

Establishment Context

The school took account of national guidance pertaining to improvement planning in addition to taking advice from Education Scotland and the Local Authority seminars. The school has linked all priorities to the National Improvement Framework (NIF) and quality assures progress against How Good is Our School (version 4) standards. Targets associated with the NIF were adopted by the establishment following extensive partnership collaboration.

East Ayrshire Council's Integrated Children and Young People's Service Plan and East Ayrshire Council's Community Plan permeate and feed into the Education Service Improvement plan which was used to draw down relevant priorities to establishment level in keeping with the schools local need. This ensures school level priorities are relevant to the national and local direction of travel.

The school also took account of the legislative responsibilities in respect of the new Education Act, GIRFEC, family engagement, health promotion as well as disability and equality.

Locally, the school participated in extensive consultation with all staff including teaching, classroom assistants and other non-teaching staff as well as pupils, parents and partners which included home link workers, Young person and LAAC mentors, Educational Psychologist, Campus Police officer and our Connect Hub worker, amongst others, to ensure our priorities reflected local need and views, as well as delivering key global, national and authority drivers.

The SIP incorporates Pupil Equity Funded (PEF) strategies and initiatives based on three agreed work streams:

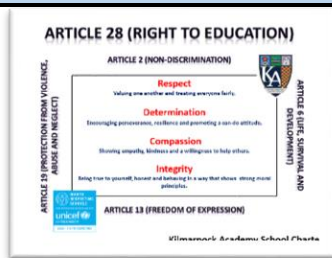
1. Learning & teaching
2. School Leadership
3. Families and Communities.

In order to monitor spend and effectiveness of PEF strategies the school has a PEF action plan which sits below the school Improvement Plan.

In addition, and in partnership with the local authority, the school has an SQA action plan which takes on board performance for both local and national benchmarking measures.

The school has rigorous self-evaluation procedures and performance reviews to ensure next steps are evidence based and engage with all school community partners to facilitate the school moving forward towards continuous improvement.

Establishment Vision, Values and Aims



VISION

Kilmarnock Academy strives, as a community, to ensure that all young people reach their full potential and have opportunities to achieve qualifications, learn new skills, develop as individuals and gain key employability experiences within a nurturing environment.

VALUES

Respect

Valuing one another and treating everyone fairly.

Determination

Encouraging perseverance, resilience and promoting a can-do attitude.

Compassion

Showing empathy, kindness and a willingness to help others.

Integrity

Being true to yourself, honest and behaving in a way that shows strong moral principles.

Motto: *Aspire Together, Achieve Together*

Kilmarnock Academy opened in the new William McIlvanney Campus in April 2018 which merged Kilmarnock Academy and James Hamilton Academy. Kilmarnock Academy is a non-denominational school with a very proud tradition, and many of our students have gone on to achieve acclaim in their field of work serving the central and west area on the town. Most notably, Kilmarnock Academy is the only school in Scotland to boast two Nobel Prize winners as former students. In fact only Eton competes with this tremendous accolade. Indeed the school also boasts five Moderators of the Church of Scotland, the current head of the RAF and many sporting, artistic and musical successes. We strive to ensure all pupils are challenged to achieve their full potential in a nurturing environment of trust and mutual respect. The positive ethos at Kilmarnock Academy allows all kinds of learning to flourish: an environment in which all of our young people can develop their own personalities, talents and mental and physical abilities to the full, both educationally and socially, in cultural, sporting and leisure pursuits. At Kilmarnock Academy we seek for our pupils an education which will meet their needs, and which will prepare them to take their place in society and in the ever changing world of work. For this, they will need to develop competence in a wide range of skills, a sense of self-reliance and, increasingly, the ability to adapt to changing circumstances. Our values underpin all aspects of our school community and in 2019 we launched our exciting new RED COIN rewards' system. Our motto is: "*Aspire Together, Achieve Together.*" which reflects not only the inclusive and nurturing environment of our school community but our high expectations for all of our young people.

The associated primary schools are Whattriggs, James Hamilton, Onthank and Loanhead Primaries. The school had rising role of 1244 pupils of which an increasing 301 (24.2%) have an identified Additional Support need of which 27 are either looked after at home or accommodated. 33.4% of young people have a Child's plan in place to support learning. 16.6% of young people were registered for a Free School Meal. As the centre which supports Gaelic Education within the local Authority the school has 9 Gaelic Medium students and a further 244 Gaelic learners. The Scottish Index of Multiple Deprivation (SIMD) profile indicates 34.1% of the pupils are in the lowest quintile of Scottish Data Zones (above the EAC average) and 10.7% in the highest. Attendance has fallen post Covid -19 to 84.62% whilst exclusions continue to be minimal. The staffing compliment consists of an 81.4 full time equivalent of teachers, with 23 permanent promoted posts including a Senior Leadership Team of 5 plus a PEF funded DHT.

Ethos & Culture:



<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p>Raise attainment for all learners across the curriculum with a focus on literacy and numeracy.</p>	<p>Rationale for improvement priority based on evidence</p> <p>Self-evaluation and consultation highlight good progress and the need to continue to develop strategies. Data from tracking and monitoring, teacher judgements and SNSA in the BGE indicate assessment and moderation approaches are showing improvements. Insight, CfE machine, performance analysis and LA Reviews highlight specific areas where improvements are needed. The Tapestry programme will continue, following on from the success of two sessions ago. New gaps in learning will need to be identified and supported in the post Covid recovery and renewal phase</p>
<p>NIF Priorities</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Drivers</p> <p>School Improvement, Performance Information, Assessment of Children’s Progress.</p>	<p>HGIOS/ HGIOSELCC QI’s for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.2</p>
<p>Progress and Impact</p>	<p>Highlights of the session would be reporting that Kilmarnock Academy leavers cohort outperformed all comparator measure such as national, local and virtual school averages for awards in Literacy and Numeracy. Indeed Kilmarnock Academy is in first place in EAC with an outstanding 100% of young people achieving level 3, 98% achieving level 4 and 86% achieving level 5 awards or better. This is the best results in the schools 5 years history which has had an improving trend throughout. The results also reflect the inclusive nature of the schools ethos and underlines our #every1counts.</p> <p>More generally, the school continues to make quick yet steady progress in improving attainment particularly in literacy and numeracy thanks to the efforts of our Faculty Heads, teaching staff, PEF funding and the literacy and numeracy strategies initiated.</p> <p>Various literacy strategies and initiatives have been taken forward over the past year to consolidate and enhance young people’s skills and achievement. For example, data driven early testing for S1 pupils (in Reading through Accelerated Reader and Writing through teacher judgement) to help identify COVID related learning gaps allow interventions to be put in place to try to address these.</p> <p>As a school stretch aims were set to facilitate and encourage improvement. For the achievement of level 3 Literacy in S3 the school strived to make 4-5% gains for S3 Level 3 ACEL data. In Reading (21/22 = 85%, 22/23 = 85%) standards maintained, Writing (21/22 = 84%, 22/23 = 85%), an improvement of 1% and Listening/Talking (21/22 = 87%, 22/23 = 91%), a 3% improvement. Whilst the stretch aim of a 4 - 5% improvement was not achieved, improvements were made.</p>	

A target of making 2% gains for S3 Level 4 ACEL data in Reading (21/22 = 45%, 22/23 = 60%) 15% increase, Writing (21/22 = 26%, 22/23 = 60%) 34% improvement and Listening/Talking (21/22 = 46%, 22/23 = 60%) a 14% improvement. Some really excellent and notable progress has been made particularly the 34% gain made in 4th level writing.

Accelerated Reader (AR) has been used very successfully in supporting literacy development and to address learning gaps. For S1 pupils the AR data is very strong for the year group – in fact their “year group average age” is above the current S2 and are well above where S2 were when they were in S1. Additionally the young people in PEF intervention group have made strong gains.

Strong leadership ensured that consistent and robust judgements were made by the English department on pupils work and levels within the BGE (with a special focus on Writing at Level 3 and Level 4) to ensure, post-COVID, correct departmental standards were set and maintained. Moderation of S3 BGE foregrounded for this. This was a leadership opportunity for a member of the within the English department. This initiative has led to a 34% improvement in 4th level writing. SNSA results for current S3 confirm this good progress and compare very favourably for year groups, in particular our students are out performing nationally at bands 10 – 12 for both Reading and Writing.

The school strived to ensure that 98-100% attainment was achieved for S4 at Level 3 Literacy or better using internal English Department procedures aligned with the internal Kilmarnock Academy (KA) Capturing Attainment procedures. This target was achieved with 100% of our S4 pupils achieving National 3 or better. This has included reaching and supporting young people who were struggling to engage with education.

Setting a stretch aim of 95-97% attainment for S4 at Level 4 Literacy or better again using internal English Department procedures aligned with the internal KA Capturing Attainment procedures. Again this target was achieved. For our current S4 the school has exceeded the target by ensuring that 99.5% of pupils achieved National 4 Literacy or better.

The school and the English department have worked hard to maintain or increase the National 5 (N5) and Higher (H) trajectory in line with school direction of travel to ensure that the number of young people achieving an A and the number of pupils being presented for English at these levels continues to climb. The school has achieved this target with the current N5 and H presentation levels on a par with previous years and for attainment at N5. The number and quality of Higher passes continues to be on a good trajectory and the specific target of increasing the number of A's at Higher has good legs since pupils achieved more A's in the prelim than in last year's final exam. The schools Level 4, 5 and 6 Literacy stand-alone numbers for last year were all well above virtual comparators showing good exam passes; this along with unit collection at N4, N5 and Higher, is implying that we may be looking at a strong Insight year when results come out and Insight is published since as a school we are following similar procedures.

One of the initiatives which was trialled and found to be ineffective for our cohort was the introduction of a 'Literacy & Communication' Level 6 course. On evaluation of its effectiveness this year and trying to make use of the COVID amendments to benefit our young people the implementation of the course did not lead to greater literacy achievement for our young people. Additionally post prelim there was additional workload coming from pupils likely to fail Higher and with unit collection. Instead as a school we took the decision to be more directive

towards identified young people to ensure that they selected English in a particular column in order to target specific groups of pupils and ensure better support for them.

A stretch aim was set by the school and the English department to ensure that young people, by the end of S4, can achieve a full English qualification plus the literacy level of the grade above i.e. N3 English with N4 Literacy or N4 English with N5 Literacy. This along with the early capture of qualifications for young people identified as at risk of not attaining was continued and expanded and has led to improvements in pupils attainment.

The school continues to ensure that there are opportunities for students to attain N5 Literacy within the Senior Phase via Leadership and Personal Development courses offered across the pathways choices. In review this has been very successful.

As a school we explored the possibility of introducing standalone opportunities for young people to attempt Level 6 Literacy or Numeracy. Following investigations and discussions with Principal Teachers of both English and Maths and the Senior Leadership Team it was agreed not to launch Level 6 Literacy or Numeracy.

Various numeracy strategies and initiatives have been taken forward over the past year to consolidate and enhance young people's skills and achievement. As a school stretch aims were set to facilitate and encourage improvement.

A stretch aim for young people, by end of S4, to achieve a full Maths qualification plus the numeracy level of the grade above i.e. N3 Maths with N4 Numeracy or N4 Maths with N5 Numeracy was continued. Early capture of qualifications for young people identified as at risk of not attaining was continued and expanded. This strategy has been very successful and young people are achieving appropriately.

The percentage of young people achieving 3rd level or above in Numeracy has improved by 4% from 86% to 90% this year.

The percentage of young people achieving level 3 Numeracy by end of S3 has risen by 10% from 23% to 33%.

To ensure that young people had opportunities to improve their achievement and attainment in Numeracy a number of strategies were undertaken this year. Examples of this would include the successful use of Senior Phase facilitators, this was S6 pupils with great Mathematics skills, supporting the learning and working within classes to ensure that younger pupils had every opportunity to develop their numeracy and Maths skills.

The mathematics department have refreshed and reinvigorated their BGE courses by developing a numeracy-focused scheme of work. Materials produced have been consulted on with primary partners and parents. Members of the Mathematics department continue to work on these resources during May and June of this term.

Attempts were made to offer numeracy support to parents via Parents Information Evenings in order to help parents support the learning of their child at home. Although support was offered online, unfortunately uptake from parents and carers was not what we hoped. On evaluation and in discussion with primary partners the school will try taking this initiative forward next session but intend to target parents of primary 7 pupils to build strong relationships prior to young people starting at the Academy. We hope to then maintain

support as pupils move into S1 and beyond. A deputy head teacher from Whattriggs Primary school with experience of running Numeracy support sessions for parents has offered to link up with staff within the Mathematics department at Kilmarnock Academy.

Following previous training in practical, visual and engaging numeracy strategies the department will continue to develop and widen the use of concrete materials and manipulatives to support the delivery of the mathematics curriculum and the understanding and progression of young people with their Mathematics.

The school had planned to offer an information evening for the parents of S3 pupils identified as possibly becoming borderline N4/5 candidates in S4 since this is a key group of pupils who can have an impact on whole-school attainment targets. The school has not been able to run an information slot. However, the Mathematics department did tweak reporting templates and have made very good progress in developing resources to issue to parents to foster partnership working. The Mathematics department will be issuing links via the app next year so parents can readily access support materials. Mr Hodge (PT Maths) showcased a template at parent council, which received positive feedback.

In order to continue to boost presentation levels in Mathematics and to promote the achievement of Mathematics and Numeracy a strategy of introducing the double presentation of select pupils for both N5 Maths and N5 Applications of Maths continued very successfully. Additionally to better prepare young people to achieve a qualification in Applications of Mathematics, this course was added as an elective to column 4H to allow pupils and teachers to work together to ensure that young people are better prepared for the final exam.

The school continues to ensure that there are opportunities for students to attain N5 Numeracy within the Senior Phase via Leadership and Personal Development courses offered in columns A to E. In review this has been very successful.

In terms of the curriculum, consultation with Principal Teachers was undertaken to ensure the curriculum was fit for purpose going forward. New courses and subject offers were added to the Pathways choice for the coming year.

Following discussion at Impact review 1, PTPS identified key cohorts to track and support to ensure achievement and attainment was maximised and S4-S6 pupils were fully supported in their journey towards SQA exams.

All NQTs have received specialist input on literacy and numeracy at early and first level. In order to raise attainment in literacy and numeracy, resources have been created and shared by a primary specialist which supports the teaching of pupils working at early/first level. Moderation activities and planning sessions will take place in order to support all departments to develop resources for pupils working at early and first level which will ensure that all pupils can access the curriculum.

As part of the school's ASN audit, a pupil receiving literacy and numeracy intervention was shadowed. Good practice was identified and shared and areas for development were identified.

	<p>In order to meet the needs of all learners, the literacy and numeracy working groups received training from the PEF appointed Primary Specialist on developing subject specific early and first level resources. Moderation activities and planning sessions have taken place in order to support all departments to develop resources for pupils working at early and first level which will ensure that all pupils can access the curriculum. A priority for session 2023-24 will be for all departments to have differentiated first level first level resources</p> <p>As part of the PEF funded joint campus initiative, a primary specialist was retained to support the closing of the attainment gap. Early and First Level specialist intervention continued for identified for S2 pupils with almost all pupils making gains in literacy and numeracy levels.</p> <p>In order to support pupil transition and to ensure the needs of all pupils are being met, P7 information, ACEL data, STAR Reader, Closing the Literacy Gap (CLG), attendance, and SIMD data were analysed to identify new S1 pupils to receive targeted literacy and/or numeracy intervention taught by a primary specialist. Current S2 pupils that have received Primary specialist intervention in S1 and S2 in Literacy (93% SIMD 1-3) have, on average, increased their reading age from 7 years 2 months at the start of S1 to 9 years 6 months by the middle of S2. This is an average increase of 2 years, 4 months. Out of 14 pupils targeted, 12 made gains in their reading ages. Current S1 pupils who have received intervention from August 2022 (100% SIMD 1-4) have, on average, increased their reading age from 7 years 3 months to 8 years 3 months. This is an average increase of 1 year.</p> <p>Current ACEL data indicates that almost all targeted S1 pupils are on track to achieve Level 2 in Reading by S2. The majority of targeted S1 pupils are on track to achieve Level 2 Numeracy by S2. The majority of targeted S2 pupils are on track to achieve Level 2 Numeracy by the end of S3. Targeted S2 pupils are on track to achieve Level 2 Reading, Writing and Talking and Listening by end of S3. S3 pupils who received targeted intervention</p> <p>All Learning Facilitators (including new staff and Inclusion Hub LFs) have been trained and in Active Literacy and Number Talks in order to deliver targeted literacy and numeracy intervention to identified pupils in order to close the attainment gap. In order to build staff capacity, training was delivered by Learner Facilitators throughout the year. Almost all Learning Facilitators report increased confidence in delivering these supports.</p> <p>A number of S6 learners (8 in total) have engaged with SWEIC to enhance the range of Advanced Higher subjects available to learners.</p>
<p>Next Steps</p>	<ul style="list-style-type: none"> • ACEL% levels to be set of pupils have achieved Level 3 in Literacy and numeracy by the end of S3 with no significant attainment gaps which will have an impact on the wider curriculum • Increase in pupils achieving Curriculum for Excellence levels (Literacy combined and Numeracy combined) • Consider and reinvigorate the BGE curricular model, taking account of best practice, OECD reports etc

<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p>All young people will achieve their full potential including our most disadvantaged learners</p>	<p>Rationale for improvement priority based on evidence</p> <p>Data derived evidence (ACEL, Insight, Tracking & Monitoring) has identified new gaps in learning due to the Pandemic as a result of limited engagement, interrupted learning, increased absence and a limited teaching and learning experience. PEF monitoring and consultation has identified a range of strategies to be implement to support gaps in learning of the most disadvantaged learners.</p>
<p>NIF Priorities</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Driver</p> <p>School Leadership, Teacher Professionalism, Assessment of Children's' progress.</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.2, 1.5, 2.2, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3</p>
<p>Progress and Impact</p> <p><i>Re-engage learners by embedding established good practice and implementing effective, innovative pedagogical practice to ensure a high quality learning and teaching experience for pupils. A particular focus will be on improving outcomes where identified gaps in learning exist.</i></p>	<p>All Personal and Social Education (PSE) programmes have been co-ordinated and mapped for S1-S6 to ensure progression, consistency and ease of access for non-specialist teachers while also covering all Experiences and Outcomes (E's & O's). Key and current inputs, such as Equally Safe at School (ESAS) and RHSP, have also been added and enhanced to ensure age and stage appropriate work and progression.</p> <p>Pupil attendance, particularly in Scottish Index of Multiple Deprivation (SIMD) groups 1-3 and Looked after Children at home young people, have been the subject of a re-focus with initial investigations into post-covid attendance taking place throughout session 2022/23. As well as supporting wellbeing issues leading to low attendance created/ impacted by the pandemic through counselling and various supports, Kilmarnock Academy has sought to develop new and improved existing school systems. An Attendance Support Worker role has been created to apply more rigour around administration procedures in order to support the pupil support team. This role has been developed and advertised for an August 2023 start. The Strathclyde University Attendance Symposium in April 2023 provided new and innovative approaches to support and encourage attendance rather than deal with absence and the school's leadership team delivered assemblies to S1-S3 pupils in April 2023 to deliver key messages around the importance of good attendance and its positive impact on pupil outcomes.</p> <p>Almost all joint leaders are now fully conversant in the use of iAbacus to support self-evaluation. Built into the Quality Assurance calendar this session are opportunities to evaluate progress through the Quality Indicators allowing for an improved cycle of action planning and evaluation. iAbacus form the basis for Impact Review 3 meetings which took place in June, where progress through actions demonstrated improved outcomes across a range of Quality Indicators. Departmental staff were encouraged to take the lead on specific QI's during these meetings to encourage leadership at all levels.</p>	

The Broad General Education (BGE) Tracking and Benchmarks strategy was presented to all staff to ensure a collective understanding. A BGE Tracking and Benchmarks working group was created which led all staff in sharing what achieving benchmarks looks like across subjects. Through all staff taking part in this activity a clear understanding of what achieving benchmarks looks like across the curriculum was established as well as improved confidence in assessing Curriculum for Excellence (CfE) levels to ensure pupils experience a consistent approach across the school. This will form the basis of a review of the BGE curriculum offer to include IDL next session.

A review of the tracking and monitoring process in the BGE has been concluded and a revised tracking spread has been devised to allow progress through levels to be tracked and areas of under achievement identified. Further work with all staff is required to ensure under achievement is identified and targeted interventions are put in place to increase progress and attainment in the BGE.

Almost all staff are trained in the MetaSkills 4 framework to allow a consistent understanding and approach across all subjects. A Baseline survey has been completed which will allow progress through this priority to be measured and enable a more focused approach moving forward. All departments have identified one or more MetaSkills (Self-Management) and planned and delivered lessons to create opportunities for learners to recognise, understand and explore their metaskills development. This will be further embedded across the BGE to include a wider range of skills and learners next session.

Learning observations were widened to include Wider Achievement, Wellbeing and the Integrated Support Faculty (ISF). Feedback across all subjects identified clearly established positive relationships are evident across all departments, a wide range of engaging teaching strategies are used and lessons are well planned and organised. Pupil feedback was positive with almost all pupils strongly agreeing or agreeing that they felt safe in school, were increasing in confidence, enjoyed learning and were given an opportunity to influence how and what they learn. Next steps identified, included increased use of Tapestry techniques, more opportunities for pupils to lead learning and 'Think Pink, Go Green' should be a focus for next session to ensure this is fully embedded across teaching and learning.

Representatives from each department completed training on Promethean technology. Almost all staff have been fully trained on how to incorporate Promethean Technologies into classroom practice leading to increased interactive teaching and learning approaches being used across the school. This resulted in the Kilmarnock Academy Campus being the first Promethean Certified Campus in Scotland, leading to investment from Promethean and the setup of a national centre of excellence.

Insight data allowed rigorous analysis of SQA results and ambitious stretch aims to be established for session 2022/2023. The number of leavers attaining SCQF Level 3 Literacy and Numeracy has increased from 98.97% in 2021 to 100% in 2022 (above all comparators). The number of leavers attaining SCQF Level 4 Literacy and Numeracy has increased from 93.81% in 2021 to 98.28% in 2022 (above all comparators). The number of leavers attaining SCQF Level 5 Literacy and Numeracy has increased from 75.77% in 2021 to 85.34% in 2022 (above all comparators). The number of leavers attaining SCQF Level 6 Literacy and Numeracy has decreased from 26.8% in 2021 to 21.12% in 2022 (below all comparators). The number of leavers attaining 1 or more pass at SCQF Level 5 has increased from 89.18% in

	<p>2021 to 93.53% in 2022 (above VC). The number of leavers attaining 1 or more pass at SCQF Level 6 has increased from 68.56% in 2021 to 74.57% in 2022 (above VC). The overall attainment of the top 20% of leavers has increased from 1775 (average total tariff points) in 2021 to 2075 (average total tariff points) in 2022 (above all comparators). These are excellent results for the school which allows for celebration of positive results and easily identified targets for session 2023/ 24.</p> <p>High level whole school targets were identified to drive forward improvements in attainments. Impact reviews highlighted cohorts of pupils which will impact on these targets and strategies and action plans to support pupils were agreed at all levels (PTC, PTPS and DHT). On-going review of these cohort of learners took place during Impact Review 2 meetings in February 2023. An intensive mentoring programme was established to support learners who have the biggest impact on these targets. Seventeen intensive mentors supported eleven S5 pupils and twenty-three S4 pupils.</p> <p>A number of bespoke arrangements are in place in the senior phase to maximise attainment for individuals and cohorts of learners. This includes, for example, early presentation at Higher level, additional qualification and an increased range of wider achievement qualifications. This has resulted in the top 20% of learners achieving 2075 (average) tariff points at point of exit. This is above all comparators for the first time in 5 years. A wider review of the SCQF framework and opportunities for wider achievement awards will be further increased next session.</p> <p>A review of supported study provision indicated that staff were happy with the arrangements in place and a need for supported study to support BGE learners was not required. Parent feedback stated that 81% of parents are aware that supported study is available, however, only 63% of their children attended. Survey results suggested that more pupils would attend if they know in advance the topics being covered. Despite this the majority of parents (51%) rated the supported study provision 5/5. A review of the Easter School provision by staff provided mixed responses with an average rating of 3.39/5 when asked 'do you think it improves attainment in your subject?'</p> <p>All Learning Facilitators have received refresher training in Tapestry, Nurture and Pivotal behaviour strategies to ensure all staff who are supporting young people have the relevant skills to support individual pupil need. All Learning Facilitators received training in supporting Autism which was delivered by the Educational Psychologist in February. All Learner Facilitators are engaged in regular sharing of good practice in order to support the needs of learners.</p>
<p>Next Steps</p>	<ul style="list-style-type: none"> • PTPS will improve pupil attendance, particularly in SIMD 1-3 and LAC at home pupils, in order to raise pupil attainment, enhance opportunities and improve outcomes. The addressing of latecoming will be a priority with a consistent approach established across the houses. • Revisit Curricular Benchmark in the BGE to ensure staff, pupils and parents have a clear understanding of progress though CfE levels. A review of tracking & monitoring in the BGE to reflect individual progress will ensure effective targeted interventions resulting in improved outcomes for all pupils. • Develop improved metacognition through the introduction of a curricular metaskills framework. This will involve pupils, parents and staff. Impact will be evidenced through whole school displays contributed to by all stakeholders.

<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p>Improve inclusion and wellbeing for our young people and families.</p>	<p>Rationale for improvement priority based on evidence</p> <p>Following the pandemic, self-evaluation identified non-attendance and wellbeing issues, both pupil and family, as barriers to learning.</p> <p>Both local and national data identifies that a more cohesive, holistic and targeted approach to supporting our most vulnerable learners is required.</p> <p>The Morgan ASL Review (2020) outlined the increasing number of pupils with complex individual needs. The Pandemic has exacerbated existing barriers and gaps in learning; particularly for the most deprived pupils and those with ASN. This has resulted in the school's decision, with consideration of national data and local contexts, to implement a new integrated support strategy that will allow the school to meet the needs of each individual regardless of their overarching high level barrier to learning.</p>
<p>NIF Priorities</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver</p> <p>Parental Engagement, school leadership, School Improvement, Local need.</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>2.1, 2.4, 3.1</p>
<p>Progress and Impact</p> <p>As we work through Renewal, the school will continue to improve pupil wellbeing outcomes, inclusive universal approaches and attendance through Pupil Equity Funded strategies to mitigate against the impact of Covid-19. In recognition of the pandemic's impact on pupil and family wellbeing, the school will develop innovative approaches which will be aligned with improved family and community engagement and collaboration with a</p>	<p>An enthusiastic Positive Relationships staff group has been created and includes a selection of staff from across departments. Good practice has been shared along with strategies to improve relationships across the school</p> <p>Led by the Principal Teacher of Positive Relationships, the Positive Relationships Champions were appointed who are a committed group of young people keen to work on embedding our ethos across the school. They have developed wellbeing resources and activities for Anti-Bullying week and Positive Noticing Day. The next step is to create PSE lessons aimed at promoting positive behaviour amongst S2 towards Prefects. Volunteers, along with PC Cotton, will visit classes and discuss positive relationships and respect. This is having a notable impact.</p> <p>Referrals and restorative conversations were monitored and feedback for first and second terms were provided at SLT in December 2022 and JLT in March 2023 to ensure all staff were aware of the impact strategies were having on young people.</p> <p>Statistics show an increase in the number of restorative conversations compared to 2021/22 session. In 2021/22, there were 126 restorative conversations led by the PT Positive Relationships compared to 222 in session 2022/23. This is partly down to the fact that all young people</p>	

range of partners to support our young people to achieve their potential.

working in the Aspire Hub take part in a restorative conversation as part of their preparation for returning to class. Restorative conversations have been well received by the majority of pupils, helping create strong positive relationships across all year groups.

Compared with last session, there has been a decrease in the number of referrals in S1 (735 > 611), S3 (544 > 452) and S6 (83 > 70). S2 Referrals remained high and, in fact, doubled (1,325 referrals across the session compared to 735 in S1 last session) but these were mainly due to an increased focus on this year group and requesting that staff alert SLT/PTPS to any issues regarding drop in expectations. This has worked well and there has been a continued focus on upholding expectations and ensuring visible consistencies have a high profile in the school

Whole-staff training on expectations and pivotal approaches have helped to embed whole school consistencies. There has been an increase in the number of staff offering to do learning walks as every period is now covered and a reasonable number of staff offer to host hot spots throughout the week, both of which further support colleagues to uphold visible consistencies.

Visible consistencies are linked to school values and ethos, which are also reiterated at House and year group assemblies to ensure high standards and expectations are clear for all.

Information on respectful relationships is available on the school website for parents and carers. Engaging with parents and carers, on restorative approaches, will be an area the school plans to build on next session. Respectful relationships training took place with all staff to relaunch whole school visible consistencies. Creation of a working group with staff members from across the school was used to gather evidence of positive interactions, and good practice across the school. A focus on S2 behaviour from staff and pupils was successful in addressing post Covid-19 slippage in standards and re-enforced high expectations. This had a wider impact cross the school stages and helped inform a new whole school consistency of Kindness in the Spring term.

REDCOIN rewards have been further embedded with the new gold coin introduced as part of the rewards system. This has been very well received and has helped to increase House competition and further support the school values and ethos. Plans are underway to introduce green coins for achievements linked to environmental topics. REDCOIN celebrations are widely acknowledged across the school community via pupil bulletins, newsletters, social media and texts home.

An aspiring PT/DHT course ran this session with five participants. The revised programme included all participants completing an Emotional and Social Competency Inventory (ESCI) 360 evaluation (2 aspiring PTs, 1 aspiring DHT and 2 completing the ESCI only). This provided staff with constructive feedback, allowing them to plan next steps in their professional and personal development. Participant feedback has been positive with aspiring PTs saying this has given them the opportunity to gain practical experience of the role as well as the opportunity to read more in-depth about educational leadership. All participants now encouraged to apply for Professional Recognition in their chosen field.

Equally Safe at School (ESAS) has been a whole school priority this session with all staff receiving training on the October 2022 in-service to raise awareness of gender based violence. All staff have also completed an online learning module to raise awareness and challenge views. ESAS workshops took place for all pupils in PSE in June 2023. These workshops focused on challenging views and raising awareness of gender based violence in an age/stage appropriate manner with the intended impact of changing views, perceptions and, ultimately, behaviours. S6 Ambassadors have taken part in training/consultation with EAC, Rape Crisis and Glasgow University.

As a sector leading school in MVP, our Ambassador training has yet again taken place for S3/S6 and PSE workshops have been delivered to inform the wider pupil cohort of the issues.

As the school continues to uphold the Gold Rights Respecting Schools (RRS) Award its Ambassadors organised and led the S1 Fresher's Fair with great success. Ambassadors also supported the Campus Cares Event seeking out support from local businesses and religious organisations. A successful Rock4Rights Concert was held in June.

Building Racial Literacy has been started and will continue next session.

The school secured the renewal of our Eco Flag. The related pupil group is well attended each week and supports our whole school recycling commitment.

The school has devised a KA Citizenship journey from S1-S6 and this vision has been shared with senior leaders. Further gathering of information from the Global Action will take place and be progressed next session which will culminate in a trip to India in 2025.

In line with the recommendations of the Morgan report and through consultation with the staff, East Ayrshire's Inclusion Team, Education Psychologists and other relevant partners, the Integrated Support Faculty was created which merged the school's targeted hubs which included: Support for Learning, Inclusion Hub and Connect. A rationale was jointly created with key partners and shared with all staff.

In order to ensure effective communication, an operational management structure for the Integrated Support Faculty was created and implemented which included the Head Teacher and DHTs for Integrated Support and Health and Wellbeing. A PTPS Strategic Link was appointed in order to ensure effective channels of communication with Pupil Support Team who are oversee the Childs' Plans as the Named Person.

As part of the Integrated Support Faculty, A PT Targeted Support has been appointed who has strategic overview for the Connect Plan and pupil interventions. Targeted interventions for pupils accessing the Connect Hub have been established including: Nurture, Health and Wellbeing, Cooking and other wellbeing strategies. As well as this, the majority of departments have individual subject specialists working with pupils in the Connect Hub to enable transition back to timetabled classes. Almost all pupils accessing the Connect Hub have been able to return to the majority of their timetabled classes within a six week period. In order to improve educational and wellbeing outcomes for young people, the Hub is beginning to work collegiately with the other faculties within the ISF (Nurture/ Inclusion Hub) on shared projects.

Almost all pupils accessing the Connect Support Hub have said that it has supported them attend school. Almost all pupils who have accessed the support hub have had improved attendance but this is not always sustained as they transition back to timetabled classes.

In order to effectively meet the needs of pupils, a teacher for Inclusion and two additional Learning Facilitators were appointed to support the Inclusion Hub and pupils with Social Communication Needs.

Spaces within the ISF have been adapted and PEF funded resources have been bought in to create designated sensory spaces to support pupils with social communication needs. Within the ISF, there are now two dedicated SCN areas which supports one to one intervention.

To put in place appropriate targeted interventions for pupils with social communication needs, observations of new S1 pupils took place in the first two weeks of August. Professionals meetings took place for all identified pupil and support webs and planning wheels were developed and implemented in order to identify individualised support. Bespoke interventions were put in place for all pupils who required support for Social-Communication Needs with plans reviewed on a regular places: New interventions and supports included: bespoke wellbeing class led by teacher of inclusion to provide additional support and bespoke timetables overseen by teacher of inclusion. Almost all pupils with identified socio-communication needs have engaged with support. A priority for session 2023-24 will be for all departments to develop IDL resources that will effectively support the needs of young people with Social- Communication Needs.

The DHT Integrated Support, PT SFL and PT Inclusion attended the three day Level One training on Dyadic Developmental Practice which improves staff understanding of the neuro-sequential model of education (NME). 12 staff members are participating in the NME Book Study of The Boy Who Was Raised As a Dog to improve staff understanding of the impact of childhood trauma in order to effectively supports the needs of young people in the ISF. Staff who took part in the book study will identify and share good practice which will help inform their practice. All staff were given an introduction to autism friendly practice and key staff members (including learning facilitators) received further training on the February in-service days. Circle Training and We Were Expecting You training for all NQTs has taken place. CLPL in inclusive practice will continue to be a priority for ISF staff next session.

Young people with additional support needs have had their achievements recognised through the school's REDCOIN reward system, Prizegiving, and Celebrating Success. Bi-annual reviews with parents/carers also highlight these achievements. The New National Measurement Framework has not yet been published. The school will take on board the recommendations as appropriate.

As part of this year's PEF evaluation, the Parent Council received an overview of the new Integrated Support Faculty, a priority for next session will be to further involve parents and pupils in partnership with the ISF.

Spaces within the ISF have been adapted and PEF funded resources have been bought in to create designated sensory spaces to support pupils with social communication needs.

The Inclusion Hub continues to support the needs of the school's most vulnerable learners with 18 young people S1-S4 accessing the hub in a variety of ways. Almost all pupils are now attending more timetabled classes than ever before as a result of increased confidence and

resilience. The impact of this can be demonstrated by individual pupils with one S1 pupil going from 90minutes per day of small group education in P7 to attending half days and timetabled lessons in Maths and PE at the academy. Another S1 pupil has gone from a class of 3 in P7 to attending 69% of his timetabled classes in Kilmarnock Academy with the other 31% of his full-time timetable being supported in the Hub with the virtual teacher and Hub staff. Pupils have benefitted hugely from the “virtual teacher” provision with almost all pupils now experiencing Maths, English, Art, PE, French and Science in small bespoke classes which meet both their academic and wellbeing needs. Almost all pupils are making good and better progress in their attainment since accessing the hub with all Senior Phase pupils having some National 3 and National 4 qualifications and the majority having five National 3 qualifications.

To further promote and integrate the Inclusion Hub, all school staff, teaching and non-teaching, have now received a training session on the role of the Hub within Kilmarnock Academy and how to best meet the needs of the young people. This session has resulted in staff volunteering to support in the Hub which has allowed almost all of the young people to experience and attain in more subjects and building positive relationships with more staff.

In response to pupil needs and the Hub’s emerging role within the Integrated Support Faculty, the Inclusion Hub is working towards a new staffing model for session 2023/24 whereby 2 Hub Support Workers will be introduced instead of a teacher. The recruitment process is underway and this will allow for greater flexibility for the young people and a more sustainable model moving forward.

Kilmarnock Academy Leaders in Mental (KALM) Health have re-launched the group this session with more EAC training, new group members and group hoodies to establish a clear identity for pupils seeking help. The group have presented at all house assemblies to raise awareness of KALM and the support they can offer and they also provided a stall with information and support at the “KA Campus Cares: Mental Wellbeing Event” in November 2022.

All Principal Teachers of Pupil Support (PTPS) have been trained in using The Exchange’s tracking and monitoring system to allow the service to be used as efficiently and effectively as possible. The data gathered will allow both EAC and the school to evaluate the service more fully and respond to pupil needs. The system has already identified a significant increase in referrals post-renewal and has allowed The Exchange to respond by placing 2 counsellors in KA as required. In addition, all have been trained in PSE tracking by the EAC HWB team, with S1 selected as the pilot group. Data from the tracking periods have been included in reports to inform and include parents/carers. Assessments have now been embedded in the S1 programme in order to ascertain and assign levels thus making PSE more valuable for young people and a more integral part of the S1 curriculum. As well as this all received training on the Resilience Framework, supporting pupils with SCN and complex behavioural needs. This has allowed PTPS to better support their caseloads and to be better equipped to support pupils accessing SCN resources and the Inclusion Hub.

Respect Me was relaunched and refreshed in the school to coincide with anti-bullying week in November 2022. New ambassadors were trained, staff and parent groups created and stalls have been run at parents’ evenings to raise awareness.

The school is working closely with EAC's Thinking Differently team and is part of the "Mind of My Own" pilot which focuses on promoting children's rights through digital literacy. Selected PTs Pupil Support will undertake training on this new resource and cascade to pupils through PSE and Pupil Forums.

The school continues to strengthen the partnership with Kilmarnock Football Club with a new community based programme being offered to promote fitness and wellbeing amongst our S1 pupils. This programme began January 2023 and offers professional coaching to 18 young people. The cohort of 18 pupils, including females and some of our most vulnerable young people, was selected from an open trial where 75 pupils took part which demonstrates that the programme is fully inclusive in offering opportunities to all. As part of supporting our local community, the club and the school have aimed to create equity of access to football matches/events for all young people, particularly our most vulnerable/disadvantaged pupils by providing complimentary tickets and match experiences to pupils and families. In session 2022/23 40 KFC season tickets were provided free of charge to Kilmarnock Academy young people. In addition, 24 S1-S6 young people took part in an experience at KFC whereby they were provided with free match tickets, food, half-time experience and a meet and greet with players.

Kilmarnock Academy is a key stakeholder in the William McIlvanney HEART (Helping Everyone At The Right Time) Community Team which focuses on supporting our local communities. In March 2023, Kilmarnock Academy's middle leader representative on the team presented on the school's work to support P7s with transition. The presentation focused on promoting the school's enhanced transition programme which seeks to support our most vulnerable families and was aimed at providing ideas and examples of good practice to our colleagues across the team.

Kilmarnock Academy's partnership with our 4 associated primary schools is stronger than ever before and session 2022/23 saw more subject departments than ever before deliver throughout the year to P7s with lessons taking place from Modern Languages, Social Subjects, English and Maths. This input allowed almost all P7 pupils to experience secondary style lessons in preparation for S1 in addition to their traditional 3 day visit in May 2023. A higher level of partnership working has resulted in 2 Kilmarnock Academy S1 pupils supporting P1-P3 in mentoring roles in one of our associated primaries. Perhaps the most ambitious partnership project with the primaries this session has been our newly launched Partnership for Schools and Families (PSF) Programme. This programme offered 36 of our most vulnerable P7s and their parents/carers an enhanced transition programme over 4 weeks whereby they visited the school, met staff and participated in wellbeing, social and academic activities. The programme sought to engage families who perhaps had negative experiences with education, families from disadvantaged/vulnerable backgrounds and care experienced families by providing a positive interaction through enjoyable activities such as social eating, art and mindfulness. Families were also given the opportunity to participate in subject specific lessons with the eventual aim being to engage parents/carers in qualifications.

Strategic remits of all senior and middle leaders were shared through Parent Council meetings with input focussed on school improvement plan targets. This has allowed all leaders to work in close partnership with the Parent Council leading to improved partnership working.

	<p>In order to reduce latecoming, the school relaunched Ready to Learn. Overall there was a small decrease in sustained latecoming for targeted individuals but not an overall reduction in latecoming. As part of the school's attendance strategy, Ready to Learn will be subsumed within the Connect Support Hub in order to support the wellbeing needs of pupils.</p> <p>In line with the Scottish Government's Poverty Plan, the school launched KA Cares which seeks to address the cost of living crisis. 120 parents responded to The Cost of the School Day survey which identified potential barriers to learning. In response to feedback, the school created a Cost of the School Day page on the school blog which collated all relevant information relating to access to financial support.</p> <p>In order to reduce barriers to learning relating to poverty (and to promote sustainability), the school ran a summer pop up shop for school uniform and a campus wide KA Cares event working in partnership with Vibrant Communities and the Financial Inclusion Team. The event provided winter clothing and financial support to families to help with the cost of living crisis.</p>
<p>Next Steps</p>	<ul style="list-style-type: none"> • The school will continue to support and promote the UNCRC through our school ethos. The Gold RRS status will be maintained by embedding Children's Rights in the School Charter, curriculum and extra-curricular activities. Both staff and pupil RRS groups will continue to plan and facilitate ways in which the school can use the UNCRC to ensure all young people know their rights are respected and supported. [NIF Priority 5]. • Build racial literature through the MVP action plan to further develop equality for all young people. • As a key stakeholder in the Integrated Support Faculty, the inclusion hub will continue to improve the attendance and confidence of our most vulnerable and disadvantaged learners. The hub will focus on building confidence and resilience to allow the young people to access as much mainstream provision as possible. • Enhance pupil leadership across the school, including the introduction of a school leadership conference to capture and share practice leading to more active participation and increased representation. • Audit Departments on their curriculum to identify links to ESAS with particular focus on gender-based violence. Pupil survey to take place in August with the new S1 cohort.

<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p>To improve the positive destinations of our young people through a wider range of career pathways and improved employability skills</p>	<p>Rationale for improvement priority based on evidence</p> <p>Leaver data highlights some variations in particular areas/groups.</p> <p>Self-evaluation review highlighted the need to involve parents/carers in more activities linked to preparing for post-school destinations.</p> <p>The COVID pandemic has highlighted potential effects linked to the local labour market, learner engagement and ambition.</p>
<p>NIF Priorities</p> <p>Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>NIF Driver</p> <p>School Improvement. Performance Information.</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>2.2, 2.4, 2.6, 2.7, 3.3</p>
<p>Progress and Impact</p> <p><i>In order to ensure all young people are fully prepared for post-school destinations and participating in education, employment or training, based on the SDS annual participation measures, a wide variety of employability and entrepreneurial experiences will be led, involving all year groups.</i></p>	<p>Leavers' data is very positive and continues to improve. More and more S4 pupils are choosing to stay on at school as only 23 pupils left in 2021/22 compared to 34 pupils in 2019/20. Equally, S5 pupils are choosing to remain at school as only 68 left in 2021/22 compared to 94 S5 leavers in 2019/20.</p> <p>Leavers' data is currently above all comparators and is now at 97.4%. This is almost 3% higher than 2019/20 session demonstrating improvement over time.</p> <p>Females leaving in session 2021/22 have 98% positive destinations while males have 97% positive destinations. Both have improved compared to the previous session and are well above all comparators.</p> <p>Every (100%) of S4 leavers from 2021/22 is in a positive destination. This is a fantastic achievement. 100% of looked after young people are in positive destinations which highlights the support offered in school and by partners.</p> <p>Following analysis of 2021/22 data, the following is our leaver profile:</p> <ul style="list-style-type: none"> • 30 pupils (13%) in employment • 94 pupils (40.5%) in Further Education • 93 pupils (40%) in Higher Education • 9 pupils (3.8%) in Training 	

6 young people (2.5%) are currently unemployed. On analysing this further, it is clear that a wealth of support was put in place on an individual basis for these young people and positive destinations were secured including College places and training providers. Unfortunately, these young people did not sustain their chosen pathway and are currently being supported by DWP or local partners.

100% of those living in quintile 3 have achieved a positive destination which is a 16% increase on last session.

SCQF pupil Ambassadors were appointed and trained. They delivered training to parents and carers at the Pathways Night in January 2023 and they delivered training to the Parent Council in February 2023. The school is delighted to announce that it achieved the Gold award with the school being only the 5th in Scotland to receive this accolade in recognition of the variety of pathways on offer and the wide range of partners working with the school. The school has supported colleagues across the authority in taking forward their own SCQF agenda.

Work experience re-started this session with lots of interest from pupils, particularly in self-found placements. Leavers and pupils with ASN or in SIMD 1-3 were prioritised for placements, in line with local guidelines. 64 pupils have been out on placement so far this session with more placements organised for June 2023. Feedback from pupils has been very positive with many citing this as being invaluable in helping them gain knowledge of the world of work and helping them to plan their future pathways.

Enterprising activities have increased and included the Quadcopter Challenge (where pupils came 3rd in a national competition) Subway Challenge, Tom Hunter Competition and Barclays delivering workshops to every S2 pupil on money issues and confidence building. Feedback from all events has been positive with plans to continue these next session.

We have had six vocational bursts delivered by Ayrshire College with 90 S3 pupils involved. These have been in Hair & Beauty, Childcare (2), Trades and Cooking (2). More vocational bursts are planned for 2023. These experiences give pupils a taste of College courses and helps them ascertain their future plans prior to option choices.

Scottish Enterprise delivered a 6-week programme to Personal Development classes on entrepreneurial skills and interview techniques. Feedback from pupils and staff was positive with many pupils then delivering excellent mock interviews afterwards.

The annual Careers Fair took place in January with 30 employers in attendance to offer advice and next steps to all pupils from S1-S6. Feedback was very positive with majority of pupils saying it had helped them to confirm/decide their options. Employers were also delighted to have the opportunity to engage with young people face-to-face again. Employers confirmed they are keen to engage again next session.

Leavers' Workshops ran on Teams, which provided pupils with information on completion of application forms, personal statements and interview skills. Over 30 pupils included in the Team at any one time.

Following feedback from the Parent Council, a QR code linked to a Microsoft Form is in place to allow pupils, parents and carers to request a meeting with SDS Careers Advisers. Since mid-February, 25 pupils have requested meetings.

Due to the ad hoc nature of many DYW opportunities, in lieu of a newsletter, DYW updates were devised for school social media, newsletters, pupil bulletins and parental messages. This seemed to be the best way forward as pupils and parents acknowledged messages and/or signed up for opportunities.

Satchel One statistics highlight the increase in use by teaching staff with 5 subject areas showing to have doubled the annual number of homework issued between March 2022 and January 2023 (English, Maths, Modern Languages, Chemistry and P.E.) and other subjects having increased by half (Biology) or two-thirds (Design & Technology). More work will be done next session to continue this good practice and encourage increased use of Satchel One to set homework. Feedback from the Parent Council confirmed that parents like being able to see what homework is due and they can see what work their children are doing.

The CR-IS Award no longer exists so the school is now progressing the Digital Wellbeing Award through the Digital Literacy Group with the first section of evidence already gathered (Leadership and Vision). This highlights the good work undertaken across the school to raise awareness digital literacy. This work will continue on this next session.

PC Cotton delivered cyber safety sessions to every S1 pupil via IT classes. This was then reiterated in House assemblies when focusing on safety online and having responsibility for what you post online.

The YPI launch took place with S3 and the focus was on being more creative with presentations. Pupils and staff were clear about the expectations and the final took place on 5th May 2023. This was also a best practice event as several colleagues attended, from across Ayrshire, to view good practice and discuss how best to take YPI forward in their own establishments. The winning team of pupils won £3000 for their chosen charity Give a Dog a Bone and impressed so much they were invited to present at the National Event in front of over 1200 people from across Scotland on 13 June 2023.

Wider achievement courses had an increased profile in the school, starting with a launch on the first in-service day. Wider Achievement lesson observations took place in December with positive feedback. Training sessions led with staff to ensure all staff are aware of the courses and expectations. Unfortunately, due to staffing issues, several classes have had numerous teachers this session which has impacted on attainment despite regular and rigorous support from DHT.

My World of Work registrations took place in S1 PSE, during October 2022, however there were still a number of pupils to be registered along with some S2 pupils. Plans were then devised to ensure completion of registrations. February statistics show 85% of S1 pupils and 90% of S2 pupils are registered and using the website to support their pathway progression and profiling.

Research and staff training has taken place to ensure the Technologies faculty is ready to launch the Creative Thinking course next session. This is with a view to ensuring all young people can achieve within the faculty and it allows for IDL across the faculty.

Top-Up and Reach programmes have built on the success of last session with more pupils than ever before involved to continue to give our young people equity of access to further education. 25 pupils from low SIMDs benefited from Top-Up events, seminars and programmes to allow them equity of access to further education. For the first time, the cohort includes S4 pupils which will give our pupils more opportunities. 40 Kilmarnock Academy pupils have been participating in the Focus West programme which aims to widen access to Higher Education for pupils from low SIMD/ low income households, care experienced young people and young people who face other adverse circumstances. The programme has allowed these pupils to experience seminars on Higher Education and visit establishments in preparation for future application.

Focus West ran again this session with 19 S4 pupils attending a remote seminar in school. 39 S3 pupils have signed up to attend a Focus West event at the end of May 2023. They will then be involved in this next session too. It is positive to see that our number within the cohort has doubled this session which emphasises the value of this activity which widens access to higher education.

In terms of our Performing Arts wider experiences which develop our young people's skills in many ways we have been very active again this session. A group of 3 students are now able to set up Atrium Hall for events and are confident in operation and troubleshooting skills. These students have supported a range of whole-school events and external performances. These include: Christmas and Easter Concerts, Beetle Drive, Ghost Tour, YPI Final and the Scottish Schools Pipe Band Championships. This group will grow again in June with the school show allowing an opportunity for additional pupils to apprentice with the senior students.

Extra-curricular activities have resumed to improve pupil skills and build confidence across the performing arts. Concerts have resumed in the community and in school. Young people, both senior phase and broad general education raise their attainment in all areas of coursework with increased resilience and confidence in their performing skills.

Pupil access to a wide range of extra-curricular activities will build confidence in young people and improve relationships with peers and staff. Participation in groups builds transferrable skills in addition to subject skills, leading to improved attainment. Current groups in the faculty include: Junior Vocal Group, Senior Vocal Group, Band, Sign Language Choir, Pipe Band, String Orchestra, Samba Band, Music Theatre Group, Drama Club

Pupils from Kilmarnock Academy represented the school across East Ayrshire by participating in the Rotary Young Musician of the Year Competition and East Ayrshire Ensembles including EA Pipe Band, EA Choir, EA Concert Band and EA String Orchestra.

Over 100 pupils took part in the Christmas concert from across the Education Group and beyond. This included Kilmarnock Academy, James Hamilton Primary, Loanhead Primary, Grange Academy and Stewarton Academy. Multi school groups performed with the support of Instrumental Instructors. Concerts are supported by a group of cross curricular staff working Front of House, Backstage and performing.

26 Pupils performed at the Beetle Drive in February while raising money for Ayrshire Concer Support. This was very well attended by over 160 members of the community and over £300 was raised. The S3 Drama class presented a Ghost Tour for S1 pupils in October. This was

	<p>a popular event and well attended by S1 pupils. Staff from across the school helped with Front of House, pupil supervision and performance.</p> <p>Senior NPA classes have organised external performances to various nurseries and care homes including James Hamilton Nursery, Beechwood Nursery and Howard House Care Home. These visits have been so popular, pupils have been invited back and further connections will be developed.</p> <p>The first school show since the pandemic will be performed in June: "Little Shop of Horrors". Rehearsals are currently going very well and over 30 students will be involved either performing, backstage or playing in the band.</p> <p>The school continues to promote and develop its Gaelic provision. There has been an increased presence on Social Media marking particular events and this should continue into the next session. The Gaelic Language plan which is being developed is going to provide a specific social media platform for promotion of Gaelic education within the authority and the school will engage with this fully. The various events and activities on offer were extremely well received by pupils. Next session we will be involved in the world Seachdain na Gàidhlig event in February in order to enhance Gaelic's place in the whole school community. We will also continue to offer the range of events as above to further improve the overall experience of pupils learning Gaelic and Gàidhlig. The pupil numbers for next session have increased overall, particularly in S1-S2 and S3-S4.</p> <p>Outdoor learning across the curriculum continues to develop and will be a target for next session. This year we had 49 young people sign up for the DofE award at bronze level. S2 and S3 pupils participated in an orienteering experience in June. Next year the plan would be to continue to expand the DofE award, reintroduce the John Muir award with S1 pupils and offer an outdoor residential experience, possibly for 2nd year pupils.</p> <p>In terms of Stem, there was a successful whole school STEM week linked to the British Science week with pupils making connections across subjects which helped develop skills in expressive writing, researching, analysing information, numeracy, drawing graphs, and teamwork. There was a reward trip associated with this work to the Science Centre.</p> <p>The Quadcopter extra-curricular club were hugely successful in designing and building a Quadcopter and on qualifying at the national finals went on to claim 3rd place at the highly contested UK finals. The young people all had individual roles within the design, manufacture, and flying of the drone. Findings, information and research was presented to a team of industry experts and the Royal Air Force.</p> <p>The STEM work culminated in a very successful STEM Fair run in the evening involving partners and industry experts alongside our own staff. A healthy turn out of pupils, parents and carers as well as P7 families enjoyed a wonderful experience.</p>
<p>Next Steps</p>	<ul style="list-style-type: none"> • CR-IS Award no longer exists so we are now progressing the Digital Wellbeing Award through the Digital Literacy Group with the first section of evidence already gathered (Leadership and Vision). This highlights the good work undertaken across the school to raise awareness digital literacy. Work will continue on this next session. • Continue the emphasis on creativity for next session's YPI cohort. This will also be the first session we will raise part of the money for YPI ourselves.

- Use Learning for Sustainability to link with Subject Areas across the school.
- Consider the scale of OL across the curriculum and identify areas for improvement.
- Continue to develop Gaelic as a part of the whole school community.

Pupil Equity Fund: Evaluation

Approach/Intervention

Impact

Report on how you have improved outcomes for learners impacted by poverty

What evidence do you have of positive impact?
Outline the data that supports your findings.

Please see separate Document and link below.

[Kilmarnock Academy Evaluation of PEF 22.23.docx](#)

Pupil Equity Fund: Aims and Impact

1. Learning & teaching

In order to meet the needs of all learners, the literacy and numeracy working groups received training from the PEF appointed Primary Specialist on developing subject specific early and first level resources. Moderation activities and planning sessions have taken place in order to support all departments to develop resources for pupils working at early and first level which will ensure that all pupils can access the curriculum. A priority for session 2023-24 will be for all departments to have differentiated first level first level resources

In order to support pupil transition and to ensure the needs of all pupils are being met, P7 information, ACEL data, STAR Reader, Closing the Literacy Gap (CLG), attendance, and SIMD data were analysed to identify new S1 pupils to receive targeted literacy and/or numeracy intervention taught by a primary specialist. For S3 pupils that received Primary Specialist intervention in S2 (100% SIMD 1-4, 38% FME): the average reading age increased from 7.9 to 11.8. The average SNSA Band was 8.0 for Reading and 8.2 for Writing which is the national average. Of the targeted pupils, the majority of those with sustained attendance achieved Level 3 in at least one area in Literacy. Current S2 pupils that have received Primary specialist intervention in S1 and S2 in Literacy (93% SIMD 1-3) have, on average, increased their reading age from 7 years 2 months at the start of S1 to 9 years 6 months by the middle of S2. This is an average increase of 2 years, 4 months. Out of 14 pupils targeted, 12 made gains in their reading ages. Current S1 pupils who have received intervention from August 2022 (100% SIMD 1-4) have, on average, increased their reading age from 7 years 3 months to 8 years 3 months. This is an average increase of 1 year.

Specialist Reading Programme Accelerated was retained with reading ages used by all staff to track progress and support intervention. On average S1 pupils gained six months on their reading ages in a four month period. For pupils in SIMD 1-2, the average increase was 8 months. By the middle of S2, pupils have, on average, gained a 1 year 1 month since the start of S1. This was also true for pupils in SIMD 1 and 2.

The school has continued to expand its Connect Support Hub by retaining our Connect Support Hub and retaining our Connect classroom assistant. The appointment of additional staff has enabled the number of pupils accessing Connect to increase. The Connect resource is now able to support over 50 active referrals. Almost all pupils accessing the Connect Hub are back in at least one timetabled class. Almost all pupils accessing the Connect Support Hub have said that it has supported them attend school.

Spaces within the ISF have been adapted and PEF funded resources have been bought in to create designated sensory spaces to support pupils with social communication needs. Within the ISF, there are now two dedicated SCN areas which supports one to one intervention.

2. School Leadership

DHT: Integrated Support appointed with strategic responsibility for improvement planning and policy pertaining to Closing the Poverty Related attainment gap. February Insight leaver data highlights the impact of closing the gap initiatives which includes the performance of pupils in SIMD 2 and 3 being greater than the National Establishment. The school's performance in Literacy and Numeracy is greater than our Virtual Comparator. Finally, the performance of all attainment cohorts is above Virtual, East Ayrshire, SWEIC and National Measure.

PT Pedagogy and Skills was retained in order to support excellent teaching learning and improve teacher pedagogy. All staff trained in the MetaSkills 4 framework to allow a consistent understanding and approach across all subjects. A Baseline survey has been completed which will allow progress through priority to be measured and enable a more focused approach moving forward. All Learning Facilitators have received refresher training in Tapestry All staff have completed online Promethean Training with departmental representatives receiving more advanced training All classroom have tapestry boxes and use of tapestry techniques is part of every departmental observation strategy

PT Raising Attainment retained in order to improve performance of those in top 20% (with a particular focus on the PEF targeted cohort) and to improve consistency of assessment in the BGE. High level targets were shared with all staff and were a focus of Impact Reviews 1 and 2. 34 S4 and S5 Pupils received intensive mentoring with 59% in SIMD 1-4. Meetings were held with all parents and they received weekly

updates with study resources purchased as necessary. Whole staff BGE Benchmarks sharing understanding event took place in Feb In-service in order to ensure consistency of assessment.

PT Positive Relationships retained in order lead the school's restorative approaches and to monitor and evaluate the school's visible consistency strategy. Respectful relationships training took place with all staff to relaunch whole school visible consistencies. NQT training delivered as well as for the S6 prefects. The school agreed to retain mobile phone consistencies as well as retain previous consistencies such as meet and greet. Referrals and restorative conversations monitored and feedback for first and second terms provided at SLT in December 2022. Statistics show an increase in the number of restorative conversations compared to 2021/22 session and increased requests from individual pupils. Aspire restorative conversations have been well received by the majority of pupils, helping create strong positive relationships with a variety of pupils and in year groups. Decrease in the number of referrals from Term 1 to Term 2, due mainly to the increased focus on particular year groups and accelerating next steps by PTs/DHTs. 98% of pupil feedback from learning observations agreed or strongly agreed that visible consistencies were used by staff and this helped them feel safe and there has been a 76% decrease in the number of restorative conversations related to bullying.

As part of the Integrated Support Faculty, A PT Targeted Support has been appointed who has strategic overview for the Connect Plan and pupil interventions. Targeted interventions for pupils accessing the Connect Hub have been established including: Nurture, Health and Wellbeing, Cooking and other wellbeing strategies. As well as this, the majority of departments have individual subject specialists working with pupils in the Connect Hub to enable transition back to timetabled classes. Almost all pupils accessing the Connect Hub have been able to return to the majority of their timetabled classes within a six week period.

The DHT Integrated Support, PT SFL and PT Inclusion attended the three day Level One training on Dyadic Developmental Practice which improves staff understanding of the neuro-sequential model of education (NME). 12 staff members are participating in the NME Book Study of The Boy Who Was Raised As a Dog to improve staff understanding of the impact of childhood trauma in order to effectively supports the needs of young people in the ISF. Staff who took part in the book study will identify and share good practice which will help inform their practice

3. Families & Communities

Twenty five families involved in Enhanced Transition Programme with 88% of families attending majority of the sessions with almost all young people stating they felt more confident about starting Kilmarnock Academy. The majority of parents involved stating they would wish to participate in further parental engagement programmes. The average S1 attendance for those in the programme was 80.84%.

The school has continued to use PEF funding to engage with parents including the electronic parents' night booking system and Satchel One. Average attendance for almost all parents' night was above 70%. 805 parents have signed up to Satchel One.

In line with the Scottish Government's Poverty Plan, the school launched KA Cares which seeks to address the cost of living crisis. 120 parents responded to The Cost of the School Day survey which identified potential barriers to learning. In response to feedback, the school created a Cost of the School Day page on the school blog which collated all relevant information relating to access to financial support.

In order to reduce barriers to learning relating to poverty (and to promote sustainability), the school ran a summer pop up shop for school uniform and a campus wide KA Cares event working in partnership with Vibrant Communities and the Financial Inclusion Team. The event provided winter clothing and financial support to families to help with the cost of living crisis.

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators

Quality Indicator 1.3 Leadership of Change	4 (4.46)*
Quality Indicator 2.3 Learning, Teaching and Assessment	4 (4.38)*
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	5 (4.69)*
Quality Indicator 3.2 Raising Attainment and Achievement	5 (4.61)*

**The data is collected from a summative evaluation in May based on monthly analysis, recording and revisiting targets throughout the session utilising the iAbacus platform to host the self-evaluation. Thus it is reflective of a whole school community informed perspective based on HGIOS benchmarks.*

Establishment Capacity for Improvement

The school is in a strong position to self-improve given the robust and thorough self-evaluation process that ensures actions are followed through to effect improved outcomes for young people based on evidence.

The school uses iAbacus as a tool for housing all self- evaluation and QA activity which captures department, PT, teaching, non-teaching, parent, pupil and partner evaluations. The process is ongoing throughout the session with improvements identified and overtaken as part of the dynamic process leading to a summative picture which in turn influences the next session's school improvement plan.

The over process is one which the school can ably demonstrate continuous self-improvement both during a session and over time.

The data represented in this document is captured by a summative May snapshot reflecting improvements throughout the session as a perpetual ongoing piece of dynamic self-evaluation for self-improvement. .

Head Teacher Report at the Senior Prizegiving

(One of three celebration ceremonies along with the BGE Prizegiving and the Celebrating success and Wider Achievement events)

Prizegiving Speech 2023

Theme: Don't take anything for granted!

Good evening Distinguished Guests, Prizewinners, Families and friends,

It is a great privilege for me to, again, be able to stand here tonight and deliver this school report.

I think if we have learned anything from the past few years it is never to take things in our lives for granted and I would commend this to you as the theme of this report.

As Fuller reminds us “We never know the worth of water till the well is dry”.

This year marks the fifth year since we opened as a newly merged school at this new site in this wonderful new campus.

The merger was new and challenging for everyone concerned, ... They say it can take 6 years to truly feel a sense of belonging to a new school. However, we worked tirelessly putting relationships and wellbeing at the heart of our transition. Times were tough but we really felt we were in a good place going into 2020. Then as we all know the pandemic hit and schools were closed down. However, we had built a strong team and identity which served us well as a community as we adapted and learned to succeed despite the restrictions and barriers. We then went into the renewal phase and started to learn from our experiences and build back up the educational provision to be better than it was before.

Welcome to our first 5 years as a school community!

We have never shied away from challenge at Kilmarnock Academy, it's not in our DNA. It is only now really that we can start to measure the impact of the foundations we set as a team both in terms of the Local Authority vision and as a school community. It is what we refer to as impact over time.

Any achievements or successes are now a true reflection of the effectiveness our partnership working, local authority support and our school leadership but most importantly, a reflection of our staff and young people's determination and willingness to trust in each other through change, challenge and unprecedented times, believing in the ethos, values and vision of our school that we set out 5 years ago.

Our motto "Aspire together, Achieve together" is being truly adhered to and underpins the strength of the culture that our school is built on.

Again this is something we should all not take for granted.

We are all here tonight to recognize the achievements of all the young people seated here before me. Shortly we will pay tribute to them as individuals but before we come to that, let me share some of the successes which they have helped us achieve as a school.

Nowadays schools are measured by what qualifications young people leave with – this makes sense as it is the end-point of the young people's school journey and captures their whole profile.

Now I am going to briefly speak about four main areas as one of my most important jobs is to make sure we can all celebrate and be proud of our school.

Firstly the key area of Literacy & Numeracy attainment.

At National Award level 3, and for the first time in the history of our school, every single young person left with at least a level 3 award. This is outstanding and means, of course, that every pupil left with at least a basic level of success. This should definitely not be taken for granted and reflects the truly inclusive nature of our school. Everyone loves a hashtag these days when using social media. Ours is and will continue to be #every1counts.

At level 4 we had an amazing 98% achieve literacy and numeracy and 85% achieve the more challenging level 5. Sometimes numbers don't mean much on their own so, to put this into perspective, Kilmarnock Academy is top in our Local Authority by quite a margin for levels 3, 4 and 5 literacy and numeracy and we have outperformed the national averages and all other comparator measures. This is a simply stunning profile for us all.

Second, well, what about performance across all subjects, you might ask. For the first time in our 5 year history every pupil - no matter if they are low, medium or high ability (lowest 20%, middle 60 and top 20%) - have excelled and on average outperformed national, south west regional, virtual and local averages. Another strong indicator that every pupil matters to us. #every1 counts

Third - we hear a lot about social barriers to learning and how postcodes can affect outcomes for young people and success. At Kilmarnock Academy and in EAC we do not accept that! As we analyse our attainment against our deprivation profile, I am immensely proud to report tonight that pupils from ALL postcode areas are outperforming national averages! We have created a culture in our school where we have high aspirations of all our young people no matter the challenges faced and not just those it is easy to teach. And my goodness there are big challenges at this time as the cost of living is at a record high.

For our young people to meet success on these levels must be a credit to all here tonight.

Lastly our leaver destinations ... does this all translate into positive post-school training, education, apprenticeships or work?

The answer, an emphatic YES! Over 97% of our leavers went on to a positive and sustained destination. This represents a 5 year high for us which despite local employment rates, Kilmarnock Academy has

prepared our kids for the next step. As a school and LA we are punching above our weight when we compare to more affluent schools and areas. In fact EAC sits in the top ten of LAs in this regard.

We should not take this for granted!

Now I would like to mention achievement in the wider sense.

This year young people achieved success in the following courses: Personal Development, Leadership, Employability, Personal Finance, Mental Health, Volunteering, Duke of Edinburgh, Saltire Award and Young Enterprise Scotland indeed the young people won 3 awards at the all Ayrshire finals.

As a mark of progress... in 2019, we had 43 young people achieving awards in the wider curriculum over 3 or 4 courses. This year 236 awards were earned over 9 courses. That is a 450% improvement! I know I am a mathematician and like numbers but you have to admit that is some improvement!

This is just the start for us all but I am sure you will agree that the new Kilmarnock Academy is well on its way to establishing itself as an excellent school and one we should all be immensely proud to be part of. We have an illustrious past and I have evidenced tonight that we have an exciting future.

We should not take this for granted.

Ayrshire Growth in terms of the local labour market is ever changing, and never more acutely since the pandemic re-shaped employment patterns and the meta-skills needed to be successful in the future.

We are learning to blend these skills into our daily curriculum that young people can articulate these through both traditional and new qualifications. We used to refer to work related courses as vocational however, today, we strive to embed these as a norm experience for our young people. From S1 through to S6, pupils get immersed in this experience with opportunities such as child care, automotive, hospitality, Barista skills, beauty industries. In S5 and 6, Foundation apprenticeships are part of the provision such as Social services and Young people, Engineering, Sport and Fitness and Professional Cookery.

In summary, we are adapting and responding to the ever changing need to produce a diverse and relevant curriculum fit for purpose.

We also have a strong commitment to our community for example we have made charitable donations this session in excess of £11,000 to worthwhile causes such as Children in Need, Ayrshire Cancer Support and the Ayrshire Hospice whilst working closely with New Farm Community Council. As well as this, our own young people secured £3,000 for the charity 'Give a dog a bone' through the Youth Philanthropy Initiative.

So impressed were the organisers from our previous school final events, that schools from all over Ayrshire were invited to our presentation day, singled out as excellent practice. The winning team then impressed so much that they have been asked to present at the national event this month in front of schools from all over Scotland and over 1000 guests. We wish them the best of luck.

We are really appreciative of the support YOU give us for our own funds, through events such as our annual fun run and, for the first time, our Christmas Fayre which provided a real focal point for our community at Christmas time.

This takes me to other school recognitions that the young people and staff have accomplished. We have retained our Eco Flag and the young people had their excellent community and school eco work recognized by success at the East Ayrshire Youth Awards.

We continue to proudly uphold our Gold UNICEF Rights Respecting Schools status and Silver LGBT+ award ... but this is new ... We are first in Scotland, I'll say that again, the first in Scotland to be awarded the Met Mark Award which recognizes our excellence in teaching weather and resulted in our constituency MSP, Willie Coffey tabling a motion in the Scottish Parliament congratulating us.

We also achieved the Scottish Credit Qualifications Framework (SCQF for short) Gold Award reflecting the diverse range of qualifications and opportunity afforded to our young people. We are one of only 5 schools in Scotland out of over 360 to achieve this standard. This is evidence that our curriculum offer is superb.

As well as the curriculum, we constantly strive to improve teaching and learning. One of the things we all felt we could improve on was utilizing our technology to enhance the learning experience for young people. As a campus we embarked on an ambitious target of training all staff to a level and upskilling a core group on advanced skills.

As guests tonight you will be delighted to know that EAC now holds the first ever Promethean Ambassador qualified Campus in Scotland. Another first for us and the council. This brings with it investment from Promethean, providing the most up-to-date kit available for our campus as a National Centre of Excellence and one that will be pivotal in training others to a similar standard from across EA and beyond.

Isn't it outstanding to have such widely acclaimed school and national recognition.

We should not take this for granted.

Deep down, every good teacher knows the impact and importance of education. It isn't just about learning reading, writing and mathematics at school. Instead, formal education is about gaining the knowledge and the skills needed to become a better person and create a better society to live in.

Educating the next generation helps fight back against ignorance. It helps people learn about the community at large and develop informed opinions on world issues. With educated opinions, we can support each other and make decisions that help establish a positive change in our communities.

This year we have chosen to tackle head-on a matter close to us all. That of gender violence. We strongly believe that our female staff, young people and family members have a right to feel safe and free from gender persecution. The initiative we have embraced as a school community is called Equally Safe at School. We see it as our social responsibility as an integral part of the community to educate our young people about what is acceptable gender related behaviour and, of course, what is not.

In summary, I feel like the luckiest and most privileged Head Teacher as we have built a team of teaching and non-teaching staff that genuinely care about our kids and the community. As the Cost of Living crisis spiralled out of control this year creating hardship across our town affecting masses, we tried to help. The school ran drop-ins for financial advice, resources, uniform, supplies including toiletries, support with wellbeing and mental health and much more. In the run up to Christmas, we opened our doors again and were able to provide warm clothes, boots, gloves, hats even something called oodies! We had a steady stream of food items collected by the local Foodbank. We called our rallying response KA Campus Cares.

As Marian Wright Edelman observes “Education is improving the lives of others and for leaving your community and world better than you found it”

I hope what you glean from this report is we are striving to achieve this together and, as such, we should not take our school for granted. There are experiences and achievements at all levels and a dedication to the individual and the wider societal good.

I commend our school to you.

Later you will have the pleasure of watching some highlights of the year not covered in a short report.

We also still have some things to look forward to this session. We have our school show 'Little Shop of Horrors' during the second last week of term. A must see – please come along and support us. Tickets are now available with details on the blog.

We are already looking ahead with some exciting new trip to Paris, Iceland and get this... India as part of our Global Action Focus.

Let us not take what we have for granted.

As the quote goes "Do not spoil what you have by desiring what you have not. Remember that what we have now was among the things we only hoped for."

As I draw this school report to a close, it is only fitting I mention a few individuals.

At this time of year we normally, unfortunately, have to say good bye to a few staff members. This year we have 6 members of staff retiring that are noteworthy of a special mention.

Mr Mackay from the Social Studies Department

Mr Reid one of our PTPS,

Mr Smith and Mr Nelson both from the Technical Team

Mrs Gibson from PE and

Mrs Gillan who has been an English teacher and latterly SFL.

Together they have accumulated over 170 years of experience! Wow It is fair to say they will be greatly missed. I want to publicly thank them for their service, both to the council and Kilmarnock Academy, and for the 1000s of lives they have positively influenced. We are indebted to them all.

I would now like to personally thank you the parents, carers and pupils for your support over the session.

The staff at this school are tremendous. I wish to thank them for the immeasurable hard work they have put in this session. I see it as my privilege to work with each and very one of you. Having been a HT now

for over 8 years, I can say with confidence you are one of the best teams of staff I have known. That's no reflection of my former Jimmy colleagues of course Ms McAuley-Griffiths who were also excellent!

And I want to thank you personally for your support for me and our school and indeed for your leadership of our education service here in EAC.

Thanks also to Eddie Fraser our Chief Executive, The Provost and our elected members present tonight. They are all very busy people and their presence here is testimony of their collective support for the school.

The school's success is without doubt a reflection of the wider leadership in our authority and the way they empower and challenge us. For this I am exceptionally grateful.

I would also like to thank the Parent Council for their commitment this year and in particular our chair Stephen Coyle and Secretary Donna Rae

Lastly to the outgoing S6 – you have had a back to normal year!!

The theme tonight is for you to remember – I am sure you have got it by now!

You can go forward, proud of your school and with confidence knowing you have had a top class grounding and education here at Kilmarnock Academy.

I challenge you now to go forward, don't rest on your laurels but strive towards and achieve your goals, in the near future and beyond.

I leave you with these words of wisdom from Roy Bennett, “Don't let others tell you what you can't do. Don't let the limitations of others limit your vision. If you can remove your self-doubt and believe in yourself, you can achieve what you never thought possible.”

All that remains now is for me to wish you all a happy summer holiday.

Enjoy the rest of the evening.

Thank you for listening.