

S6 Pupil Council Minutes

<p>DATE : 21 September 2017</p> <p>PLACE: School Canteen</p>	<p>DEPARTMENT:</p> <p>TIME: 1.15pm</p>
<p>AGENDA: as below</p>	
<p>PRESENT:</p> <p>Staff:</p> <p>Josef Fuchs Tony Low (PTPS acting and Year link)</p> <p>Pupils:</p> <p>6a1 - Julia Convery and Imaan Shezad 6a2 - Sara Inglis and Beth Malone 6a3 - Umayr Hussain and Erin McHugh 6a4 - Jonathan Blair and Emily Dunn 6a5 - Oscar Sibille and Hepsi Xavier 6a6 - Max Yates and Katrin McNee 6a7 - Stephen Toland and Rebecca Dunese 6a8 - Ruth McKeown 6a9 - Matthew Devlin and Katie Baxter 6a10 - Josh Gallagher and Laura Docherty</p> <p>Apologies:</p> <p>Michael Lowrie</p>	<p>ACTION/ PERSON RESPONSIBLE</p>

1. Welcome and Prayer

2. Who to ask for help and how to raise a concern?

Pupils on the whole felt that they were aware of who they could talk to if they felt they had an issue in school or within their own personal life.

Matthew Devlin and Oscar Sibille both said Pastoral support was the first port of call for pupils. It was felt that if Pastoral Support were unable to resolve a pupil's issue, then they would be able to direct the pupil or indeed contact the appropriate person in so as to provide support.

Sara Inglis highlighted that younger pupils of the school also had another outlet to speak to if they felt they wished to highlight any issues they may have. The Buddy System provides an opportunity for S1 and S2 pupils to seek support from their buddy.

3. Creativity and Skills Development – What skills are being developed and in what subjects?

As a group, Pupils felt that now they have reached S6 they could better identify the soft skills developed in subjects across the school. Julia Convery said that this was now more evident as pupils now become involved in the UCAS process.

Katie Baxter said that Team working skills were developed throughout P.E. and Home Economics.

Umayr Hussain, Max Yates and Katrin McNee all said that Communication skills were developed in subjects such as P.E., English, French and Spanish.

Emily Dunn said that skills in creativity were developed in both Design and Technology and Art.

Hepsi Xavier said that skills such as confidence were developed in Drama and Music.

The group felt that activities such as the recent charity walk brought people in the year together and helped to develop both social and interpersonal skills both during and in the lead up to the event.

Julia Convery highlighted that Rapid Response helped to develop Teamwork amongst her peers. Julia Convery also suggested that an orienteering event would help her year group and others to develop their teamwork skills further.

It was also highlighted that not all pupils take advantage of the opportunities provided within the school. An example of this was the Business and Interview Skills course provided by Mr Curran. The amount of pupils who signed up for this extremely beneficial event could have been a lot better. It is important that pupils take advantage of the opportunities made available to them both in and out of school.

4. Departmental Awards

Pupils felt that there was recognition across the school and awards achievable for all pupils.

Katie Baxter Highlighted that pupil of the Month was provided in P.E.

Julia Convery said that awards should perhaps be made available to pupils for other attributes or achievements, not just for Academic performance.

Katie Baxter then said that Badges could be handed out for pupils who have specific skills.

The group felt that if there were more awards made attainable by the group then this would motivate pupils to perform better.

However, the group also highlighted that badges should not be simply handed out on a whim. When badges are awarded to pupils they should be meaningful.

5. Report Feedback/Target Setting

Katrin McNee said that they felt report feedback and target setting was beneficial, especially as they became older.

It was felt that on the whole, teachers do have learner conversations with pupils regarding their progress in school. When asked if these conversations only occur during interim and full reporting periods, pupils replied by saying that these conversations happen throughout the year.

6. Using School Planner/Diary – Thoughts on design?

Pupils felt that the school diaries were beneficial and an excellent resource. Katie Baxter highlighted that it would help if S1 pupils were shown how to use their diaries effectively in order to get the best use out of them.

7. Faith Life in School – How can pupil's contribute?

Sara Inglis said that pupils were able to contribute to the faith life of the school through becoming a Eucharistic Minister and volunteering to read at mass.

Ruth McKeown also highlighted that there were other opportunities to get involved in promoting the faith life of the school such as volunteering at the Wayside Club, The Helping Hands group and through the S6 Service.

8. AOCB