

# Bernera Primary School



## **SCHOOL IMPROVEMENT PLAN**

### ***PLANNING FOR IMPROVEMENT***

**2013-2014**

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# **OUR SCHOOL IMPROVEMENT PLAN**

## **INTRODUCTION**

In Bernera School we aim to deliver good quality education to our learners. To do this we are focussed on a cycle of improvement which is continuous and which is based on staff working together with parents and pupils to identify the strengths of the school and identify areas for improvement.

Bernera School's Improvement Plan is the school's way of organising relevant information about its current position and its intentions for the future. The process of improvement planning enables the school to focus on a manageable number of agreed priority targets and to monitor and evaluate the degree of success in achieving these targets. Primarily, the School Improvement Plan aims to be a programme for review and development which will enhance the quality of teaching and learning in the school.

In formulating our Improvement Plan for 2013-14 we have taken into account national and local authority initiatives, particularly with regard to the implementation of Curriculum for Excellence. Specifically, consideration has been given to the business plan of the Department of Education and Children's Services, and any priorities agreed within the Learning Community to which we belong. This is in addition to consulting with our staff, our pupils and our parents at Parent Council Meetings.

In this Improvement Plan you will find:

- ◆ a review of last year's improvement priorities.
- ◆ details of the three improvement projects for session 2013-14.
- ◆ our 'maintenance' agenda – this is the normal work of the school which will include improvements already made, which will be sustained.

# **SECTION 1 - VISION, VALUES AND AIMS**

## **THE VISION, VALUES AND AIMS OF BERNERA PRIMARY SCHOOL**

In formulating a statement of aims for the school, detailed consideration was given to the Education Department's Business Plan, the five national priorities for education and Curriculum for Excellence.

During Session 2009-10 the vision, values and aims of the school were renewed and a shared vision of what the school should be, was created, with staff, parents and pupils. These are still considered to be relevant to our current situation.

We have endeavoured to reflect these in formulating a statement of aims for the school.

We believe that our aims reflect a very clear vision for the school and that the services and opportunities that it provides for its pupils in preparing them for adult life are encompassed within them.

### **VISION**

Bernera School—A Place of Mutual Trust

### **SHARED VALUES**

T - Teamwork  
R - Respect  
U - Understanding  
S - Support  
T - Tradition

### **SCHOOL AIMS**

In Bernera School, we aim:

- ◆ To establish a friendly and trusting relationship between home and school.
- ◆ To nurture a tolerant and caring attitude, showing respect and understanding of others.
- ◆ To provide appropriate support to children in all aspects of their learning and wider achievements.
- ◆ To foster a sense of belonging and heritage in the traditions of their local community.
- ◆ To help all children achieve their full potential.

## SECTION 2 - AUDIT

### AUDIT REVIEW - SESSION 2012-2013

#### DEVELOPMENT TARGET: EVALUATION REPORT

**This section of the Audit contains a summary of the previous year's development projects and the impact they have had on pupils' learning.**

<b>Project 1</b>	<b>MODERATING OF STANDARDS ACROSS THE LEARNING COMMUNITY</b>
<b>Target 1</b>	<ul style="list-style-type: none"> <li>◆ To populate the Learning Wall in respect of Health and Wellbeing topics and planners across Early, First and Second Level.</li> </ul>
<b>Target 2</b>	<ul style="list-style-type: none"> <li>◆ To share work with colleagues across the Learning Community and Local Authority.</li> </ul>
<b>Target 3</b>	<ul style="list-style-type: none"> <li>◆ To move on to the assessment and moderation of another area of the curriculum when work on Health and Wellbeing has been exhausted.</li> </ul>
<b>Evidence of impact on school/pupils</b>	<ul style="list-style-type: none"> <li>◆ All teaching staff within the Learning Community were grouped together into Network Groups to continue the assessment and moderation work started in the previous session.</li> <li>◆ Staff in Bernera School worked with staff in Uig and Breascleite schools to come together with pupil work for assessment and moderation purposes.</li> <li>◆ Class teachers populated the Learning Wall within their own schools for the purpose of auditing those Experiences and Outcomes covered by pupils, thus ensuring a good breadth of coverage of Health and Wellbeing Experiences and Outcomes.</li> <li>◆ Following the conclusion of the group in the previous session that it was not possible to apply the terms developing, consolidating and secure to the assessment of Mental Health and Wellbeing and this view being taken more widely at Department level, it was decided to move on to the assessment and moderation of another area of the curriculum.</li> <li>◆ As a result of reviewing other projects and priorities which were passed on to schools following the Improvement Plan process in the Summer Term of 2012, a decision was made by the Learning Community with the agreement of its Principal to work on these other projects as a priority and to return to Assessment and Moderation in Session 2013-14.</li> <li>◆ Following consultation with staff in their respective schools, the Head Teachers of Uig, Bernera and Breascleite agreed to focus on the Assessment and Moderation of the Science curriculum within session 2013-14.</li> </ul>

# AUDIT REVIEW - SESSION 2012-2013

## DEVELOPMENT TARGET: EVALUATION REPORT

<b>Project 2</b>	<b>ELECTRONIC RECORDING OF PUPIL PROGRESS USING e1</b>
<b>Target 1</b>	<ul style="list-style-type: none"> <li>◆ To provide detailed information for transition purposes in relation to the organisers for each CfE area.</li> </ul>
<b>Target 2</b>	<ul style="list-style-type: none"> <li>◆ To produce electronic reports for parents</li> </ul>
<b>Evidence of impact on school/ pupils</b>	<ul style="list-style-type: none"> <li>◆ Pupil progress in all curricular areas was tracked throughout the course of the session and all members of staff were given access to online pupil records via e1.</li> <li>◆ Teachers plans reflected prior knowledge of pupils as it was made available to them via e1 and teachers did not cover old ground.</li> <li>◆ End of year electronic reports were produced for parents via e1 Marksheets.</li> <li>◆ Staff competency and skills in IT improved as <b>all</b> staff members were expected to report on those areas they were teaching and populate the Marksheets.</li> <li>◆ Reporting of pupil progress was ongoing throughout the session.</li> <li>◆ Quality Improvement Officer and Learning Community Principal have had access to and are able to monitor pupil progress across all curricular areas</li> <li>◆ e1 Marksheets were extremely time consuming to work with and staff did not find their use lessened workload, but rather increased it. This had an adverse effect on time available for classroom planning and lesson preparation.</li> </ul>

# AUDIT REVIEW - SESSION 2012-2013

## DEVELOPMENT TARGET: EVALUATION REPORT

<b>Project 3</b>	<b>CURRICULUM FOR EXCELLENCE - EARLY YEARS PROVISION</b>
<b>Target 1</b>	<ul style="list-style-type: none"> <li>◆ To develop collaborative working across Nursery and Primary sectors using Early Level Experiences and Outcomes.</li> </ul>
<b>Target 2</b>	<ul style="list-style-type: none"> <li>◆ To ensure the needs of all children in both Nursery and Primary sectors are met and pupils in Nursery and Primary sectors are set tasks which will provide appropriate and suitable pace and challenge.</li> </ul>
<b>Target 3</b>	<ul style="list-style-type: none"> <li>◆ To build on work already done and to provide good learning and teaching experiences in an Early Level Classroom.</li> </ul>
<b>Evidence of impact on school/ pupils</b>	<ul style="list-style-type: none"> <li>◆ The Local Authority supplemented school staffing with an additional teacher in order to create an Early Level Classroom, spanning Nursery and Primary 1. This meant all Nursery pupils had access to and teaching from a qualified teacher.</li> <li>◆ Planning was undertaken by the Class Teacher with the assistance of the Key Worker who had previously led the group.</li> <li>◆ Sgoil Àraich staff used the Learning Wall to identify which Experiences and Outcomes had not been covered in the previous session.</li> <li>◆ Sgoil Àraich pupils engaged with a wide range of activities and showed very good levels of progress from where they were at the start of the session.</li> <li>◆ Careful planning ensured that the sole Primary 1 pupil in the class was catered for and sufficient challenge was provided in order to meet her needs.</li> <li>◆ Pupils in Gaelic Early Level Classroom have become much more proficient in Gaidhlig and in Makaton.</li> <li>◆ Parents in Bernera were once again given the option of having their children educated in English or Gaidhlig and 50% of the enrolments took place for Gaelic Medium Education.</li> <li>◆ Pupils were exposed to a range of very good learning and teaching experiences and as a result of this pupil attainment in Gaidhlig increased.</li> <li>◆ School and Sgoil Àraich staff collaborated with one another to provide good quality transition experiences for pupils and pupils skills in communicating in Gaidhlig was developed.</li> <li>◆ Self Assessment document of the service was completed by December 2012. This was then used to highlight areas which needed to be addressed and to set target dates for achieving improvements.</li> <li>◆ Early Level Classroom met the expectations of both the Care Inspectorate and the Education and Children's Services Department in terms of delivering an Early Years provision for pupils working at the Early Level.</li> </ul>

## SECTION 3 - ACTION

The following targets constitute our main projects for session 2013-14

Project 1	<b>ASSESSMENT AND MODERATION</b>
<b>Overall Aim</b>	To ensure that assessment procedures and standards within the school match those in other schools across the Learning Community and that teachers in the Learning Community are able to consistently apply the terms developing, consolidating and secure to Curriculum for Excellence levels in Science education.
<b>Quality Indicators</b>	1.1, 5.1, 5.4
<b>National Priority</b>	1, 2
<b>Local Objective</b>	2.5.2, 3.2.4, 3.2.6, 3.2.8
<b>Target 1</b> <b>Target 2</b>	<ul style="list-style-type: none"> <li>◆ To share work with colleagues across the Learning Community and Local Authority.</li> <li>◆ To agree standards for applying the terms developing, consolidating and secure to CfE Levels for Science.</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>◆ Provision of courses is mapped and matched to the Experiences and Outcomes across the Science curriculum at each level</li> <li>◆ School staff have participated in developing and producing a bank of assessment materials across the Learning Community.</li> <li>◆ Teachers are more confident in the application of the terms developing, consolidating and secure to assess pupils' progress.</li> </ul>
<b>Implementation Strategies</b>	<ul style="list-style-type: none"> <li>◆ School staff will set aside a specific amount of time from the School Working Time Agreement to work in Network Groups across the Learning Community, with teaching staff in Bernera specifically working with teaching staff in Uig and Breasclete schools.</li> <li>◆ Learning Community Principal to provide a remit for all groups and to monitor implementation with each group.</li> <li>◆ Compile and share a planning overview of course provision with an audit of Experiences and Outcomes relating to Science.</li> <li>◆ Agree which Science Experiences and Outcomes to focus on within the Network Group over the next year, share existing materials and produce new materials.</li> <li>◆ Agree and produce assessment exercises.</li> </ul>
<b>Timescale</b>	<ul style="list-style-type: none"> <li>◆ 1 year</li> </ul>
<b>Resource and Staff Requirements</b>	<ul style="list-style-type: none"> <li>◆ All teaching staff to work together during half days at August and October Inset</li> <li>◆ 10 hours from working time agreement</li> <li>◆ Devolved Inset and CPD budgets</li> <li>◆ (Department CfE budget)</li> </ul>
<b>Cost</b>	<ul style="list-style-type: none"> <li>◆ Travelling expenses for In-service and professional development training.</li> <li>◆ Supply costs may be incurred to give additional time to staff to complete tasks.</li> </ul>
<b>Evaluation Procedures</b>	<ul style="list-style-type: none"> <li>◆ Monitoring procedures.</li> <li>◆ Discussion with colleagues across the Learning Community.</li> </ul>



## SECTION 3 - ACTION Contd.

Project 2	TAPESTRY PARTNERSHIP—TEACHER LEARNER COMMUNITIES
<b>Overall Aim</b>	To impact positively on the learning and teaching environments within the school to include practical techniques and strategies for formative assessment and embed these into the life of the school.
<b>Quality Indicators</b>	1.1
<b>National Priority</b>	2, 5
<b>Local Objective</b>	3.2.4
<b>Target 1</b>	<ul style="list-style-type: none"> <li>◆ Improve and extend the use of <i>Assessment is for Learning</i> strategies, eg giving pupils more responsibility for their own learning, better questioning, formative use of summative tests.</li> <li>◆ Promote self evaluation so that it increasingly becomes embedded across the school.</li> <li>◆ Encourage the sharing of good practice throughout the school and across the Learning Community.</li> </ul>
<b>Target 2</b>	
<b>Target 3</b>	
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>◆ All teaching staff participating in TLC.</li> <li>◆ CPD sessions planned and facilitated.</li> <li>◆ AIFL techniques trialled/discussed/adopted/embedded as appropriate.</li> <li>◆ Improved classroom practice and learner engagement.</li> </ul>
<b>Implementation Strategies</b>	<ul style="list-style-type: none"> <li>◆ The TLC leader will lead and co-ordinate this project.</li> <li>◆ Course materials will be provided in advance by the CNES Tapestry Project.</li> <li>◆ Ten meetings to be held during the session.</li> <li>◆ Teachers within the Teacher Learner Communities will commit to completing tasks within their classrooms.</li> </ul>
<b>Timescale</b>	<ul style="list-style-type: none"> <li>◆ By June 2014</li> </ul>
<b>Resource and Staff Requirements</b>	<ul style="list-style-type: none"> <li>◆ Attendance at meetings.</li> <li>◆ Support from the local authority.</li> <li>◆ Devolved budgets. All staff to be involved.</li> <li>◆ Staff time to read materials/implement strategies.</li> <li>◆ Observation of colleagues/shadowing.</li> <li>◆ Attend any available training sessions.</li> </ul>
<b>Cost</b>	<ul style="list-style-type: none"> <li>◆ Supply costs may be incurred to give additional time to staff to complete tasks.</li> </ul>
<b>Evaluation Procedures</b>	<ul style="list-style-type: none"> <li>◆ Monitoring Procedures</li> <li>◆ Feedback from Teachers and Pupils</li> </ul>

## SECTION 3 - ACTION Contd.

Project 3	CURRICULUM FOR EXCELLENCE - LITERACY ACROSS LEARNING
<b>Overall Aim</b>	To improve standards of Literacy across the whole school but particularly at key stages.
<b>Quality Indicators</b>	5.1, 5.2, 5.3, 5.4
<b>National Priority</b>	1, 2, 3, 5
<b>Local Objective</b>	3.2.4
<b>Target 1</b> <b>Target 2</b>	<ul style="list-style-type: none"> <li>◆ To develop a whole-school approach and ensure consistent approaches to aspects of teaching literacy across all stages.</li> <li>◆ To improve standards in literacy across the whole school</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>◆ Create clear targets and timescales for pupil attainment in reading, writing and listening and talking.</li> <li>◆ Staff will meet together regularly to audit practice, create, review and discuss progress in the different areas of literacy.</li> <li>◆ A whole-school approach to the teaching and learning of Literacy will be reflected and policies and procedures updated.</li> <li>◆ Improved attainment levels in Literacy, particularly at key stages.</li> </ul>
<b>Implementation Strategies</b>	<ul style="list-style-type: none"> <li>◆ Staff Meetings to review teaching methods currently in place in all classes and for all aspects of literacy.</li> <li>◆ Look at experiences and outcomes to establish requirements set out by CfE.</li> <li>◆ Teachers to plan consistent approaches to:               <ul style="list-style-type: none"> <li>* Spelling</li> <li>* Grammar</li> <li>* Punctuation</li> <li>* Writing</li> <li>* Reading</li> <li>* Listening and talking</li> </ul> </li> <li>◆ Teachers to meet regularly and assess work together to ensure good levels of progress are occurring throughout the school.</li> </ul>
<b>Timescale</b>	<ul style="list-style-type: none"> <li>◆ By June 2013</li> <li>◆ By June 2013</li> </ul>
<b>Resource and Staff Requirements</b>	<ul style="list-style-type: none"> <li>◆ All Staff</li> <li>◆ CfE Literacy Guidelines, Principles and Practices Papers and Experiences and Outcomes.</li> <li>◆ Departmental/School Budgets</li> <li>◆ Education Scotland Resources</li> </ul>
<b>Cost</b>	<ul style="list-style-type: none"> <li>◆ Supply costs may be incurred to give additional time to staff to complete tasks.</li> </ul>
<b>Evaluation Procedures</b>	<ul style="list-style-type: none"> <li>◆ Monitoring procedures.</li> <li>◆ Feedback from Staff</li> </ul>

## SECTION 3 - ACTION Contd.

### MAINTENANCE AREAS

The main projects do not represent the full range of development work which the school will undertake. There are aspects of the work of the school that require adjustment and fine-tuning from year to year. These are referred to as maintenance areas and, although they do not constitute new developments, they do affect the overall workload implicit in the improvement plan.

In session 2013/14 the principal tasks under this heading are set out below.

<b>Maintenance Areas 2013-2014</b>		<b>Local Objective</b>
<b>1.</b>	Continuing Professional Development to develop the skills of staff.	2.5 / 3.1 / 3.2.6
<b>2.</b>	Continue to provide a high standard of care and meet the National Care Standards for pre-school children.	3.2
<b>3.</b>	Maintain folders of evidence for pupils with additional support needs and roll out to all staff roles and responsibilities connected to Support for Learning records.	3.2 /3.4
<b>4.</b>	Regularly record and update the needs of all children recorded on e1.	3.2
<b>5.</b>	Further develop the use of ICT and Glow across the school community and extend the use of the E-portfolio's and Blogs.	3.2
<b>6.</b>	Promote Enterprise in Education across the school	3.1/3.2
<b>7.</b>	Monitoring and Observation Procedures for Teaching Staff	2.5
<b>8.</b>	Maintain effective links with external agencies.	3.2/3.4
<b>9.</b>	Continue reviewing and updating school policies	
<b>10.</b>	Improve sufficiency, range and suitability of resources	1.2
<b>11.</b>	Continuing assessment for identified staff in specific medical procedures in order to be able to meet the needs of all pupils.	3.2.3
<b>12.</b>	Extend the Early Level Classroom to work with pupils in Nursery through to Primary 2 and ensure Sgoil Àraich and School staff have adequate time to plan together.	3.4.1 / 3.2.9

## SECTION 3 - ACTION - THE THREE YEAR PLAN

### KEY AREAS

The Key Areas in terms of Quality Indicators are:

- ◆ Key Performance Outcomes
- ◆ Impact on Learners
- ◆ Impact on Staff
- ◆ Impact on the Community
- ◆ Delivery of Education
- ◆ Policy Development and Planning
- ◆ Management and Support of Staff
- ◆ Partnerships and Resources
- ◆ Leadership

The following table constitutes our intended developments over the next three years

<b>THE THREE YEAR PLAN</b>		
<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<p><b>KEY AREA: DELIVERY OF EDUCATION</b> Assessment and Moderation within the Learning Community for Curriculum for Excellence.</p>	<p><b>KEY AREA: DELIVERY OF EDUCATION</b> Curriculum Design</p>	<p><b>KEY AREA: LEADERSHIP</b> Leadership of Improvement and Change Improvements through Self Evaluation</p>
<p><b>KEY AREA: DELIVERY OF EDUCATION</b> Curriculum for Excellence - Literacy across Learning</p>	<p><b>KEY AREA: DELIVERY OF EDUCATION</b> Meeting Learning Needs - Additional Support Needs</p>	<p><b>KEY AREA: DELIVERY OF EDUCATION</b> Curriculum for Excellence - Literacy across Learning</p>
<p><b>KEY AREA: DELIVERY OF EDUCATION</b> Teaching for Effective Learning— Tapestry Partnership</p>	<p><b>KEY AREA: IMPACT ON LEARNERS</b> Partnerships with Parents</p>	<p><b>KEY AREA: POLICY DEVELOPMENT AND PLANNING</b> Curriculum for Excellence Religious and Moral Education</p>

# **SUMMARY IMPROVEMENT PLAN**

## **SESSION 2011-12**

The Scottish Government's Department for Education and Lifelong Learning requires all schools to produce a School Improvement Plan each year setting out targets for the improvement of the educational services offered. The process of formulating our improvement plan involved the following procedures:-

- ◆ An audit of the Key Areas of the school's work using HMI Quality Indicators to identify our strengths and weaknesses and how well the school is performing in relation to our aims.
- ◆ A review of national and local authority development initiatives included in the Scottish Executive Education Department's five national priorities for education.
- ◆ Consultation with our stakeholders to ascertain their views on what our priorities should be for the forthcoming school year.

The outcome of this process is that we are able to identify three areas for improvement, which we intend to achieve by the end of session 2013-14. We believe this will improve educational provision in the school and provide long term benefits for all our pupils.

- ◆ To ensure that assessment procedures and standards within the school match those in other schools across the Learning Community and that teachers are able to consistently apply the terms developing, consolidating and secure to Curriculum for Excellence levels for Science.
- ◆ To impact positively on the learning and teaching environments within the school with all teaching staff participating in the Tapestry Project and committing to the work of Teacher Learner Communities which will encourage teachers to include practical techniques and strategies for formative assessment in their classes, these to be embedded into the life of the school over the course of the session.
- ◆ To improve standards of core Literacy across the whole school but particularly at key stages and to implement strategies across the school to ensure that all teachers take responsibility for Literacy across Learning.

A full copy of our improvement plan is available to parents and other interested parties on request.

*Kirsteen J. Maclean  
Head Teacher  
May 2013*

# STAFF DEVELOPMENT 2012-13

## Appendix 1

### Regional Courses

Building Bridges in Managing Attachment Difficulties	Mrs Chriss Anne Mackenzie Mr Donald J. Smith Mr Heiko Rank
Primary Network Groups—Areas 2, 3 & 4	Miss Kirsteen J. Maclean Miss Joanne Macdonald Miss Juliet Randle Miss Anna Campbell
E1 Training for Learning Support Teachers	Mrs Chriss Anne Mackenzie
Introduction to East Renfrewshire Music Packs	Miss Kirsteen J. Maclean Miss Joanne Macdonald
Maths on Track: Primary	Miss Juliet Randle Miss Joanne Macdonald
Child Protection Level 2	Miss Kirsteen J. Maclean
Tapestry Masterclass - CfE with Teacher Learner Communities	Mrs Chriss Anne Mackenzie
Tapestry - Head Teachers Support Session	Miss Kirsteen J. Maclean
PEPAS Support Session	Miss Juliet Randle
Glow II: The Future	Miss Kirsteen J. Maclean
Getting It Right (For Children In The Western Isles)	Mrs Chriss Anne Mackenzie Mrs Anneline Ingram
Start To Play Refresher Course	Mrs Anneline Ingram
More Practical Tips For Attachment Disorder	Mrs Chriss Anne Mackenzie
Data Protection	Miss Kirsteen J. Maclean Miss Joanne Macdonald Miss Juliet Randle Miss Anna Campbell Mrs Chriss Anne Mackenzie Mrs Meg Gilmour Ms Ros Paterson Mrs Anneline Ingram Mr K Ingham Mrs V Mayers Ms MM Maciver Mr Heiko Rank Mr Donald J. Smith
First Aid at Work—Refresher Course	Miss Kirsteen J. Maclean

# STAFF DEVELOPMENT 2012-13

## Appendix 1

### Regional Courses (Continued)

E-portfolio's and P7 Profiling	Miss Kirsteen J. Maclean
Asbestos Awareness Training	Miss Kirsteen J. Maclean
CALM Module 2 - Physical Intervention Training	Mrs Chriss Anne Mackenzie
Complaints Handling Training	Miss Kirsteen J. Maclean
Raising the Bar in Core PE	Mr Donald J. Smith
Information Security Training	Miss Kirsteen J. Maclean Miss Joanne Macdonald Miss Juliet Randle Miss Anna Campbell Mrs Chriss Anne Mackenzie Mrs Meg Gilmour Ms Ros Paterson Mrs Anneline Ingram Mr K Ingham Mrs V Mayers Ms MM Maciver Mr Heiko Rank Mr Donald J. Smith
Introduction to GIRFEC	Miss Juliet Randle Miss Joanne Macdonald Miss Anna Campbell Mrs Meg Gilmour Ms Ros Paterson
GL Assessment Training (PiE's and PiM's)	Miss Kirsteen J. Maclean
Seasons for Growth	Mrs Chriss Anne Mackenzie
Outdoor Learning—Literacy and Numeracy	Miss Joanne Macdonald Mrs Anneline Ingram
Head Teacher and Senior Managers Conference	Miss Kirsteen J. Maclean
Tapestry - Teacher Leaders	Miss Joanne Macdonald
Complaint Investigation Skills	Miss Kirsteen J. Maclean
Head Teacher Network Meetings	Miss Kirsteen J. Maclean
PE Teacher Network Meetings	Mr Donald J. Smith
Support for Learning Teacher Network Meetings	Mrs Chriss Anne Mackenzie

# STAFF DEVELOPMENT 2012-13

## Appendix 1 Contd.

### School Based Activities

Child Protection Procedures - Annual Refresher

Miss Kirsteen J. Maclean  
Miss Joanne Macdonald  
Miss Juliet Randle  
Miss Anna Campbell  
Mrs Meg Gilmour  
Ms Ros Paterson  
Mrs Anneline Ingram  
Mr K Ingham  
Mrs V Mayers  
Ms MM Maciver

Training in the Care and Maintenance of a Tracheostomy

Miss Kirsteen J. Maclean  
Mrs Anneline Ingram  
Miss Joanne Macdonald  
Mrs Elaine Cousins

Resuscitation Training

Miss Kirsteen J. Maclean  
Miss Joanne Macdonald  
Miss Juliet Randle  
Miss Anna Campbell  
Mrs Anneline Ingram  
Mrs Meg Gilmour  
Ms Ros Paterson  
Mrs V Mayers  
Ms MM Maciver  
Mrs Elaine Cousins

Makaton and Sign Language

Miss Kirsteen J. Maclean  
Miss Joanne Macdonald  
Miss Juliet Randle  
Miss Anna Campbell  
Mrs Anneline Ingram  
Ms Ros Paterson  
Mrs Meg Gilmour  
Ms Margaret Mary Maciver  
Mrs Elaine Cousins  
Mrs Vicky Mayers

Precision Teaching

Miss Kirsteen J. Maclean  
Miss Joanne Macdonald  
Miss Juliet Randle  
Miss Anna Campbell

CfE Progress Marksheets for Recording & Reporting to Parents

Miss Kirsteen J. Maclean

Tapestry - Teacher Learner Communities

Miss Kirsteen J. Maclean  
Miss Joanne Macdonald  
Miss Juliet Randle  
Miss Anna Campbell



# STAFF DEVELOPMENT 2012-13

## Appendix 1 Contd.

### School Based Activities (Continued)

Boardmaker	Miss Joanne Macdonald Mrs Anneline Ingram
Let's Move	Miss Anna Campbell Miss Joanne Macdonald Mrs Anneline Ingram

### Other Activities

Olympic Art	Miss Joanne Macdonald
Restorative Practice	Miss Joanne Macdonald
Autistic Spectrum Information Course	Miss Joanne Macdonald