



Regardless of their starting point Kings International School students will develop the confidence, knowledge and skills to be successful in the modern world, where leaders are expected to be lifelong learners.

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<b>Status and Review Cycle</b>	Annually
<b>Person(s) responsible</b>	Lisa Bowman
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## Kings International College – Summary Statement

Our vision for Kings' students is to raise their aspirations and help guide them into a wide range of enjoyable career pathways. We want our students to have the courage to step out of their comfort zone. We aim to boost their confidence and resilience in order to allow them to achieve in a competitive job market. Better information and understanding will ensure our students have the self-knowledge, drive and determination to aim as high as they possibly can.

Kings International is proud of its strong focus on careers and employability, its dedication to making community links and the notable impact these factors have on students in terms of their aspirations and destinations. It is important to make students aware that their school life is a period of preparation and a starting point for their adventures into lifelong careers.

At Kings International we have a dedicated careers lead who works closely with all students and staff to ensure that careers and employability is embedded into school life both inside and outside of the classroom. To support with this our careers lead will be completing Careers and Employability training when it arises to assist in raising the profile of careers and create a whole-school strategy to ensure that our vision is achieved.

Having already built up a network of support (which will enable our students to have a wider choice of work experience placements) and a range of expert speakers who are keen to share their experience of the workplace, next steps are to ensure a wide range of advice is available for all stakeholders.

The Careers Hub is currently being developed to offer a diverse range of resources, information and advice. The vision is for students and staff to be able to access this at any time or book a suitable time for a more detailed 1:1 meeting. Careers provision, information, advice and guidance will be shared and promoted via our website and a linked Governor will ensure that no momentum is lost in this crucial area.

Provision at Kings is already varied and comprehensive however, we have ambitious plans to ensure that every student is fully supported with planning and managing their lives beyond school to make sure that they progress to challenging, successful careers. To this end, we have recently invested in a new online careers platform called Start Profile, which will be rolled out across the school during the course of the next term and each student and member of staff will have their own individual log in for this platform. Students will be able to complete short modules, in their own time and during tutor times and ICT lessons to give them a complete overview of career choices and qualifications need for careers paths and staff will be able to log any career based opportunities that have taken place for students.

This will enable our Careers Coordinator to run reports termly to identify and establish which year groups and individual students have had access to which career opportunities and the impact that this has had.

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## Objectives

- Provide access to impartial, independent and personalised careers education, information, advice and guidance for all students.
- Implement an explicit publicised careers policy and careers curriculum.
- Assign a governor with responsibility for ensuring the school supports students to relate their learning to careers and the world of work from an early age.

## Aims

- A CEIAG delivery plan incorporating careers, employability skills and enterprise education are embedded into the curriculum from year 7 to year 11 and enhanced by personal development days.
- Subject areas will nominate a 'careers champion' who will work with the Careers Coordinator to establish links between their schemes of work and the school's CEIAG policy and strategy.
- All students will be provided with appropriate resources to record and evaluate their experiences when engaging with business intervention strategies. This will evolve into their career plan and formulate their CV/electronic profile using the online careers platform Start Profile.
- Students will graduate from Kings International with the knowledge and understanding of how education has equipped them with desirable skills, behaviours and attitudes as they progress into adulthood becoming economically aware and referring to Kings' core values.
- Increase CEIAG presence on the school website designed/tailored to mobile and tablet use, which enables student access to online tools which provide a full range of career information, guidance and development pathways.

Current State – September 2018

Benchmarks	GATSBY STATEMENT	Kings International – Starting point	Areas for Development/Actions
1. A Stable Careers Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, teachers, governors and employers	<ul style="list-style-type: none"> <li>• Developing the careers strategy.</li> <li>• Staff have been involved in a survey to discover what happens already in lessons.</li> <li>• Discussion have started to advise staff how to integrate careers into lessons.</li> <li>• Careers office based in the LRC with information for staff and students</li> <li>• Year 11 Big Interview Day on Personal Development Day</li> <li>• Governor already appointed to lead on careers: Mr M Sands</li> </ul>	<ul style="list-style-type: none"> <li>• Work closely with Senior Leadership to gain a clear indication from regarding the schools vision for careers across the curriculum.</li> <li>• devise a method for communicating to students and parents</li> <li>• develop the area in the school where careers information can be found</li> <li>• organise dates on school calendar to involve Bank of America and other careers based third parties</li> </ul>
2. Learning from Career & Labour Market Information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none"> <li>• Lynda O'Connor, careers adviser will spend 10 days in school interviewing students and offering advice.</li> <li>• Parents have been exposed to some local colleges via colleges evening and options evenings, where colleges and other providers have been present.</li> </ul>	<ul style="list-style-type: none"> <li>• Section of the school website to promote careers with links to LMI and study options.</li> <li>• links to colleges (Farnborough 6<sup>th</sup> Form, Farnborough Tech, Guildford, Collingwood, Farnham, Merrist Wood)</li> <li>• Developing vocational apprenticeship meetings with PETA and other opportunities to share resources.</li> </ul>
3. Addressing the Needs of Each Student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> <li>• One to one sessions with a Careers Adviser for year 10</li> <li>• Year 11 Careers and Big Interview Day – each student was given the opportunity for a job interview with somebody from business not linked to the school. Workshops also provided from third party agencies relating to careers</li> <li>• Start Profile activated</li> <li>• Plan for All students with an EHCP to have termly career meetings</li> <li>• School work in partnership with a named U-Explore personal coach to identify and work with students whom may be at risk of not being in education, employment or training when they leave the school. This carries on to the following January after students have left the school which in turn aids tracking and analysis of the schools impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify techniques we can use to reach all students within the school.</li> <li>• via website</li> <li>• via resource centre</li> <li>• Tutors to engage with students to allow signposting and identification of careers pathways</li> <li>• Start Profile to be rolled out and embedded across the year groups through the curriculum and tutor times. Students to be encouraged to also use this in their own time</li> </ul>

4. Linking Curriculum Learning to Careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.	<ul style="list-style-type: none"> <li>• A number of different events this year related to STEM.</li> <li>• Aspirational events with local universities/colleges with further events planned for 2018-19.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have been surveyed to find out how they refer to careers in lessons.</li> <li>• Meeting with SLT required to identify opportunities to spread careers across the curriculum.</li> <li>• Audit of departments has been completed to identify what has already been offered</li> </ul>
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Benchmarks	GATSBY STATEMENT	Kings International – Starting point	Areas for Development/Actions
5. Encounters with Employers & Employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> <li>• PD day 1 where Tag Farnborough sponsored a Year 11 Big Interview day where workshops took place with various outside employers/agencies to improve confidence, teamwork and problem solving and also to experience an interview setting with somebody from business</li> <li>• Year 10 work experience booked to be completed during week commencing 1<sup>st</sup> April 2018</li> <li>• Year 10 Modular Training Programme provided by the Army</li> </ul>	<ul style="list-style-type: none"> <li>• Year 10 work experience to be completed week commencing 1<sup>st</sup> April 2018 with a range of employers. Ensure that Year 10 2019 are offered work experience</li> <li>• Obtain good links with the Enterprise Advisor once we have one allocated</li> <li>• Increase links with local employers through Enterprise Adviser.</li> <li>• Get greater involvement from apprenticeship providers to attend parent's evenings.</li> </ul>
6. Experiences of Workplaces	Every student should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> <li>• Year 10 will complete 1 weeks work experience with a range of employers in April 2019.</li> <li>• Year 11 mentoring programme to be discussed and enforced with Heads of House.</li> <li>• Year 11 support lessons to incorporate experiences of workplaces</li> <li>• STEM challenges have taken place on site using outside agencies across years 7-11</li> </ul>	<ul style="list-style-type: none"> <li>• Increase links with local employers through Enterprise Adviser once allocated.</li> <li>• Get greater involvement from apprenticeship providers to attend parent's evenings.</li> <li>• Develop careers section on school website so that local employers can notify us of vacancies (apprenticeships)</li> </ul>
7. Encounters with Further and Higher Education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace	<ul style="list-style-type: none"> <li>• Year 10 &amp; 11 assemblies for local colleges.</li> <li>• Years 7 - 9 have been involved in various activities with local universities and STEM providers.</li> <li>• Year 11 College Evening/Introduction to KS4 evening</li> </ul>	<ul style="list-style-type: none"> <li>• Developing links with Apprenticeship advisers <ul style="list-style-type: none"> <li>○ work required in terms of calendaring events</li> </ul> </li> <li>• College's need to be encouraged to support schools <ul style="list-style-type: none"> <li>○ not gifting courses too early (students become demotivated)</li> </ul> </li> </ul>
8. Personal Guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be	<ul style="list-style-type: none"> <li>• Tutor roles under development with a tutor programme which will provide opportunities for discussion and support to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing training for LBO</li> <li>• Developing new admin/support role</li> </ul>

	<p>internal (a member of school staff) or external, provided that they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs</p>	<ul style="list-style-type: none"> <li>Reviewing Careers Adviser role and hours so that all students are given the opportunity for a careers meeting.</li> </ul>	<ul style="list-style-type: none"> <li>Need more contact from employers and scheduling of practice interviews.</li> <li>Requires planning and resourcing in terms of time on calendar and rooming's to accommodate one to one sessions.</li> </ul>
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*Activities 2017/18 to be updated annually*

Date	Year	No.Students	Event	Objective
06/11/2017	10		Careers Talk from a Catering specialist	
08/11/2017	9	whole year	Surrey Skills Fair	The purpose of the skills fair is to broaden students' understanding of careers, help inform their GCSE (and A level) choices and to raise their confidence in their own ability to make decisions regarding their future education. The fair aims to raise students' aspirations and attainment levels and help to widen their participation in higher education.
22/11/2017	7		Citizenship Day	The Young Citizen Programme will introduce the concepts of healthy relationships, personal safety, taking responsibility for their own well-being and the responsibility they have to society.
23/11/2017	10	4	TAG Farnborough presentation skills	
17/01/2018	9	9	Anti-Stigma Conference	The main goal of the day, is to educate and inform young people in Surrey Heath about the seriousness of mental health illnesses, and how to help those struggling with them.
06/02/2018	11	13	Talk from a member of staff from Cambridge University	The representative from Cambridge will be present to outline the application process and to explain what an Oxbridge education entails. They will also talk more generally about applications for medicine and for veterinary medicine. Following the presentation there will be an opportunity to ask questions.
06/02/2018	9	whole year	Surrey Skills Fair	They will have the opportunity to meet with 70+ employers, universities and FE colleges. There will also be an interactive STEM zone.
08/02/2018			British Army STEM Day	Explore the use of Science, Technology, Engineering and Maths within Army career
09/02/2018	7	whole year	Citizenship Day	Help students recognise the core British value
09/02/2018	11		Intervention day	
23/02/2018	?		Wheeler second cohort G&T	
13/03/2018			Wheeler second cohort G&T	
26/03/2018	9&10	15	G&T creative technology day	Aim to give an excellent insight into how creative technology is used in the workplace.

27/03/2018	8	10	G&T unlocking potential	Students will attend workshops on strategies for success, getting organised, mindsets, working as a team and wellbeing
28/03/2018	10		G&T University Day University, the way ahead	Students will attend sessions on strategies for success, getting organised, mindsets, working as a team and wellbeing
19/04/2018	9		University of Surrey women in engineering day	Workshops, activities and lectures designed to broaden their understanding of the role of women in engineering-related careers, as well as helping inform their A level choices and to raise their confidence in their own ability to make decisions regarding their future education.
20/04/2018	10		G&T taking maths further	Insight into maths in further education
03/05/2018	9&10	Computer Science Students	Visit to Bank of America/Merrill Lynch	This will be a fantastic opportunity for the students to see how computers are used in the banking industry.
08/05/2018	7		G&T evening	Year 7 parent information evening as part of our Strive programme which supports students who will be aiming for grades 7-9 at GCSE. The evening will focus on exploring ways that you can support your child to achieve their full potential.
14/06/2018	10		Women into STEM	The event includes workshops, activities and lectures designed to broaden their understanding of the role of women in STEM-related careers, as well as meeting with business representatives within the STEM fields
18/06/2018	?		Wheeler residential	
02/07/2018	8	5	G&T Maths and computer science masterclass	Creative codebreaking -masterclass in Computer Science and Maths.
02/07/2018	8	5	G&T Japanese and Mandarin masterclass	Basics of Japanese and Mandarin
03/07/2018	8		G&T Humanities masterclass	
Summer holidays	10		Surrey University - Catastrophe on Campus	Provides online mentoring, the chance to explore new subjects, careers and skills delivered through a themed project where students have to manage a biological hazard incident using forensic science and biomedical science

## Kings International College Strategy

### Objectives

- Provide access to impartial, independent and personalised careers education, information, advice and guidance for all students.
- Implement an explicit publicised careers policy and careers curriculum
- Liaise with the governor with responsibility for ensuring the school supports students to relate their learning to careers and the world of work from an early age.

Gatsby Benchmark(s)	Objective	SMART goals/Targets	Activities	Who?	By when?
4	Students will have a digital portfolio to present their learning experiences and record of careers interventions which will develop into an electronic CV.	100% of students will have created a page within their digital portfolio to record their experiences of careers leadership and their future aspirations.	<ul style="list-style-type: none"> <li>- Portfolio development supported by ICT department and form tutors</li> <li>- Students to maintain records and this can be reviewed by the tutor.</li> </ul>	LBO Form Tutors ICT Department	September 2019
3, 5, 6, 8	Every student will meet with an employer to begin learning about the world of work.	100% of year 11 students will have had a careers talk with a local adviser by July 2019 who will be able to advise them about potential progression routes through college courses or apprenticeships which will help students identify their pathways. 100% of Year 11's will have an interview with an employer at the Year 11 Careers and Big Interview Day As many Year 10 students as possible will take part in work experience in April 2019	- Lynda O'Connor - Careers - will make contact and have frequent appointments on site with students from year 11 in the first instance then progress to year 10.	<ul style="list-style-type: none"> <li>- Careers Coordinator - LBO</li> <li>- Lynda O'Connor – Careers Advisor</li> <li>- External Employers conducting mock interview days.</li> </ul>	July 2019
		100% of years 9 -10 will have developed an action plan with support from their tutor to identify their next steps for 2020 with the assistance of Start Profile and the tutor time programme	<ul style="list-style-type: none"> <li>- With support, students will have identified an initial career path and have knowledge of the courses or job training that is available to them.</li> <li>- Digital action plans on Start Profile will include a timeline of events and goals for students to achieve.</li> <li>- This will be achieved through tutor time sessions where students will have academic and pastoral discussions with tutors.</li> </ul>	<ul style="list-style-type: none"> <li>- Tutors</li> <li>- Student and Tutor</li> <li>- Student and Tutor</li> </ul>	On going
		As many Year 10 students as possible will have had the opportunity to	- Initial interview with prospective employer	- Local employers to provide interview experience	July 2019 and ongoing

		complete a period of work experience by July 2019.	- 5 days' work experience	- WEX employer	
		100% of Years 7-9 will have received 3 talks from employers during personal development days.	<ul style="list-style-type: none"> <li>- A range of activities on PD days to allow local employers to visit and interview students.</li> <li>- Opportunities for students to ask questions about careers in a variety of sectors.</li> <li>- Year 9 Little Interview Day on one of the Personal Development Days</li> <li>- Start Profile building for year groups to enable students to think about careers from Year 7 upwards</li> </ul>	<ul style="list-style-type: none"> <li>- Local employers</li> <li>- Apprenticeships links</li> <li>- LBN to incorporate this into tutor times, assemblies and information evenings</li> <li>- LBO</li> <li>- All staff/Form Tutors/ICT Department</li> </ul>	July 2020
Gatsby Benchmark(s)	Objective	SMART goals/Targets	Activities	Who?	By when?
5, 7	Every student will be exposed to the options within further education and apprenticeships.	100% of Year 10 & 11 students will have met with external providers who can advise them about further education and apprenticeships.	<ul style="list-style-type: none"> <li>- Invitation to local colleges to send a representative for options evenings and careers events.</li> <li>- Apprenticeship provider links to be made to ask for support.</li> </ul>	<ul style="list-style-type: none"> <li>- Careers Coordinator LBO/Head of KS4 EBA</li> <li>- LBO</li> </ul>	July 2019

2	Improved communication of careers information and advice to students and parents.	By April 2020, the school website will have a section for careers with links to external advice and labour market information.	<ul style="list-style-type: none"> <li>- Careers Coordinator to liaise with Headteacher to develop a section on the school website accessible to students and visitors.</li> <li>- Careers to be LM directly by Assistant Headteacher AIN</li> </ul>	<ul style="list-style-type: none"> <li>- Headteacher</li> <li>- Careers Coordinator</li> </ul>	Sept 2019 and ongoing
		By Sept 2020 Careers will be included in all parents' evenings.	<ul style="list-style-type: none"> <li>- Organise visits from Local Colleges, Bank of America, Tag Farnborough, Fluor, Microsoft, army and other local employers</li> </ul>	<ul style="list-style-type: none"> <li>- Assistant Headteacher Pastoral</li> <li>- Heads of House</li> <li>- Careers Coordinator</li> </ul>	July 2019 and ongoing
		Students can access up to date careers advice from the school's Careers Office based in the LRC at any time of day. If the information required is not available students can access information by speaking to the Careers Coordinator LBO	<ul style="list-style-type: none"> <li>- Invest in training for in-house careers advisor role</li> <li>- Invest in training for LBO</li> </ul>	<ul style="list-style-type: none"> <li>- Headteacher</li> <li>- Assistant Headteacher pastoral</li> <li>- LBO</li> </ul>	Sept 2019
1, 4	Embed careers curriculum across all subjects in the school by July 2020	100% of subjects in the school will have mapped out where careers can be discussed within lessons to link learning to the world of work.	<ul style="list-style-type: none"> <li>- Strategy group comprised of subject leaders to meet and agree how to implement careers across the curriculum.</li> <li>- develop a whole school approach</li> <li>- ensure it forms part of every departments Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>- Assistant Headteacher Teaching &amp; Learning (BGU)</li> <li>- Careers Coordinator</li> </ul>	Sept 2020
		75% of students completing a satisfaction survey will be able to identify 4 skills they have learnt that are relevant to the world of work by July 2020.	<ul style="list-style-type: none"> <li>- Student survey after PD days and interaction with employers.</li> </ul>	<ul style="list-style-type: none"> <li>- Assistant Headteacher Pastoral</li> <li>- Careers Coordinator</li> </ul>	July 2020
6	All work experience placements are to be coordinated in house through the schools Careers Coordinator	New member of staff to be trained and begin liaising with Kim Garbadella at Shape to develop the database for WEX if they agree to support (This is a long way off)	<ul style="list-style-type: none"> <li>- Launch the database for WEX</li> <li>- Develop a shared vision in line with the CEIAG strategy.</li> <li>- First students registered for WEX October 2019.</li> <li>- First students on WEX June 2020</li> </ul>	<ul style="list-style-type: none"> <li>- Careers Coordinator</li> <li>- Careers Coordinator</li> <li>- Careers support</li> <li>- Careers Coordinator/Support/WEX link</li> </ul>	Sept 2020 ongoing

### Stakeholder and Employee Engagement

Kings continues to nurture working relationships with: Bank of America; Tag Farnborough; Microsoft; Siemens; Army; Barclays Life Skills; the police and other front line services; local colleges and universities. This is in order to explore as many opportunities as possible with our students with the overriding aim of opening their eyes to the world of possibilities before them. We firmly believe in raising students' aspirations through regular opportunities and experiences outside of the everyday curriculum and our careers provision forms an important part of that moving forward.

The half-termly newsletter, Kings News, has been the main means of communicating these experiences to parents to date but plans are in place to develop a careers focussed section on the school website which will be launched in due course. In addition to this, we hope to train a dedicated member of staff in careers guidance to enable students and parents to access up to date information at their convenience.

### Monitoring and Evaluation

The careers strategy, which will be updated annually, will be monitored by Mr A Inns, Assistant Headteacher, who will have core responsibility of overseeing this to ensure that Kings remains outward thinking in its approach to careers. To support this move, careers will feature in Governors meetings for 2018/19 (linked to data tracking and NEET reporting) with termly reports expected to enable them to provide the necessary challenge to ensure this initiative does not lose momentum.

The updated Careers Strategy will be published on the website for parents and carers to access at any point.

# Kings International: Provider Access Policy

## Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

## Student entitlement

All students in years 8-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

## Management of provider access requests - Procedure

A provider wishing to request access should contact Mrs L Bowman, Careers Coordinator, Telephone: 01276 683539 x 212 Email: [l.bowman@kings-international.co.uk](mailto:l.bowman@kings-international.co.uk).

## Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

	Autumn Term	Spring Term	Summer Term
Year 7	Careers tutor time provision Start Profile	Careers tutor time provision Start Profile Kidzania Trip – PD Day	Careers tutor time provision Start Profile
Year 8	Careers tutor-time provision Start Profile PD Day activities	Careers tutor-time provision Start Profile PD Day activities	Careers tutor-time provision Start Profile PD Day activities
Year 9	Start Profile PD Day activities	KS4 options event Start Profile PD Day activities	Tutor group opportunities combined with PD Days Assemblies Start Profile PD Day activities
Year 10	Assemblies and tutor group opportunities combined with PD Days Introduction to KS4 and colleges evening Work experience assembly Modular Engagement Programme - Army	Work experience preparation sessions – PD Days 1 week work experience Start Profile Career Interviews	Assemblies and tutor group opportunities combined with PD Days Start Profile PD Day activities
Year 11	Introduction to KS4 and Colleges Evening	Post-16 college taster sessions	Start Profile

	The Big Interview and CV Preparation Sessions Year 11 support lessons Start Profile	Assembly on opportunities at 16 PD Day Opportunities Start Profile Revision Workshops/Assembly	PD Day Opportunities
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Please speak to our Careers Coordinator to identify the most suitable opportunity for you.

## Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available audio and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Coordinator or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Learning Resources Centre, which is managed by the school librarian. The Learning Resource Centre is available to all students, before school, at lunch and break times and after school.