstrating that parents are encouraged to actively assist children's education
- Professional responsibilities and goals form
- Writings and videos of best professional practice.

8. DEPARTMENT OF MODERN LANGUAGES ANNUAL SPEECH NIGHT REPORT

For 2016-2017 ACADEMIC YEAR: CELEBRATIONS AND CHALLENGES by Head of Department Marilyn Connor

SUBJECT OFFERINGS / ENROLLMENT

CAPE French and Spanish– We regret to report that in 2016-2017 there were no students registered for A-Level French, and only two (2) 6A students enrolled in Spanish despite the Department’s ongoing struggle to keep the CAPE programme alive. Established and growing from strength to strength since 2009, CAPE Modern Languages continued to suffer decreased enrollments due to, among other things, three (3) major changes to the Associates Degree Programme:

- An additional compulsory subject – Applied Mathematics – eliminating one timetable slot from the students’ schedules,
- The elimination of the General Studies Major which allowed students freer subject choices
- The aligning of other, non-Modern Language CAPE subjects as recommended electives for the programme’s Major Courses of Study.

Other challenges hindering greater take-up of French and Spanish is the general emphasis placed on Science, Technology, Engineering, Maths (STEM) subjects. Likewise, Modern Language subjects compete with popular Business subjects for student enrollment. Unless a student declares a Modern Languages major within the Associate’s Degree Programme, it is almost impossible to enroll them for French or Spanish subject because they feel their subject choices are constrained within the current Associate’s Degree Programme.

This decline in enrollment is most unfortunate for several reasons:

- many students have great interest in and a desire to continue their French and Spanish studies after CSEC,
- students have less of a competitive edge during the university application process without A-Level Modern Languages,
- multilingualism, a critical 21st Century competency is no longer an advanced-level educational outcome empowering our Sixth Form school leavers to function effectively in a global, rapidly changing technological society.

The Department remains committed to finding ways to revive our CAPE French and Spanish programmes by identifying, as early as possible, those students who show interest and ability in languages. We seek to identify and nurture those students who are natural linguists and who would make excellent Modern Language majors at CAPE level.

ENGLISH AS A SECOND LANGUAGE (ESL) - While this is not a subject offered at the ALHCS, the Department continues to conduct research, initiate language strategies to assist the ever-increasing number of students who are enrolled throughout the year and speak little to no English. No teacher in the Department is a TESOL (Teaching English as a Second or Other Language) expert, yet we are engaged in ongoing and collaborative research and practice to assist students and teachers. It is our recommendation that new students, whose first language is not English, may enroll at the ALHCS only after they have demonstrated an English language proficiency sufficient to function in classrooms across the curriculum.

TIMETABLE

Timetable issues continued to challenge our teachers and students at the lower school. While the curriculum is the same for both French and Spanish, only one weekly lesson of Spanish is offered in Year One while students receive two lessons of French. We continue to look for a way to secure another weekly lesson for this subject

STAFFING

The academic year began with a full slate of teachers:

Mr. Randy Bishop (Spanish)

Mrs. Verrelynne Bruno-Mason (Spanish, French, Business)

Ms. Vailisia Carty (French, Law)

Mrs. Janiera Challenger-Gibson (Spanish, Humanities)

Mrs. Marilyn Connor (HOD, French)

Ms. Juanita Crawford (Spanish & English)

Mr. Ivan Francis (Spanish & French)

Mr. Colin Johnson (Spanish & French)

Ms. Aisha Yekis Tréjos (Spanish & French)

Ms. Tréjos took an extended medical leave of absence, did not return to work during the academic year and eventually resigned her post. Ms. Tamara Esdaille, was hired by the school as a supply teacher to cover Ms. Trejos's timetable.

Teacher absenteeism is always a challenge to sustained teaching and learning, but with the cooperation of teachers in the Department and from other subject areas, we managed to fill most of the personnel gaps. The ALHCS and the Ministry were also supportive in hiring supply teachers when needed.

EXTRA CURRICULAR / CLUBS

The **Modern Language Club**, established in 2004 and in its 12th year, continued its mission of promoting cultural awareness and tolerance while making learning fun. During Mr. Johnson's absence from the club due to timetabling changes, other teachers in the department took turns leading the weekly sessions.

9. WORKSHOPS INITIATIVE FOR SUPPORT IN EDUCATION (WISE) School Year 2016 2017 Report by Unit Coordinator Gabrielle Klaren

WISE Anguilla, est. in 2004 by the Department of Education, is an Alternative Campus for ALHCS Campus A. WISE Anguilla stands for Workshops Initiative for Support in Education and caters to students with a technical inclination who are under-performing at Campus A.

WISE Anguilla started the school year 2016-2017 with twenty eight students on roll: four girls and twenty-four boys. Eight students comprised Third Form, one girl and seven boys ; there were fourteen Forth-Formers on roll, three girls and twelve boys and six students were in Fifth-Form, all boys.

This institution offers courses in CCSLC Certification English, Math and Integrated Science and Social Studies. This school year all 5th formers were enrolled in all four CCSLC subjects. The six students signed up for CCSLC for a total of twenty four sittings. Nineteen scores of “Competent” or “Master” were obtained. Four of the six students passed English; Of the six students who signed on for Social Studies, five students passed. Of the six student s who signed up for Integrated Science, four students passed, one with a Master. Of the six students signed on for Mathematic CCSLC, all students passed.

Five of the six students graduated. One student did not graduate because his attendance was below the set percentage in the graduation criteria. The technical subjects are still awaiting BTEC certification for their courses.

However, the students basic training in eleven technical disciplines: Culinary Art, Building Trades (Plumbing, Cement, Electricity) Carpentry, Boatbuilding, Hospitality, Fashion Design, Agriculture, Art (painting, ceramics, fabric decoration), Music Engineering, IT / Computer and BTEC Health and Safety.

The reading age of the students ranged from below 6 to 13.1 with an average of 9.1. Great strides toward literacy were made in this school year. Volunteer-tutor, Alison ----, collaborated with the Public Library and accelerated the students’ progress by making our students truly enthusiastic about reading.

The attendance of the students averaged 93 % in term 1, 92% in term 2 and 89% in term 3. The year average was 91 %, which is high when compared to the students’ previous attendance at ALHCS.

The staff comprised of a Coordinator, seven fulltime teachers, five part-time teachers, two volunteers, one security officer one custodian and one coordinator.

Loss of paperwork including diary and desk calendar due to hurricane Irma, made research into the highlights of this schoolyear not possible. Some of the highlights of this school year were:

The Open Day at the lawn of St Gerard's Church, where the sale of the students' products of the kitchen, fashion, plumbing and carpentry workshops, attracted much attention.

Our perfect attendance reward trip to Prickly Pear facilitated by the Department of Fisheries was appreciated by all who qualified to participate.

The End of Schoolyear fieldtrip to Magic City was a great way to end the year for all students.

On July 6th the End of school report showed John Buffonge, with 100 % attendance and never late, as student of best Punctuality and Attendance. Matthias Pemberton , with 99% attendance and 3 Competent and 1 Master for CCSLC, was the highest achieving student : Student of the Year2016-2017.

Pictures of fieldtrips, speakers and projects are available on Facebook: W.I.S.E. Anguilla

10. PUPIL REFERRAL UNIT REPORT By Unit Coordinator S. Marcia Hodge

At the beginning of School Year 2016-2017, eight students were enrolled at the Pupil Referral Unit.

There were six males – one first former, two second formers, one third former, and two fifth formers as well as two females both in second form. Early in the Lenten Term, one of the fifth formers was officially withdrawn from the Alben Lake-Hodge Comprehensive School while the other dropped out of

school despite efforts by the staff at the unit and the Education Welfare Officer to communicate with the parent of the child and the child himself.

All students and parents are made aware of the possibility of reintegration from the Pupil Referral Unit into the mainstream school based on their behavioural progress. In June 2017, one female student was recommended for reintegration into the mainstream school while one male was recommended for alternative placement at WISE. The third former was also considered but engaged in a criminal act that negated his recommendation.

Curriculum

The current curriculum at the Pupil Referral Unit does not effectively meet the needs of all the students. Therefore, we have decided to revamp what currently exists and will be offering a two-part timetable which will provide students with academic instruction on mornings and practical studies in the afternoon. These include performing and creative arts along with graphic design.

Staffing

The staff deployment at Pupil Referral Unit leaves much to be desired. Presently, there is one teacher and one teaching assistant stationed at the unit along with seven itinerant teachers. This significantly disadvantages students who are at the Band 3 level or below, especially those who should be taking Special Education classes. None of the teachers who deliver instruction at PRU have training in this area. There is also one assigned security officer.

Students are being 'short-changed' in some classes, through no fault of their own. Students with behavioural challenges require more one-on-one attention and need teachers/staff who can understand and relate to their issues and who may be able to provide some level of mentorship. In addition to the

current staff at PRU, our system would be more effective if part-time and/or full time staff were assigned to the unit instead of the current number of itinerants.

The students at the unit would be better served if staff with the requisite training and classroom management skills were assigned as PRU staff.

Support Staff

There are various persons within the education system who play a vital role in provide support in various forms to the unit. These include the Education Psychologist, a Substance Misuse Counsellor, a Guidance Counsellor, and an Education Welfare Officer. Education Officer MPSS as well as the Education Welfare Officer provided the most regular and consistent support throughout this time period.

Co-curricular and Extracurricular Activities

The students participated in various co-curricular activities. However, they missed opportunities to participate in others because of lack of interest.

Green House

The Green House was revived and several contributions of plants were given to the unit. In an effort to prepare for the ABC Garden Show to which they have been invited to participate in over the years, students enthusiastically cared for and nurtured the new plants. They participated in the Show and won two second place prizes.

April - Open Day 2017

Preparations for Open Day began in earnest in March 2017. This year was very successful as students created and displayed various classroom and art projects. The younger students were

instructed at Campus B with Mrs. Fleming who volunteered to assist with that group while the older students were taught at the unit by the assigned teacher. Initially, due to the absence of an Art and Craft teacher, it was challenging to get students started on tasks but as time drew nearer, they became more excited and engaged. Students were exceptional as they engaged with visitors throughout the day. Several plants, craft items, and food were sold as part of our fundraising efforts.

Drum Circle

Mrs. Judie Guthrie began a ten-week drum circle that turned out to be very challenging as the older students instigated misbehavior during the sessions. The security officer attended all sessions to assist with order. The students were able to work together as a team to present drum beat displays to the visitors during Open Day.

Career Day

All students attended Career Day and visited multiple stalls during their allotted time. One of the younger students was fascinated and toyed with the flight simulator and asked several questions of the instructor. Other students engaged with other career professional in a meaningful way.

May – 50th Anniversary School Parade

Efforts were made for months leading up to the parade to have students create and make costumes for this parade. However, despite completing projects and being encouraged and even spoken to by a guest speaker about the importance of the 50th anniversary and the efforts

made by their forefathers to get Anguilla to its current state, only two students participated. These students reported that they were happy that they participated as it was a very exciting experience and they learned a lot from the various costumes. Others did not report to school.

Art Show and Exhibition

The two students who participated in the schools parade and staff of the unit visited the art exhibition at the Catholic Church. Students engaged with the exhibitioners and were even given a motivational talk by one who had a son who is facing behaviour challenges. One student took it to heart and vowed to make a greater effort to regulate his behaviour even when faced with difficult situations.

Parent, Teachers and Students Meetings

Members of staff were in constant contact with parents not only to discuss behaviour issues but also to provide positive comments regarding their children's performance. There was one general meeting to which parents of the younger students were invited. Only two parents showed up. A meeting was also conducted with various stakeholders (Probation, Psychologist, Zenaida Care Worker) to discuss the progress of the two inmates at Zenaida Haven.

Staff Training

The staff at PRU along with those at WISE engaged in one day of professional development on various issues related to dealing with students with behavioural challenges. During the afternoon session, the staff participated in an art workshop. In June there were two sessions with the school Psychologist Ms. Thea Richardson pertaining to Positive Behaviour Support and

behaviour intervention strategies as well as a general behaviour plan that the unit will be implementing in School Year 2017-2018.

The Coordinator along with other administrators from the Education Department attended an all-day workshop in Sint Maarten with various schools.

NFER Reading Test

One student took this test on site and another was scheduled to be tested at Zenaida Haven. However, individual results were not received.

Contributions/Gifts

Names

National Caribbean Commercial Bank	-	Four office desks; nine chairs
ANGLEC	-	\$600.00 US (Keyboards)
Aronel	-	One bottle of water monthly
Brian Senior	-	Off cuts of wood for wood craft.

Open Day Contributions for food sale

Larry's Deli	-	2 large pans scalloped potatoes
Ashley and Sons	-	Two bags ice
Andy's Restaurant	-	Two pans cole slaw
E's Oven	-	Green Salad
Glenesha Carty (parent)	-	One case chicken legs

- English Rose - One large pan rice
- Gerard Smith - 8-10 pounds fish
- Ms. Christine - Papayas
- Linda Coppede - General school and classroom supplies
T-shirts and tie-dye
- Diane Frame - Games, classroom supplies and teacher
resources
- Radio Anguilla, Klass FM & Kool FM - Free on-air promotions

Guest Speakers

Romain Virgo and Omari Banks - Upon request, the Moonsplash committee brought Reggae sensation Romain Virgo and Omari Banks to make a presentation to the students of PRU and a contingent of twenty-five from WISE. Students were totally captivated by the young stars and well-behaved throughout. A student from PRU delivered a self-created vote of thanks to the visitors for which Mr. Romain remarked that he (the student) should be named Head Boy because of his participation throughout the session and his expressions of gratitude and leadership. Each student received a CD from Romain Virgo.

Paul Petty – Mr. Petty was invited to share his story with the student body. He shared the negative effects of drugs, uncontrolled anger, and negative peer pressure on a young individual. He also discussed the repercussions of living life in prison and the impact it has on one’s family and overall development.

Adrian Green – In collaboration with the book club and the Anguilla Community College, Mr. Green shared some words of wisdom with the students. He presented two of his spoken word art pieces with the students as he discussed the meaning of each one in the context of being at the Pupil Referral Unit and how young persons like them can use their creativity as an outlet. Students were impressed and more motivated to want to attend the Lit Fest.

Lit Fest – Students and three staff members attended this activity at Paradise Cove, thanks to sponsorship by Mrs. Linda Coppede, the Book Club volunteer. Students were impressed with presentations by Short Pants and Adrian Green who they cheered on as he was announced. They each had their book “X” autographed by keynote speaker Illyshah Al Shabazz, the daughter of Malcolm X. They were delighted.

Mrs. Evalie Bradley – This Member of Parliament was invited to speak to students in the context of the 50th anniversary of the Anguilla Revolution. Her wealth of knowledge of the history and current state of Anguilla caused the students to engage her in lengthy discussions. They were very interested in the achievements from 1967 to present and sought to follow the time line as presented.

Volunteers

There were several volunteers who sacrificed their time, effort, and resources to assist our students. These were in various areas:

1. **Reverend Lloyd** – visited on the first Monday of each month and engaged students in a 20-minute devotional session.
2. **Judy Guthrie** – worked as the drum coach for the 10-week Drum Circle.
3. **Sandra Bowry** – volunteered two sessions in the area of art and craft.
4. **Linda Coppede** – Book Club coach and individual academic coach for one student once per week.

5. **O. Melsadis Fleming** – instructed the younger students in visual arts from January to April and transported them from Campus B back to PRU weekly. The students were able to present and sell various art pieces that they created.

Mentorship

One student has been assigned Mrs. Linda Coppede as a mentor. Contact was also made with the Department of Youth and Culture to locate mentors for all students for School Year 2017-2018.

CCSLC Examinations

While two students were being prepared for CCSLC math and English, one student was able to take the math exam as the parent for the second student did not pay the requirement fees.

Reintegration

The ultimate goal of the Pupil Referral Unit is to assist students in developing skills that would allow them to be reintegrated into the mainstream school or in an alternate placement. This year, three students have been referred for exit out of PRU. Two have been recommended for reintegration into Campus A and the other has been referred to WISE.

Concerns and Challenges

1. Excessive tardiness and absenteeism by itinerant teachers. In most cases, no notice was given and in none of the cases was work sent for students.
2. Ineffective counselling and absence of the counsellor throughout her assigned times also challenged the unit. Students were not receiving regular counselling which resulted in an escalation in negative behaviours and attitude for some students to the extent that they were not even interested in attending the few sessions provided.
3. Lack of classroom management especially by itinerants who in most cases accepted negative social and classroom behaviours. They also failed to document infractions and in some cases simply walked out leaving the students unattended. If teachers are shirking their professional responsibilities, there should be repercussions.

4. Poor curriculum which has resulted in students being disengaged far too many times per week. This has caused a fair amount of disruption when some students who have been accustomed to “free time” were redirected.
5. The absence of a special education teacher has proved difficult since most students at the unit are barely functionally literate and are taught at inappropriate levels. In order to provide appropriate education for all students, students with special education needs must be catered to or there will continue to be an escalation in negative behaviours because of lack of understanding and a sense of being overwhelmed. Some teachers also need to be more considerate of the students’ learning challenges and provide modified assessments and other accommodations to help them achieve success.
6. Ineffective communication by workers at Zenaida Haven was also a great challenge. On many occasions the residents would be brought to the unit after an incident and clearly frazzled and no information would be provided. They would be allowed to come into the unit with excessive noise sometimes slamming the front door and shouting at the very workers who brought them or at staff at the unit. However, most times the Zenaida officer stood by and watch the display of negative behaviours and never intervened but expected that staff at the unit would fulfill that role. On other occasions, when some workers drop off or pick up the students late, no one called in to the unit or the call came hours late. At other times, when information was communicated to them either in writing or by telephone, some officers were not informed which resulted in cross communication which led residents to believe that the teachers at the unit were to blame for some situations.
7. Case reviews with professionals who work in collaboration with the unit need to be more objective.
8. Space limitation has also been an issue for the unit and thus a woodwork shop is installed in one of the rooms. This is disruptive and unhealthy as the current room is rugged. Therefore, as a proposal in the action plan for school year 2017-2018, acquiring a room downstairs is being negotiated.

CENTERS

- 1) **Campus B:** Our students have their first secondary schooling at Campus B. You could refer to it as the Junior High section of our secondary school. During the 2016-2017 school year, about 400 students (188 in Year 1 and 212 in Year 2) called Campus B their “Home Base”.
- 2) **Campus A:** The greatest numbers of our school population in 2016-2017 took up classroom residency at Campus A. Most of those students arrived on campus with their

values and habits already entrenched. Plans for our Sixth Formers to be incorporated into the Anguilla Community College setting did not materialize, so they continued their residence at the Lake's Building. A heart felt thank you is extended to the Education Department for making it possible to continue using that space for our Sixth Formers.

**** The Learning Center at ALHCS**

The Learning Centre was opened in 2004 as part of the Initiative in Education Project. The development of the centre is dynamic as adaptations are made to accommodate the changing and varied needs of students. The centre provides support for students in many areas. It is a support base for Special Needs students who are severely challenged with transitioning from Campus B to Campus A.

3) The Pupil Referral Unit (PRU)

The Pupil Referral Unit is an extension of the ALHCS. This special unit caters for students from Form 1 - Form 4, with varying emotional and/or behavioural difficulties. The PRU offers support for students at risk of suspension or permanent exclusion. The unit provides students with another opportunity to continue their secondary school education and to change and improve their inappropriate behaviours.

The main aim of the unit is the reintegration of students into mainstream school after a period of time. During the 2016-2017 school year, students were given opportunities for re-integration into the mainstream classes. The unit continued to offer a support program which included individual and group counseling, anger management techniques, and conflict resolution strategies. Students were also offered career guidance towards work experience where appropriate.

4) The Workshops Initiative for Support in Education Unit (WISE)

WISE Anguilla, est. in 2004 by the Department of Education, is an Alternative Campus for Campus A. WISE Anguilla stands for Workshops Initiative for Support in Education and caters to students with a technical inclination who are under-performing at Campus A.

WISE Anguilla started the school year 2016-2017 with thirty-one students on roll: three girls and twenty-eight boys. Ten students comprised Third Form, two girls and eight boys; there were five Forth-Formers on roll, all boys and sixteen students were in Fifth-form, one girl and fifteen boys.

This school year marked the biggest cohort of WISE Anguilla enrolled in CCSLC Certification English, Math and Integrated Science and Social Studies.

Of the sixteen students, eleven students signed up for CCSLC for a total of thirty-four sittings. Twenty scores of “Competent” or “Master” were obtained. The technical subjects are still awaiting TVET’s national certification for their courses. However, the students were trained in eight technical disciplines: Culinary Art, Plumbing, Carpentry, Fashion Design / Tailoring, Agriculture, Visual Art, Music Engineering, Boatbuilding and IT / Computer.

PLANT

The physical structures that make up the ALHCS are old, in a state of disrepair, and provide very little incentive for students or teachers to take pride in their surroundings or feel a sense of ownership or belonging. While the existing structures may have some sentimental/emotional value or appeal to some persons in the community, they are not conducive to teaching and learning in a competitive and progressive world.

Over the year in review, many financial resources were channeled into the physical school structures in the hope of keeping them “up and running”. Because of the age of the structures as well as the building material, it was and still remains difficult and in most cases impossible to upgrade or change the existing physical, electrical, or plumbing infrastructure to meet the changing needs and demands of educating the country’s youth.

The senior management team (SMT) and staff of the ALHCS continue to implore parents and community persons to encourage your children, our students on a daily basis to take care of our school buildings, furniture and equipment. What is here, although worn and tattered is ALL that we have.

MAJOR HIGHLIGHTS OF THE YEAR:

- Business Suits Day was held in early February which many students took advantage of and were attired as promising business persons.
- The Voices Seminar was held in November 2016 at the Church of God, Holiness. This is a seminar specifically designed to enhance the personal and social development of Year Two students and prepare them for the next phase of their educational journey at the then senior secondary section in Campus A.
- During the early part of January 2017 the annual Amen and Virtuous Ladies Seminars were held for Year Four boys and girls respectively. These seminars continue to emphasize the objectives of:
 - (iv) Enhancing the individual and collective soft skills of students required for conventional social behaviour;
 - (v) Exposing students to positive role models in the Anguilla community and practices of good conduct;

- (vi) Building personal and social skills necessary for effective functioning at home and in the work place.
- The annual Options Fair was held to introduce Year Three students and their parents / guardians to the various subject options that are available at Year Four and how these subjects could be used to compliment students' career and professional inclinations.
 - Publication of a bi-weekly column in The Anguillian Newspaper with the moniker Spotlight on ALHCS
 - The School participated in the funeral rites for the Father of the Nation, Mr. James Ronald Webster.
 - Activation of the School's Facebook page facilitated by Ms. Rebecca Haskins
 - The ALHCS Team participated in the Leeward Islands Debating Competition 2017 held in Nevis.
 - The group Travel 360 travelled to Saba and St. Eustatius during the summer vacation.
 - Ivor Adams and Demari Gumbs were the winners of the NYPD Finals.
 - The Hospitality Department spearheaded the Black History Month activities– Throughout the month of February activities designed to showcase culture and achievement and foster creative expression were held.
 - The School took part in several activities to mark the 50th Anniversary of the Anguilla Revolution. This was dubbed Heritage Fest Month
 - ALHCS ensembles participated in the Anguilla 50th Anniversary Celebrations (day of parade by school and concert on park Anguilla Day 2017).

- The Music Department held a variety concert dubbed “Under the Spotlight” in February 2017. The First Dexter Mussington Musical Award was received by Azariah Carty Regional Top CSEC Music student.
- The Concert Band staged its Sound Review 2016
- ALHCS Steel Orchestra performed at several public functions throughout the island
- The First Annual ALHCS Gala, coordinated by the Board of Governors, was held in June 2017. Past Principals of the School were honoured on this occasion
- A Parent Council was established in July 2017 as part of the Effective Schools Framework (ESF)
- The Green House project was revived at the Pupils Referral Unit (PRU). Students participated in the ABC Garden Show and won 2 second place prizes for their exhibitions
- Open Day in April at PRU showcased students work and talent in Art & Craft, Plant Agriculture and Musical Rhythm; a great fundraiser for the Unit
- Fourth and Fifth Form students showcased their work at the Fourth Annual Visual Arts Exhibition in March
- Mrs. McKeag-Richardson and members of the Technical Studies Department held its fourth annual Girls Get Tech Camp for girls ages eight to eighteen in July
- Facebook:W.I.S.E.Anguilla showcases its various fieldtrips and accomplishments
- PE & Sports accomplishments: The ALHCS Annual Sports Day events concluded with a House being selected as the House of the Year. The table below highlights the activities and scores for the participating Houses with the ultimate winner of the title House of the Year.

Table 10: Annual Inter-House Competitions 2016-2017

EVENTS	SPONSOR	M	O	PK	PUR	Y
Football Girls Boys	NCBA	4	10	8	6	2
Football Jr. Boys	NCBA	10	4	6	2	8
Basketball Sr. Boys	NCBA	4	6	8	2	10
Basketball Sr.		10	6	8	2	4
Basketball Jr		8	10	4	2	6
Volley Ball Girls		6	10	8	2	4
Volley Ball Boys		4	6	8	2	10
ALHCS Road Race NAGICO		10	8	4	2	6
Quiz competition						
Ashley Brooks Road Girls		10	4	2	6	8
Ashley Brooks Road Boys		10	8	DNS	6	DNF
Race Girls	Ashley & Sons					
Heats		8	2	10	4	6
Cheer Leading		6	4	2	8	10
March Pass		4	10	2	8	6
Sports Day	LIME	10	2	8	4	6
Road Race	FAIRPLAY NAGICO INSURANCE GROUP OF COMPANIES	6	2	4	10	8
Netball		2	8	4	6	10
TOTALS		112	100	86	72	104

Comments: Based on the results of the above competitions **MAROON HOUSE** emerged as **HOUSE OF THE YEAR** 2016-2017

CHALLENGES

- Over the passing year, the Counselling Department has provided emotional and psychological support for students, staff and parents needing the service; but Counsellors were often challenged by the attitudes of students who refused to make good use of their opportunities by keeping their appointments
- Teacher absenteeism, legitimate or otherwise always creates challenges when there is not a pool of qualified substitute teachers from which to readily provide cover or assistance.
- Early parental intervention when students are underperforming or not performing academically or socially
- Teacher consistent documentation of students not performing or underperforming academically or socially and providing early parental awareness/communication
- Adequate resources (time and space) for optimal academic success of students and teachers
- Effective monitoring of the physical compound (buildings layout)
- Student care of limited resources (furniture, spaces)
- School pride (old facilities, furniture, equipment)

BOARD OF GOVERNORS REPORT

A new Board of Governors was instituted in July 2015. In 2016-2017 school year, the members were Rev. Dr Wychereley Gumbs (Chairperson), Mr Monsell Lloyd, Mrs Celestine John, Mrs Althea Hodge, Mr. Stanley Reid, Ms T'arah Niles, Ms Erlyn Wilkinson (PTA Representative)

Ms Avenella Griffith (Staff Representative) and Mrs Joyce Webster-Stuart (Ex-officio). Ms. Tarah Carty resigned during the early part of 2016-2017 school year and was replaced by Mr. Stanley Reid.

In addition to its monthly meetings, functions of the Board are executed through designated members. The Board of Governors continued to work along with the partners - Principal and staff, Department of Education, Ministry of Education and parents.

School Finances

The school is now in its sixteenth year as a self-managing entity with the day-to-day management of the school. The finances are managed under the following sub-heads:

Wages of auxiliary staff only

Professional and Consultancy Services

Utilities

Communications

Supplies and Minor Tools

Training

**TABLE 11: SHOWS THE SCHOOL'S FINANCIAL POSITION FOR
1ST SEPTEMBER 2016**

Detail Object #	Description	Amount Authorized	Expenditure to date	Available Balance
31201	Wages	676,945.03	450,187.72	226,757.31
32401	Professional Services	182,548.28	135,388.53	47,159.75
32601	Utilities	444,705.10	193,961.05	250,744.05
32801	Communications	43,891.30	14,894.96	28,996.34
33801	Supplies & Minor Tools	500,693.97	112,778.85	387,916.07
34401	Training	18,366.25	80.00	18,286.25
	TOTAL	1,867,149.88	907,290.11	959,859.77

In January 2017, the school received its sixteenth subvention of \$1,723,764.00. This was added to a brought forward balance from 2016 of \$15,184.48, giving an accumulated total of \$1,738,948.84. During the months of January to July 2016, an amount of \$4,885.14 was added to the accumulated total of \$1,738,948.84 thus giving a total of \$1,743,833.98. This amount is reflected in the authorized amounts for the following sub-heads for July 31st 2015.

Communications - \$78.75 was deposited for private calls.

Utilities - \$4,688.20 was deposited for use of the Rodney MacArthur Rey Auditorium.

Supplies & Minor Tools -\$118.19 was deposited as interest earned.

Tables 12 and 13 outline the expenditure and balance for the dates January 31st and July 31st 2016.

**TABLE 12: SHOWS THE SCHOOL'S FINANCIAL POSITION FOR
31ST JANUARY 2017**

Detailed Object #	Description	Amount Authorized	Expenditure to date	Available Balance
31201	Wages	659,198.19	57,327.60	601,870.59
32401	Professional Services	180,000.24	23,691.36	156,308.88
32601	Utilities	365,764.34	35,217.49	330,546.85
32801	Communications	41,175.05	-	41,175.05
33801	Supplies & Minor Tools	484,568.41	-	484,568.41
34401	Training	8,242.25	-	8,242.25
	TOTAL	1,738,948.48	116,236.45	1,622,712.03

**TABLE 13: SHOWS THE SCHOOL'S FINANCIAL POSITION FOR
31ST JULY 2017**

Detailed Object #	Description	Amount Authorized	Expenditure to date	Available Balance
31201	Wages	659,198.19	430,396.10	228,802.09
32401	Professional Services	180,000.24	133,954.01	46,046.23
32601	Utilities	370,452.54	210,532.99	159,919.55
32801	Communications	41,253.80	20,703.63	20,550.17
33801	Supplies& Minor Tools	484,668.60	99,317.73	385,368.87
34401	Training	8,242.25	1,178.23	1,064.02
	TOTAL	1,743,833.62	896,082.69	847,750.93

There have been severe financial challenges in light of the ever-increasing cost of utilities and general maintenance to improve the environment for students and staff. Credit must be given to the Bursar for efficiently managing the funds that are disbursed to the school.

The Board wishes to thank the Bursar, Principal and Staff, Department and Ministry for their cooperation and look forward to a continued cordial relationship as they continue their efforts to effect positive transformation at several levels.

CONCLUSION

This has been a summary of the State of ALHCS during the 2016-2017 academic year. As a trained staff, we are aware of research-based strategies and best practice that are proven to work if we execute them with fidelity and remain committed to the vision and mission of this institution... to educate all students to the best of their ability and ours in a positive, warm, predictable and safe school environment where educators and students are respectful, responsible and resilient, where learning is truly valued and creativity and innovation are the norm.

I cannot end these remarks without acknowledging the support of most of you in this audience (parents, business persons, community members, persons who keep us ever lifted up in prayers) as committed partners in the education of our nation's youth—your children. I thank you sincerely, and on behalf of the Senior Management Team (SMT) and our teachers I seek your continued support and input as we move forward, not just for the remainder of this school year, but for the duration of the establishment of the ALHCS.

I want to publicly acknowledge the dedication of teachers and staff of the ALHCS to your teaching field. A special word of encouragement to those of you who are here 'just to do the job of teaching' ...I would ask that you reflect on the quote by **Karl Menenge** highlighted to us at the opening ceremony for educators this school year: **“What the teacher is, is more important than what he or she teaches.”** Do the job of teaching well and you will come to love it; but the greatest thank you is extended to those of you who are driven to love, nurture, mold, and educate youth for greatness beyond “subjects”, you already love everything about it.

And to the students of ALHCS, my prayer is that each one of you will commit to being respectful and courteous to yourselves, to others, and to your environment by choosing to do what is right so that you can benefit bountifully from your secondary school experience, especially at a time like this.