



## Head Teacher's Report - Mon 16<sup>th</sup> September 2019

### Successes Last Session

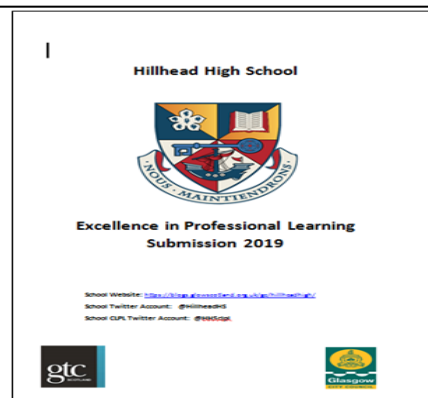
- Commitment of staff, relationships, trust, ethos
- Partnership work with Parent Council
- Partnership work with a wide range of partners
- Increased accredited achievement –e.g. highest number of Duke of Edinburgh (DofE) awards, introduction of Gold DofE. New store room created and all fully-funded.
- Improvements in attendance - overall 93.5% - second-highest in for all Glasgow Secondary Schools.
- S6 Induction Week and increased S6 options – e.g. Foundation Apprenticeships, Open University
- Increased support for pupils most at risk of leaving school with no qualifications including Pathways Group led to improved attainment.
- Impact of PTs Raising Attainment –e.g. Study Skills Evening, Study Weekend, Tracking of S5 and S6 and interventions, targeted Mindfulness sessions, S1&S2 Homework Clubs, S1 & S3 Leadership Academies, staff training etc!
- Learning and Teaching – Validated Self-Evaluation day in June.
- Work of our MCR Pathways Mentor
- New awards linked to our values at the Prize-Giving in June
- Continuing to improve communication –updating website, more use of social media

### GTCS Award for Excellence in Professional Learning

- School nominated by Glasgow City Council for this national award issued by the General Teaching Council of Scotland (GTCS) last session due to our commitment to supporting a culture of professional learning.
- We met with a representative of the GTCS, submitted a report on our work and then were visited by a panel of 8 from across Scotland for a day in June.
- Panel met with groups of staff, visited classes and met with groups of pupils.
- Feedback given on the day and the following week in writing.
- School will receive the award on Thurs 26<sup>th</sup> September.

**Our approach to developing our school culture is grounded in the following key actions:**

- mutual trust and respect across our school
- building confidence and capacity in staff over time – understanding that this is a long term vision and thinking carefully before engaging in new initiatives
- a genuine commitment to tackling bureaucracy in order to make time for teachers to engage in professional learning
- developing effective approaches to gaining authentic feedback from staff, pupils and parents in order to inform school improvement
- modelling transparency and openness at all levels to ensure the very best outcomes for pupils
- prioritising learning and teaching in school improvement planning



## GTCS Report Findings

- **Leadership at all levels** is clearly the culture at Hillhead with staff taking lead roles across a variety of learning activities, where their investment is high due to collegiate involvement in identifying next steps for the school.
- **Sustainability** is addressed through the investment in professional learning from the start, with individuals being supported within their own journey and in turn strengthening the provision within the school.
- **Pupils were able to articulate their leadership opportunities** within the school and reflect on the impact these have had on their personal growth and how they can contribute back to the school. There was a tangible sense of pride in their school and an appreciation of the nurture and development they had experienced through the trusted relationships and varied rich learning opportunities.

## GTCS Report Findings

- **Professional voice is strong** with all opinions being heard and considered before decisions are made. Staff spoke with passion about their learning and the impact this could have on the learning of the children they support. They recognised and appreciated the investment in them to build on their professionalism through the supportive culture within the school, welcoming the challenge to continually develop and grow within their chosen career pathway.
- Hillhead High School demonstrated a strength in developmental learning with clear belief in **building staff capacity to be best prepared to serve the young people in their care**. Forward planning helps to ensure sustainability of new initiatives and there is a trust that time will be given to develop and grow as professionals who can have a positive impact on outcomes for learners. Learning undertaken is relevant and meaningful with buy-in being strong due to the culture of trust within the school. Staff strongly articulated the impact of the Teacher Learning Community (TLC) groups on their personal and collegiate learning where they felt they had support and challenge to deepen their understanding.

### Pupil Leadership

- School Captains and S6 Leadership Team interviews have taken place
- Pupil Council elected

- Columba 1400 Leadership Award and Residential Week
- Committee Structure
- S1 & S3 Pupil Leadership Academies will also take place this session

### **SQA Exam Results**

Overall trend of improvement over time since introduction of new senior phase model. For example in 2013, 27.8% of pupils achieved 3 or more Highers by the end of S5. In 2019 it was 38% of pupils. Similarly in 2013, 14.5% of pupils achieved 5 or more Highers by the end of S5 and in 2019 it was 24%. In the same time across Glasgow the number of pupils achieving 5 or more Highers in S5 has increased from 8.4% to 11.9%.

#### **S5 Results:**

- **24%** of pupils achieved 5 or more Highers (compared to 20% last session)
- **38%** of pupils achieved 3 or more Highers (compared to 34% last session)
- **58%** of pupils achieved 1 or more Higher (compared to 57% last session)
- **40%** of pupils achieved 5 or more Nat 5s (compared to 33% last session)

#### **S6 results:**

- 24% achieved 1 or more Advanced Higher
- 43% of pupils achieved 3 or more Highers by end of S6.

N.B. College results and some other qualifications have still to be factored in.

### **Staffing News:**

- School fully staffed at the start of term
- 3 temporary Principal Teachers of Raising Attainment will be appointed next week through our Pupil Equity Fund and Posts will last until June 2020.

### **Campus Police Officer:**

- PC Chris Bell has replaced PC Barry Hynes. Working between Hillhead High and Hyndland Secondary.

### **Equity:**

- All S1 pupils issued with a maths kit at the start of the session.
- Period Equality.
- School uniform designed to be as cheap as possible and information shared on applying for clothing grants. Information on school website updated.
- Bank of revision textbooks, stationery, school bags, school clothing available through Pastoral Care.

- Money invested through PEF on improving class libraries in English Department.  
Focus on health and wellbeing as part of First Minister's Reading Challenge.

### **School Improvement Plan:**

#### **3 whole school priorities for this session:**

- Maximise attainment and achievement - with a particular focus on closing the poverty related attainment gap
- Learning and Teaching: sustaining a culture of learning and improvement increasingly informed by evidence
- Develop approaches to health and wellbeing, leadership and inclusion, with a particular focus on closing the poverty related attainment gap

Other priorities – staff workload and wellbeing