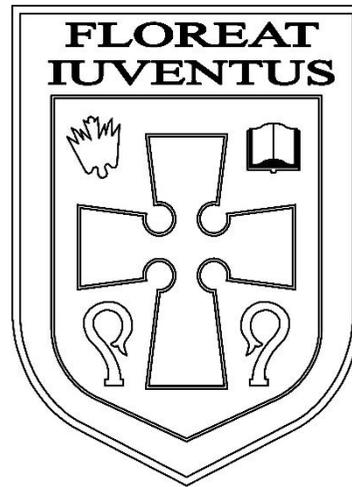


# **SAINT NINIAN'S HIGH SCHOOL**

## **Pastoral Department 2021-22**

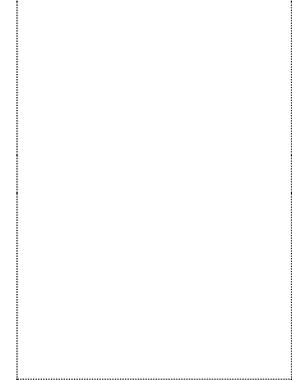


**Priority 1**

**Improvement in attainment, literacy and numeracy. Close the attainment gap between the most and least disadvantaged.**

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Opportunity for pupils to access support and opportunities.	01 Use tracking data and engagement with stakeholders to identify pupils whose attainment has regressed due to periods of lockdown or other circumstances.	Throughout 21-22	Monitoring of assessment and tracking data for individual pupils. Comparing previous tracking and previous cohorts.	Tracking data and school semis reports
	02 PTPS will work closely with Support for Learning in the P7 transitions to ensure pupils can be targeted early.	Throughout 21-22	Regular attainment monitoring throughout S1 and beyond. Pastoral S1 phone calls.	
Increased recognition of transferable skills and literacy across different subject areas.	03 Targeted opportunities for young people identified from all deciles to be implemented with appropriate pupils by PTPS and impact monitored.	Throughout 21-22	Recording of levels of engagement for vocational and DYW opportunities.	Use of Microsoft Teams/Google Classrooms.
	04 Use of PSHE lessons to allow pupils to reflect on areas of strength and areas for development in a detailed manner. All year group have coverage of the 4 benchmarks which have clear progression to the 4 <sup>th</sup> level.	Throughout 21-22	Recording of lessons completed within PSHE booklets.	
Support tailored to needs.	05 Pastoral teachers use tracking data to identify learners in S4 and S5 who would benefit from tutoring support from S6 pupils.	Throughout 21-22	Continued monitoring of attainment through tracking data.	PSHE booklets
Improved opportunities for stakeholder feedback.	06 PTPS to discuss reports with pupils during each reporting period, reflecting on challenges and strategies to overcome them. Pupil reflection captured through self evaluation of progress and targets set. Further	Throughout 21-22	Supporting plans put in place where required. Improvement in subsequent reporting periods	

discussion at parents' evening with parents and interviewing teacher.



06

PTPS to work with pupils during options processes to make sure that the correct pupils are in the correct subjects to give the opportunity for success. This includes ERC vocational, SLC/SNHS courses.

Throughout 21-22

Consistent option selection and altering pathways where required.



**Priority 2**

**Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Awareness of different post school pathways from early stage and support to access them.	07 Prioritise S5 pupils who have not had the opportunity follow work experience due to COVID restrictions.	Throughout 21-22	The number of pupils who are able to access a form of work experience across the next year (potentially longer)	Microsoft Form
	08 Pastoral teachers are aware of the desired post-school destinations for each pupil in their caseload. Opportunities for virtual work experience are targeted towards pupils with an interest in the particular area.	Throughout 21-22	Microsoft form issued through online platforms/PSHE to gather data about the opportunities pupils have benefitted from	
Increased confidence in articulating skill set.	09 Ensure that all pupils are registered with My World of Work and are familiar with the tools it provides.	Throughout 21-22	Proportion of each year group who has signed up.	
	10 Pastoral teachers will engage with ERC to ensure that young people at risk of a negative destination are supported by ERC and SDS.	Throughout 21-22	Leaver destination statistics.	
Continuation of education out with school setting.  High quality applications to appropriate destinations.	11 Through PSHE, young people will work through qualifications in Mental Health and Wellbeing and Volunteering to provide additional SCQF points.	Throughout 21-22	Number of pupils who gain SCQF awards.	

Opportunity to increase development of personal attributes

12

Implementation of S6 volunteering programme with opportunities to boost skill set for post school destination applications.

Throughout 21-22

Uptake of volunteering opportunities.

Opportunity to use skills taught with a context.

13

Pastoral to lead with UCAS and college applications to ensure that young people's skill set and attributes is appropriately reflected giving them the best chance of success.

Throughout 21-22

Successful post school destination and leaver destination statistics

**Priority 3**

**Improvement in the children and young people’s health and wellbeing**

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Learning appropriate to pupil experiences.	14 Pastoral teachers will maintain a strong presence as part of the Mental Health First Aid team.	Throughout 21-22	Record of young people using MHFA and evaluation of the service provided.	
Pupils able to confidently describe factors relating to their own wellbeing.	15 PSHE lessons will largely focus on issues which support wellbeing and are relevant to the stage of each year group. These lessons can support issues arising from lockdown.	Throughout 21-22	PSHE pupil and teacher evaluations	
Clear direction to support staff.	16 Pastoral staff will attend JST meetings where required to access support from external agencies.	Throughout 21-22	Record of wellbeing plans establishing actions for young people and positive outcomes for them.	
Support network to manage different challenges faced	17 Pastoral staff will be the point of contact for parents, pupils and teachers regarding any wellbeing issues. Any action to be take will be coordinated by PTPS.	Throughout 21-22	Use of pastoral notes facility to record dialogue with parents and carers.	
Parental awareness of strategies to support pupils.	18 Pastoral staff will engage in relevant CLPL activities to equip them with the skills to support the health and wellbeing of young people.	Throughout 21-22	Individual staff CLPL records and dissemination of information at pastoral meetings.	
Pupils needs met within classroom.	19 Pastoral staff will liaise with parents, pupils and class teachers to ensure that the principles of GIRFEC are applied with each class.	Throughout 21-22	CLPL and case conferences delivered by PTPS. Class teachers updated where necessary.	

**Priority 4**

**Continue to proactively engage with parents and carers to effectively support learners.**

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Young people benefit from coordinated support.	20 Pastoral staff play an active role in P7 transitions, calling all new S1 parents in the early weeks of the academic year.	Throughout 21-22	Record of S1 phone calls.	
Parents and carers have the information to support their child's education	21 When information evenings are possible again, pastoral staff will play an active role in delivering sessions related to health and wellbeing, study skills, post school destinations and other relevant areas.	Throughout 21-22	PTPS will deliver presentations to parents/carers where required.	
Important information is shared safely and when appropriate.	22 Pastoral staff will continue to be key contributors to JST, YPRG, Healthier minds , Child Protection and safeguarding, Wellbeing plans , CMAP and Children's reporter meetings where appropriate. Information shared is coded properly as "OFFICIAL SENSITIVE" following all legal and authority guidelines.	Throughout 21-22	Young people referred to appropriate group who are able to provide support for their specific circumstances.	

Our Vision is to be a school that:

- is welcoming with genuine friendliness, concern and sense of community
- strives for educational excellence
- encourages the value of hard work
- encourages staff to reflect on the Gospel and its call to mission
- recognizes the uniqueness and dignity of each student as a gift of God
- is joyful, optimistic and genuinely happy
- speaks of Jesus' love through the strength of the loving kindness of our staff
- seeks opportunities for celebration
- recognises and expresses our Catholic Tradition with signs and symbols of our faith, in Eucharistic celebration, and through our Religious Education Programmes

Our Aim:

We aim to help pupils achieve their full potential in each aspect of their development – academic, spiritual, physical, personal, social and emotional.

We will contribute to the ERC vision of Everyone Attaining, Everyone Achieving through Excellent Experiences.

The intention is that all young people are Safe, Healthy, Achieving, Nurtured, Active Respected, Responsible, & Included.

Through the implementation of Curriculum for Excellence it is our ambition that young people will develop as:

- Responsible citizens
- Successful learners
- Effective contributors
- Confident individuals

Our Commitment:

In order to achieve our vision and meet our aim, we are committed to:

- Promoting gospel values as a way of life
- Advancing equality of opportunity and social justice
- Providing a range of educational courses and opportunities which equip students with the knowledge and skills they require to meet future challenges
- Encouraging a view of education as a continuous, lifelong process
- Fostering a spirit of partnership among students and staff, between home and school and community
- Providing a well-ordered, attractive and well-resourced environment
- Promoting the health and wellbeing of all

# Floreat Iuventus