

## ALHCS SPEECH NIGHT REPORT 2016

### **INTRODUCTION**

It is with great pride that I stand before you this evening to present what I call the State of the School Address for 2015-2016 academic year. You know, in preparation for this occasion I looked at a couple of past ALHCS Speech Night Reports. One report by Principal Ingrid Lake (2007) stood out from the archives. Actually, I could have read that report to you tonight as it mirrored closely many of the challenges and celebrations of this past school year as well...so as much as you in the community and our school staff were confronted on a daily basis by the “current school life”, a great number of things hadn’t changed much.

### **MANAGEMENT**

ALHCS is housed in four separate centres. The management of the school includes the Principal, three Deputy Principals, two Senior Teachers and the two coordinators of WISE and PRU making up the Senior Management Team (SMT). The Middle Management Team is made up of fifteen (15) Heads of Department and seven (7) Heads of Year.

## **CURRICULUM**

The focus of the school's programme continued to be preparing students for certification by recognized external examination boards such as CXC. In order to cater to the varying abilities and needs of the students, Local Examinations were constructed where there were no appropriate external examinations.

A series of fairs was held to afford parents and students the opportunity to learn more about the work done in the various areas. At the end of Year Two, students selected one practical area that they will pursue in Year Three and possibly through to Year Five. Students of Year Three selected a programme of study at the end of that year based on their career path.

## **EXAMINATION RESULTS**

With the introduction of the Certificate of Secondary Level Education (CCSLC) programme students from Years 2 through Year 5 sit external examinations in the core areas.

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)2016**

SUBJECTS	GRADES			NO. TAKING	OTHER
	M	C	DC		
ENGLISH	93	103	8	204	4
FRENCH	0	27	33	60	6
INTEGRATED SCIENCE	62	131	42	235	16
MATHEMATICS	78	84	77	239	12
SOCIAL STUDIES	84	87	7	178	9
SPANISH	0	21	39	60	4
<b>TOTALS</b>	<b>317</b>	<b>453</b>	<b>206</b>	<b>976</b>	<b>51</b>

DENOTES

**[C]** 'COMPETENT'

**DC]** 'DEVELOPING COMPETENCE'

**[M]** 'MASTER'

This year 32 % achieved Mastery compared with 34% for the three previous years and 32 % in 2012. Seventy nine percent (79 %) overall were deemed to be competent.

**Table 2: AMERICAN HOTEL & LODGING EDUCATIONAL INSTITUTE**

**EXAMS 2016**

<b>SUBJECTS</b>	<b>NO. TAKING</b>	<b>PASSED</b>	<b>FAILED</b>	<b>PERCENTAGE PASSING</b>
LODGING MANAGEMENT PROGRAM YEAR 1	52	29	23	56
HOSPITALITY START	24	8	16	33

**Table 3 : RESULTS FOR MAY/JUNE 2016 LOCAL EXAMINATIONS**

<b>SUBJECTS</b>	<b>NO. TAKING</b>	<b>GRADES</b>							
		1	2	3	4	5	6	7	<b>ABS</b>
Agricultural Science	10	4	4	2	0	0	0	0	0
Animation	4	0	2	1	0	0	1	0	0
Automotive Studies	25	4	2	14	2	1	0	0	2
Basic Info. Technology	8	3	4	0	0	1	0	0	0
Business Studies	19	11	5	0	0	0	0	0	3
Cabinetry/Joinery	16	0	4	4	3	5	0	0	0
Culinary Essentials	42	25	12	1	1	0	0	0	3
Digital Media	33	17	7	3	0	0	1	0	5
Electrical Practices	19	11	6	1	0	0	0	0	1

Fashion & Design	15	2	3	8	1	0	0	0	1
Hospitality Start	31	8	12	6	0	0	0	0	5
Integrated Science	9	1	4	1	0	0	0	0	3
Metal Fabrication	9	0	1	3	4	0	0	0	1
Social Studies	1	0	0	1	0	0	0	0	0
Tourism	8	1	0	1	4	0	0	0	2
<b>TOTALS</b>	249	88	68	49	19	12	8	7	26

Eighty percent (80%) of the subject entries presented for General Proficiency achieved Grades I to III. This is slightly up on the seventy six percent (76 %) in 2015 and on the (78%) for the previous three years. The last time 80 % passes were attained was in 2010. Forty nine (49) students passed 5 or more subjects including Mathematics and English compared with sixty (60) in 2015. One hundred or fifty nine percent (59%) achieved passes in four or more subjects compared with (46%) in 2015, 59 % in 2014, 63% in 2013 and 57% in 2012.

Our results compared favourably with those of other countries taking CXC exams. The number of students in our school is a very small percentage of the overall candidate population taking CXC exams yet some of our students rank very highly among students in the other countries. Some of our students are among the top candidates at the regional level.

**At CAPE Level:**

- Jesel Hodge ranked 5<sup>th</sup> in Law Unit 1
- Arielle Gaskin ranked 5<sup>th</sup> in Law Unit 2
- Artiya Bruno ranked 5<sup>th</sup> in Tourism Unit 2

**At the CSEC level:**

- Azariah Carty ranked 1<sup>st</sup> in Music.
- Shaèquan Hanley ranked 6<sup>th</sup> in Music.

**Table 4: PERCENTAGE OF CSEC 2016 CANDIDATES ACHIEVING GRADES I-III BY SUBJECT**

<b>SUBJECTS</b>	<b>NUMBER SITTING</b>	<b>NUMBER OF GRADES I-III</b>	<b>PERCENTAGE %</b>
<b>LANGUAGES</b>			
<b>English A</b>	117	102	87
<b>English B</b>	60	54	90
<b>French</b>	23	22	96
<b>Spanish</b>	48	34	71
<b>MATHEMATICS</b>	126	64	51
<b>SCIENCES</b>			
<b>Integrated Science</b>	38	30	79

<b>Biology</b>	35	35	100
<b>Chemistry</b>	16	10	67
<b>Physics</b>	23	21	91
<b>Agricultural Science</b>	3	3	100
<b>Human and Social Biology</b>	80	54	67
<b>HUMANITIES</b>			
<b>Caribbean History</b>	16	15	94
<b>Geography</b>	39	27	69
<b>Social Studies</b>	68	55	81
<b>BUSINESS STUDIES</b>			
<b>Office Administration</b>	36	30	83
<b>Principles of Accounts</b>	18	12	66
<b>Principles of Business</b>	48	48	100
<b>Economics</b>	15	14	94
<b>EDPM</b>	40	38	95
<b>HOME ECONOMICS</b>			
<b>Food and Nutrition</b>	22	22	100
<b>Clothing and Textiles</b>	11	5	45
<b>Home Management</b>	1	1	100
<b>VISUAL ARTS</b>	21	16	76
<b>INFORMATION TECHNOLOGY</b>	35	30	86
<b>MUSIC</b>	3	3	100
<b>PHYSICAL EDUCATION AND SPORTS</b>	13	13	100

<b>TECHNICAL SUBJECTS</b>			
Technical Drawing	23	16	70
Building Technology (Construction)	22	18	82
Building Technology (Woods)	9	9	100
Electrical and Electronic Technology	12	10	83
Mechanical Engineering Technology	7	7	100
Theatre Arts	15	15	100

**Table 5: MOST PASSES AT CSEC 2016 BY GENDER**

	<b>NUMBER OF SUBJECTS PASSED</b>						
	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>
<b>NO. OF STUDENTS</b>	1	5	9	21	10	21	10
Females	1	5	5	13	3	15	5
Males	0	0	4	8	7	6	5

<b><u>Table 6: COMPARISON OF RESULTS FOR 2012 - 2016</u></b>
<b><u>CARIBBEAN EXAMINATIONS COUNCIL (CXC- CSEC) - General Proficiency</u></b>
<b>CXC GENERAL PROFICIENCY ENTRIES AND RESULTS BY SUBJECT</b>

YEAR	ENTRIES						PASSES						
	2012	2013	2014	2015	2016	AVE.	2012	2013	2014	2015	2016	AVE.	
NUMBER OF ENTRIES	183	182	175	182	204	185							
<b>BUSINESS STUDIES</b>													
Office Administration	47	39	34	42	36	40		45	37	32	41	30	37
Principles of Accounts	40	14	23	19	18	23		27	13	17	7	12	15
Principles of Business	52	47	42	32	48	44		49	42	38	32	48	42
Economics	9	8	16	6	15	11		9	6	15	6	14	10
EDPM	40	45	18	47	40	38		38	44	18	47	38	37
<b>ENGLISH</b>													
English A	109	112	106	120	117	113		84	99	90	94	102	94
English B	58	58	54	58	60	58		51	54	47	55	54	52
Theatre Arts	22	6	18	7	15	14		21	6	18	7	15	13
<b>HOME ECONOMICS</b>													
Food and Nutrition	22	33	19	24	22	24		22	33	19	24	22	24
Clothing and Textiles	2	13	11	7	11	9		2	9	4	7	5	5
Home Management	11	6	17	9	1	9		11	6	17	9	1	9
<b>HUMANITIES</b>													
Geography	29	29	21	29	39	29		25	26	13	25	27	23
History	21	7	18	20	16	16		4	2	11	13	15	9
Social Studies	60	90	87	58	68	73		52	66	67	42	55	56
<b>INFORMATION TECHNOLOGY</b>													
	34	31	43	30	35	35		33	28	40	28	30	32
<b>MATHEMATICS</b>													
	104	130	132	124	126	123		41	42	72	61	64	56
<b>MODERN LANGUAGES</b>													
French	13	29	27	33	23	25		11	20	23	17	22	19
Spanish	33	52	50	52	46	47		29	42	37	31	34	35

<b>MUSIC</b>	5	6	9	1	3	5		5	6	9	1	3	5
<b>P.E. &amp; SPORT</b>	11	13	15	17	13	14		11	13	14	17	13	14
<b>SCIENCE</b>													
Agricultural Science	14	5	13	15	3	10		14	5	12	15	3	10
Biology	23	34	31	26	35	30		15	28	27	21	35	25
Chemistry	12	18	19	18	16	17		6	14	13	15	10	12
Human & Social Biology	60	45	76	81	80	68		38	34	50	34	51	41
Integrated Science	12	37	29	32	38	30		11	36	26	22	30	25
Physics	27	30	26	28	23	27		19	23	21	21	21	21
<b>TECHNOLOGY ED</b>													
Building Tech. (Const)	18	17	7	13	22	15		18	15	4	12	18	13
Elec and Electronic Tech.	12	9	8	2	12	9		8	8	5	1	10	6
Mech. Eng. Tech.		7	2	2	7	5			4	2	2	7	4
Technical Drawing	35	18	17	13	23	21		27	12	13	9	16	15
Woods	12	12	12	14	9	12		5	9	8	8	9	8
<b>VISUAL ARTS</b>	18	20	29	18	21	21		18	20	22	11	16	17

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 80% in 2015, 85 % in 2014, 80% in 2013, 82% in 2012 and 84% in 2011. Thirty seven (37) percent achieved grades I-III compared to twenty 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.

Fifty students qualified for CAPE Associate Degrees.

**Table 7: GRADE DISTRIBUTION AND PERCENT PASSES FOR MAY/JUNE 2016**

**CARIBBEAN ADVANCED PROFICIENCY EXAMINATION (CAPE)**

Subjects	GRADES							NO. TAKING	OTHER	% Pa
	I	II	III	IV	V	VI	VII			
ACCOUNTING UNIT I	0	0	0	0	1	0	1	2	0	5
ACCOUNTING UNIT 2	0	0	0	0	1	4	1	6	0	1
AGRICULTURAL SCIENCE UNIT 1	0	0	0	0	3	1	0	4	0	7
APPLIED MATHEMATICS UNIT 1	2	1	3	1	1	0	0	8	0	10
APPLIED MATHEMATICS UNIT 2	0	0	0	1	0	0	0	1	0	10
ART & DESIGN UNIT 2	1	0	0	0	0	0	0	1	3	10
BIOLOGY UNIT I	0	0	2	2	6	5	2	17	0	5
BIOLOGY UNIT 2	1	1	1	6	1	2	1	13	0	7
CARIBBEAN STUDIES	1	5	3	17	18	17	0	51	3	8
CHEMISTRY UNIT I	0	0	0	1	1	3	1	6	1	3
CHEMISTRY UNIT 2	0	0	1	1	0	3	0	5	0	4
COMMUNICATIONS STUDIES	2	9	20	17	14	1	0	63	1	9
COMPUTER SCIENCE I	2	0	3	5	2	0	0	12	1	10
COMPUTER SCIENCE 2	0	5	1	0	1	0	0	7	1	10
DIGITAL MEDIA UNIT 1	0	0	5	4	5	3	0	17	1	8
ECONOMICS UNIT I	1	1	0	1	0	0	0	3	0	10
ECONOMICS UNIT 2	1	1	0	2	1	0	0	5	1	10

ELECTRICAL AND ELECTRONIC TECHNOLOGY UNIT 2	0	0	0	0	1	0	0	1	0	10
ENTREPRENEURSHIP UNIT 1	0	5	6	6	1	0	0	18	2	10
ENTREPRENEURSHIP UNIT 2	1	6	3	2	0	0	0	12	0	10
ENVIRON. SCIENCE UNIT 1	2	0	2	0	1	0	0	5	0	10
ENVIRON. SCIENCE UNIT 2	0	0	1	0	0	0	0	1	0	10
FOOD & NUTRITION I	0	0	4	0	2	2	0	8	0	7
FOOD & NUTRITION UNIT 2	0	0	1	4	6	0	0	11	0	10
GEOGRAPHY UNIT 1	0	0	3	4	1	1	0	9	0	8
BMED UNIT 1 (MECH)	0	0	0	1	0	0	0	1	0	10
BMED UNIT 1 (BUILD)	0	0	0	2	1	0	0	3	0	10
INFO TECHNOLOGY UNIT 1	0	1	5	6	1	0	0	13	0	10
INFO TECHNOLOGY UNIT 2	0	1	2	1	1	1	0	6	1	8
INTEGRATED MATH	1	0	2	3	9	9	11	35	5	4
LAW UNIT 1	3	3	4	1	2	3	0	16	0	8
LAW UNIT 2	1	1	0	3	3	0	0	8	1	10
LIT. IN ENGLISH UNIT I	0	1	0	1	6	1	0	9	0	8
LIT. IN ENGLISH UNIT 2	0	1	0	2	0	0	0	3	0	10
M'GMENT OF BUS. UNIT 1	0	1	1	3	1	1	0	7	1	8
M'GMENT OF BUS. UNIT 2	2	3	7	0	2	0	0	14	1	10
PHYSICAL ED & SPORT UNIT 1	0	0	4	2	2	0	0	8	0	10
PHYSICAL ED & SPORT UNIT 2	0	0	0	3	0	0	0	3	1	10
PHYSICS UNIT I	0	1	1	1	4	2	0	9	0	7
PHYSICS UNIT 2	0	0	0	4	0	0	0	4	0	10
PURE MATHEMATICS UNIT I	3	0	1	0	1	1	1	7	1	7
SOCIOLOGY UNIT 1	0	0	2	3	0	0	0	5	0	10
SOCIOLOGY UNIT 2	0	0	3	1	0	0	0	4	0	10
SPANISH UNIT 1	0	1	1	0	0	0	0	2	0	10
SPANISH UNIT 2	0	1	1	0	1	0	0	3	0	10
TOURISM UNIT 1	0	1	2	5	6	4	0	18	1	7
TOURISM UNIT 2	2	1	1	1	0	0	0	5	1	10

<b>TOTALS</b>	<b>26</b>	<b>51</b>	<b>96</b>	<b>117</b>	<b>107</b>	<b>54</b>	<b>18</b>	<b>469</b>	<b>28</b>	<b>8</b>
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### Training

- Fifteen (15) staff members completed the formal Teacher Training programme offered at the Anguilla Community College.
- Teachers were exposed to orientation sessions offered by CXC for introduction of new CAPE subjects – Animation and Game Design.
- Through the Master Teacher Professional Development Program, all teachers were exposed to research-based information as well as practical tips on fostering a school climate and culture conducive for teaching and learning, building better learners, developing leadership skills within the classroom environment, and implementing strategies to address classroom management concerns as well as instructional delivery methods.

## **PASTORAL REPORT 2015-2016**

Mrs. Yasmini Lloyd, Deputy Principal (Pastoral) since 2008 officially retired on the 29 October, 2015. Mrs. Rita Celestine-Carty officially assumed the post of Deputy Principal – Pastoral on 26 October, 2015.

### **Student Enrolment**

The enrolment at the opening of school on the 7 September, 2015 was 1259 students: 631 males and 628 females.

**Table 8: Enrollment by Form September 2015**

	<b>School Year 2015-2016</b>							
	<b>Form 1</b>	<b>Form 2</b>	<b>Form 3</b>	<b>Form 4</b>	<b>Form 5</b>	<b>Tech Voc 6</b>	<b>6A</b>	<b>6B</b>
Female	101	100	126	120	108	5	34	39
Male	100	110	112	124	115	8	20	24
<b>Total</b>	<b>201</b>	<b>208</b>	<b>220</b>	<b>234</b>	<b>222</b>	<b>13</b>	<b>54</b>	<b>63</b>

In September 2015, the school admitted 201 students from its feeder schools and ... students from overseas. The table below shows the enrolment by school/transfers. Several students migrated over the course of the school year.

### 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 are 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.

Student attendance across grade levels remained consistent between 93%-97% during September – December months. Attendance during the second half of the year also remained consistent between 84%-91%. It is important that parents as well as the school take a closer look at reasons for the drop in student attendance as the school year progresses. These months are most critical for instruction leading up to the examination dates.

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 was discontinued. More students seem to be having breakfast at home.

**Table 9: Student Attendance for Form 1**

Month Ending	# of Students on School Roll		# of Days Open	Total Possible Attendance		Total Actual Attendance		Average Attendance		Percentage Late	
	M	F		M	F	M	F	M	F	M	F
September	28	23	18	504	414	504	412	100%	100%	1.6	0.5
October	28	23	19	532	437	511	429	96%	98%	0.4	1.8
November	139	23	21	2919	483	2912	472	100%	98%	0.2	2.3
December	28	23	3	84	69	78	66	93%	96%	1.2	0.0
January	28	23	20	560	460	533	427	95%	93%	6.1	10.4
February	28	23	19	532	437	508	403	95%	92%	6.0	9.4
March	28	23	19	532	437	506.5	406	95%	93%	5.5	5.9
April	28	23	15	420	345	400	329	95%	95%	5.0	9.3
May	28	23	19	532	437	494	401.5	93%	92%	5.1	6.2
June	28	23	21	588	483	566.5	458.5	96%	95%	4.4	7.7

**Table 10: Student Attendance for Form 2**

Month Ending	# of Students on School Roll		# of Days Open	Total Possible Attendance		Total Actual Attendance		Average Attendance		Percentage Late	
	M	F		M	F	M	F	M	F	M	F
September	110	98	22	2420	2156	2323.5	2099	96%	97%	4.0	1.9
October	110	98	17	1870	1666	1768.5	1609	95%	97%	5.0	4.1
November	110	97	20	2200	1940	2114	1845	96%	95%	9.6	7.2
December	110	97	5	550	485	532	478	97%	99%	2.9	6.0
January	111	96	20	2220	1920	2039.5	1787.5	92%	93%	10.5	9.2
February	111	97	17.5	1942.5	1697.5	1611	1616	83%	95%	9.7	10.0
March	111	97	19.5	2164.5	1891.5	2022	1724.5	93%	91%	9.9	6.8
April	111	95	11	1221	1045	1136	941	93%	90%	13.1	8.8
May	111	95	20	2220	1900	2064.5	1743.5	93%	92%	15.5	10.2
June	97	86	18	1746	1548	1626.5	1451	93%	94%	10.3	6.3

**Table 11: Student Attendance for Form 3**

Month Ending	# of Students on School Roll		# of Days Open	Total Possible Attendance		Total Actual Attendance		Average Attendance		Percentage Late	
	M	F		M	F	M	F	M	F	M	F
September	100	120	22	2200	2640	2112.5	2581.5	96%	98%	4.6	4.9
October	101	120	17	1717	2040	1564	1942	91%	95%	7.3	7.1
November	101	120	20	2020	2400	1880	2299.5	93%	96%	10.2	10.5
December	101	120	5	505	600	461	568.5	91%	95%	0.0	0.0
January	101	121	20	2020	2420	1880.5	2214	93%	91%	13.0	12.1
February	100	122	18	1800	2196	1646.5	2052	91%	93%	12.7	16.2
March	100	122	20	2000	2440	1776.5	2305.5	89%	94%	9.9	10.2
April	100	122	12	1200	1464	1043.5	1341.5	87%	92%	14.9	14.6
May	100	122	20	2000	2440	1793	2238	90%	92%	12.0	14.4
June	100	122	18	1800	2196	1563	1953	87%	89%	10.4	9.0

**Table 12: Student Attendance for Form 4**

Month Ending	# of Students on School Roll		# of Days Open	Total Possible Attendance		Total Actual Attendance		Average Attendance		Percentage Late	
	M	F		M	F	M	F	M	F	M	F
September	114	120	22	2508	2640	2403.5	2550.5	96%	97%	3.7	3.1
October	114	120	17	1938	2040	1792.5	1892	92%	93%	9.5	5.6
November	114	120	20	2280	2400	1984	2183	87%	91%	12.4	11.5
December	114	120	5	570	600					5.3	3.8
January	116	118	20	2320	2360	2031	2179	88%	92%	11.1	8.2
February	115	116	17	1955	1972	1700	1749.5	87%	89%	13.4	8.4
March	115	117	20	2300	2340	2000.5	2124	87%	91%	9.4	6.7
April	114	117	11	1254	1287	1045	1110	83%	86%	12.5	12.6
May	114	117	19	2166	2223	1793	1870.5	83%	84%	10.7	12.0
June	114	117	18	2052	2106	1901	1983.5	93%	94%	4.4	4.9

Discipline

There was a high level of indiscipline among the student population this year. Although there are always many students who are cooperative and compliant, the atmosphere was generally negatively tainted by those who show no respect for authority, who use profane language without compunction and who are ever willing to engage in violence with their peers.

The use of marijuana is also a serious problem on the campus and on the neighbouring sports field. These are persistent challenges that the school seeks to minimize using various strategies including eliciting the support of external agencies such as the Royal Anguilla Police Force.

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 with the right mindset and for the right purposes, the problems experienced at the school would be greatly minimized.

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

Of additional note is the self-harming practices (light cutting) observed mainly among students in the lower school. At the beginning of the summer holidays, parents and guardians were alerted to this trend and urged to be vigilant of their children and their tendencies. It is of paramount importance that the safety of all children remain a priority.

At the end of the school year 2015-16, plans were in place to implement the Effective Schools Framework at the Albena Lake-Hodge Comprehensive School for the upcoming school year. The support of the Eastern Caribbean Office of the United Nations Children's Fund (UNICEF) was sought to sponsor this initiative.

The school is grateful to the Chief Education Office, Mrs. Rhonda Connor for coordinating this initiative.

### Student Recognition

During the year under review, the school continued to celebrate student success through the Honour Roll System. Seven (7) % 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 188 students (15% 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 Speech Night valued at EC\$100.00. Students who are actively involved in extra-curricular activities will also receive appreciation certificates.

### Graduation

As usual, the school hosted two (2) graduation ceremonies. At the 27<sup>th</sup> Annual Year 5 exercise, 177 students graduated. Forty (40) of these received awards for outstanding achievement in the 31 subject areas offered at the school.

Forty-three (43) students graduated from Sixth Form. This was the 18<sup>th</sup> exercise of its kind. The 23 subject awards were distributed among 12 students. 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.

### Extra-curricular activities

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

Active groups included: 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.

The Cadet Corps was reintroduced to the school in September 2015 and enrolment grew steadily over the course of the year.

Additionally students are encouraged to participate in Inter-House football, netball, volleyball, basketball competitions as well as quizzes and speaking competitions.

### Major Highlights

- The ALHCS Team was the Runner Up in the Leeward Islands Debating Competition 2016 held in St. Maarten. T'arah Niles was adjudged Best Speaker for her presentation and ultimately Best Speaker of the entire competition. Kudos to her.
- As a result of their performance in the Debating Competition, two team members and the staff sponsor were invited to travel to New York as guests of Professor George Irish (founder of the LIDC) and his family. The group participated in debate-related activities there.
- The group Travel 360 travelled to St. Vincent and the Grenadines during the summer vacation.
- Aaron Adams and Tahjique Connor were the winners of the NYPD Finals.

- From the Business Department, Mrs. Leiba's Sixth Form Entrepreneurship students representing ALHCS won their ECCB regional competitions during Youth Lead.
- From the English Department, Chrisel Telemaque won First Place and \$2500.00 in the OECS Regional Essay Competitions. Arianna Woodley seized Second Place and \$1500.00 in the competition. The ALHCS received a \$1000.00 prize as a result.
- Ms. Latoya Mathew's culinary class mentored by famous chef hosted an evening of fine dining for their parents.
- Mrs. Javoise-Queeley's Theatre Arts classes showcased their SBA production of "Good Morning, Miss Millie".
- The ALHCS Third Annual Fifth Form Visual Arts Exhibition displayed a spectacular range of original art pieces. This art was part of the SBAs shipped off to Barbados for CXC grading.
- The SEN Department, in conjunction with the Dept of Edu Officer - MPSS brought greater awareness to the challenges and triumphs experienced by families of children with special needs.

- Students at the PRU showcased their talents through the items they displayed and sold at the Open House event under the coordination of Mrs. Bernice Fahie-Richardson.
- Ms. Gabrielle Klaren took the students at WISE off campus to the Annual Flower and Garden Show where they displayed many projects that they worked on in their classes. They also won the First Prize in the Fish Activated Device (FAD) model contest organized by the Department of Fisheries.
- The Concert Band staged Sound Review 2015 in September. Such was the acclaim that the event was held at two venues - St. Augustine Anglican Church and Bethel Methodist Church.
  - The Music Department held a variety concert dubbed “Under the Spotlight” in February 2016. Proceeds were used to purchase laptops and music software for a music lab, and violins and violas for a string program to be established in the near future. A special thank you is extended all for their contributions and support.

- InterHouse Competitions: The Five (5) houses represented at our school engaged in several athletic and academic competitions. The Houses ended the year with a number of earned points.

**Table 13: Annual Inter-House Competitions 2015-2016**

Event	Sponsor	Maroon	Orange	Pink	Purple	Yellow
Bicycle Race		6	8	2	4	10
Cheerleading		8	6	2	4	10
Netball		2	10	4	6	8
Environmental Spelling B	Environmental Health Unit	-	10	6	-	8
Football Jr. Boys	A.F.A	6	8	10	4	2
Football Sr. Boys	A.F.A	4	10	8	2	6
Football - Girls	A.F.A	2	10	8	6	4
Basketball Sr. Boys		8	6	10	2	4
Basketball Jr. Boys		4	10	8	2	6

Volley Ball (Boys)		4	6	8	2	10
Volley Ball (Girls)		4	6	8	2	10
Road Race	NAGICO	10	2	6	7	4
Sports Day	LIME	6	4	2	8	10
Heats	Not Sponsored	8	6	2	4	10
March Pass		2	10	4	8	6
Ashley Brooks Road Relay (Boys)	Ashley & Sons	2	8	6	4	10
Ashley Brooks Road Relay (Girls)	Ashley & Sons	10	2	6	8	4
Food & Nutrition Quiz		6	-	8	-	10
<b>Total</b>		<b>92</b>	<b>122</b>	<b>108</b>	<b>74</b>	<b>132</b>

During the year several Inter-house competitions were conducted. Based on the results of the above competitions **Yellow House** emerged House of the Year 2015 -2016.

Plans have been made to increase opportunities for extra-curricular participation in the upcoming school year. Parents, guardians and the general community are asked to support the school in this endeavor.

### Guidance and Counselling

Over the period under review the Guidance & Counselling Department assisted students with their academic and career development, and provided psychological, behavioural / emotional support for those in need. To assist in this regard, the department was pleased to welcome a new staff member, Counsellor Jasentha Crawford, who was stationed at Campus B to strengthen the department's offerings.

In addition, the department was instrumental in providing consultation services to parents and other family members with regards to college access, parenting skills, study skills, adolescent development as well as help with school-to-work transitions. Particular mention must be made of two annual student seminars which the department successfully hosted.

First, the Amen Seminar, specifically designed to target Year Four boys and enhance skills of good manners, self-worth, self-respect and discipline; and the Virtuous Lady's seminar for girls of the same age group. The major objective of this event was to help students recognize that they are valuable and that success can be a part of their future. The interactive sessions provided students with information and inspiration to take positive action towards their personal growth.

A major concern of the department, however, is the increased practice of some students to engage in self-harm behaviours in the form of 'cutting' and 'scratching' when emotionally upset or otherwise stressed. Another negative practice is the use of drugs by some students.

The department looks forward to extending its supportive role in the coming year with the introduction of the School Positive Management Principles.

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 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. Again we must comment on the indifference of many parents in the upper school who do not attend the meetings. Many parents responded to the calls by the school. As of the year 2015-16, a register will be taken at PTA meetings. This initiative started at the PTA for Form 2 held in June 2016.

### Centres

#### 1) **Campus B**

Our students have their first 2 years of secondary schooling at Campus B. During the 2015-2016 school year, about 400 students (188 in Year 1 and 212 in Year 2) called Campus B their “Home Base”.

In November 2015, the Department of Education conducted a School Review of Campus B. A team of educators visited the campus on a daily basis for one week observing the day to day operation of the campus to qualify its overall effectiveness. Areas of focus included: Effectiveness of Leadership & Management, Quality of Teaching, Learning & Assessment, Personal Development, Behaviour & Welfare, and Outcomes for Students. Based on the criteria and rubrics used to measure indicators, the Campus Review Team concluded that Campus B is “a school that requires improvement; is not yet a good school, but it is not inadequate.”

## **2) Campus A**

The greatest numbers of our school population in 2015-2016 took up classroom residency at Campus A. Most of those students arrived on campus with their values and habits already entrenched. Our Sixth

Formers got a place to call “home” during the 2015-2016 school year. A heart felt thank you is extended to the Education Department as well as the sponsors for making it possible to secure space for our Sixth Formers at the Lake’s Building upstairs Wings and Things.

### **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 2015-2016 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 2015-2016 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, progressive and technologically advanced and continuously evolving 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.

I join with the SMT, faculty and staff of the ALHCS 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. (BY NOT DEFACING WALLS, WINDOWS,  
EQUIPMENT, FURNITURE...ESPECIALLY THE CHAIRS). What is  
here is ALL that we have.

## **BOARD OF GOVERNORS REPORT**

A new Board was instituted in July 2015. The members are Rev. Dr Wychereley Gumbs (Chairperson), Mr Monsell Lloyd, Mrs Celestine John, Mrs Althea Hodge, Ms Tara Carter, Ms T'arah Niles, Ms Erlyn Wilkinson (PTA Representative) Ms Avenella Griffith (Staff Representative) and Mrs Joyce Webster-Stuart (Ex-officio).

In addition to its monthly meetings, functions of the Board are executed through its sub-committees, the Student Services and the Finance and Site Committees. The groups continued to work along with the partners - Principal and staff, Department of Education, Ministry of Education and parents.

## **FINANCE**

The school is now in its fifteenth 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 14: SHOWS THE SCHOOL'S FINANCIAL POSITION FOR  
1<sup>ST</sup> SEPTEMBER 2015**

<b>Detail Object #</b>	<b>Description</b>	<b>Amount Authorized</b>	<b>Expenditure to date</b>	<b>Available Balance</b>
31201	Wages	666,404.79	399,278.23	267,126.56
32401	Professional Services	232,784.96	194,158.36	38,626.60
32601	Utilities	191,856.87	247,763.44	-55,906.57
32801	Communications	42,401.51	-	42,401.51
33801	Supplies& Minor Tools	400,589.14	129,642.18	270,946.96
34401	Training	10,366.25	-	10,366.25
	<b>TOTAL</b>	<b>1,544,403.52</b>	<b>970,842.21</b>	<b>573,561.31</b>

In January 2016, the school received its fifteenth subvention of \$1,804,128.00. This was added to a brought forward balance from 2015 of \$58,191.15, giving an

accumulated total of \$1,862,319.15. During the months of January to July 2016, an amount of \$4,830.73 was added to the accumulated total of \$1,862,319.15 thus giving a total of \$1,867,149.88. This amount is reflected in the authorized amounts for the following sub-heads for July 31<sup>st</sup> 2016.

**Utilities** - \$4,696.19 was deposited for use of the Rodney MacArthur Rey Auditorium.

**Communications** - \$89.79 was deposited for private calls.

**Supplies and Minor Tools** - 44.75 was deposited as interest earned at the bank.

Tables 2 and 3 outline the expenditure and balance for the dates January 31<sup>st</sup> and July 31<sup>st</sup> 2016.

**TABLE 15: SHOWS THE SCHOOL'S FINANCIAL POSITION FOR 31<sup>ST</sup> JANUARY 2016**

<b>Detailed Object #</b>	<b>Description</b>	<b>Amount Authorized</b>	<b>Expenditure to date</b>	<b>Available Balance</b>
31201	Wages	676,945.03	71,495.80	605,449.23
32401	Professional Services	182,548.28	23,691.37	158,856.91
32601	Utilities	441,348.91	14,545.05	426,803.86
32801	Communications	43,801.51	-	43,801.51

33801	Supplies& Minor Tools	500,649.17	15,635.82	485,013.35
34401	Training	18,366.25	-	18,366.25
	<b>TOTAL</b>	<b>1,863,659.15</b>	<b>125,368.04</b>	<b>1,738,291.11</b>

**TABLE 16: SHOWS THE SCHOOL'S FINANCIAL POSITION FOR  
31<sup>ST</sup> JULY 2016**

<b>Detailed Object #</b>	<b>Description</b>	<b>Amount Authorized</b>	<b>Expenditure to date</b>	<b>Available Balance</b>
31201	Wages	676,945.03	425,164.62	251,780.41
32401	Professional Services	182,548.28	135,388.53	47,159.75
32601	Utilities	444,705.10	179,709.75	264,995.35
32801	Communications	43,891.30	14,894.96	28,996.24
33801	Supplies& Minor Tools	500,693.92	112,777.85	387,916.07
34401	Training	18,366.25	80.00	18,286.25
	<b>TOTAL</b>	<b>1,867,149.88</b>	<b>868,015.71</b>	<b>999,134.07</b>

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.

### **Challenges**

The school continued to face many challenges, a few of which can be highlighted here:

- Finding certification at levels appropriate to the ability of those who are not taking the CSEC and CCSLC examinations. BTEC certification is currently being explored.
- Upgrading computers at virtually all centres.
- Providing adequate space for the delivery of subjects such as, Home Management and Culinary Essentials.
- Increasing misuse of the internet and other aspects of social media.

## Conclusion

So there you have it, the State of ALHCS as it was during the 2015-2016 academic year. What is your “take away” for tonight? As a staff, we here at the ALHCS are implementing some research-based initiatives proven to work if we execute them with fidelity and remain committed to the vision and mission of the institution.

I cannot end these remarks without acknowledging the support of many of you (parents, business persons, community members, persons who keep us ever lifted up in prayers) as committed partners in the education of our youth and your children. I thank you sincerely, and on behalf of the 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...do it well and you will come to love everything about it; A special, special thank you to

those of you who are driven to love, nurture, mold, and educate our youth for greatness beyond “subjects”, you have been called and already love it.

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