

UNCRC Article 29 **I have the right to an education which develops my personality, respect for others' rights and the environment** Article 29 of the UNCRC says that a child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them.

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	2022-23 Health and Wellbeing
Person(s) Responsible Who will be leading the improvement?	Nurture and Nurture Space Claire O'Neill / acting PEF DHT Donna Jacobs Attendance / Resilience

(Please insert the relevant information below using the codes above)	
NIF Priority: 2	NIF Driver:1, 2, 3, 6
NLC Priority:2, 3, 5	QI:3.1
PEF Intervention: 1, 2, 10	UNCRC:3,12, 28,29
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. CANI Coaching £4200 (plus VAT), Estimated Nurture Space £5000 fixtures fittings and resources, Additional staffing £51000 (match funded by NLC), acting PEF DHT £13000.	
RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this? Secondary Attainment Dashboard – attendance and exclusions data and our own tracking and monitoring information highlight improving attendance, continuing with our focus on nurture and inclusion and reducing exclusions as key drivers in the aspirations in this priority. Additional 1.0 fte staffing will be used to support delivery and input in the nurture space / cover key staff to support target pupils in the nurture space.	
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets. PEF, staffing, mainline budget, management time, DM's, INSET days, whole school meetings, cover	

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates
All teaching staff promote the wellbeing of all children through the 6 nurture principles: <u>To be included in all Faculty Improvement Plans</u>	<u>Claire O'Neill DHT lead.</u> Training will be delivered to all staff on the 6 nurture principles. Teachers will plan and support their lessons with all young people with an increased focus on the 6 nurture principles. In session 2022-23 we will have a closer look at “Children's learning is understood developmentally” “The classroom offers a safe base” Staff engage in ongoing CPD related to HWB	The nurture principles below are delivered and become embedded in our practices over this and future improvement cycles: Children's learning is understood developmentally. The classroom offers a safe base. The importance of nurture for the development of wellbeing. Language is a vital means of communication.	Ongoing August 2022 – June 2025 3-year plan to fully embed Nurture principles across the school	Progress Review May 2023 Progress Review May 2024 Progress Review May 2025

UNCRC Article 29 **I have the right to an education which develops my personality, respect for others' rights and the environment** Article 29 of the UNCRC says that a child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them.

	<p>Educational Psychologist supports this plan with training and resources</p> <p>Senior pupil Mental Health Ambassadors support this work.</p>	<p>All behaviour is communication. The importance of transition in children's lives.</p>		
<p>Managing Attendance / Supporting Resilience</p> <p>Whole school approach to determine ways in which could support improvements in pupil attendance</p> <p><u>To be included in all Faculty Improvement Plans</u></p>	<p><u>Claire O'Neill DHT, Acting PEF DHT lead, with newly formed Attendance / Resilience Working group;</u></p> <p>Survey pupils' parents and staff on what barriers may exist for pupils attending school and what supports we need to build to support pupil resilience and engagement. This will include our strategies to support equity and social disadvantage.</p> <p>Analyse pupil absences with PT's Pupil Support liaise with Family engagement officers to action interventions for pupils and families.</p> <p>Lead outreach to pupils and support pupils to achieve and make progress in their school awards.</p>	<p>Use survey feedback to inform planning and strategies that lead to improvements in attendance for individual pupils and year groups.</p> <p>Achieve whole school attendance target of 90%+ by June 2023 (this target will remain beyond June 2023)</p>	<p>Ongoing August 2022 to June 2023 (will be included in further improvement cycles)</p> <p>All staff PT Pupil support HSPO Acting PEF DHT Acting PEF PT Mental Health and Families "Managing Attendance / Supporting Resilience Working group" Educational Psychologist CIIL EFM NLC resources Family engagement Officers Campus police</p>	<p>Review year group / whole school attendance overall progress monthly in session 2022-23 (there will be ongoing monitoring and tracking of pupils daily)</p>
<p>Building a Nurture / well-being space – supporting targeted vulnerable pupils</p>	<p><u>Claire O'Neill lead with Nurture Improvement Group</u></p> <p>Create a new learning space for vulnerable pupils which supports them with their learning and social and emotional needs. Involve target pupils in shaping this new resource and evaluating its effectiveness.</p> <p>Create an identity (name and vision) for this learning space</p> <p>This learning space will be used to promote inclusion and reduce whole school exclusions. Pupils will be targeted based on need by SMT and PT's Pupil Support.</p>	<p>identify suitable accommodation in the school for this new learning space. PEF team to lead, consult and develop the vision for this learning space and create operational / strategic guidance for its use.</p> <p>All PTs Pupil Support to support pupils in their caseload who require this intervention and liaise closely with pupils' parents' staff and partner agencies on their learning plans All SMT and acting PEF promoted postholders to support</p>	<p>Ongoing August 2022 to June 2023 (will be included in further improvement cycles)</p> <p>All staff PTs Curriculum PTPS HSPO Management Time Additional staffing SMT Senior Pupil Mental Health Ambassadors Nurture Improvement Group All acting PEF Postholders</p>	<p>Review progress termly in session 2022-23</p> <p>Monitor / Track progress of each pupil's attendance achievement engagement and overall progress and provide ongoing support as required.</p>

UNCRC Article 29 **I have the right to an education which develops my personality, respect for others' rights and the environment** Article 29 of the UNCRC says that a child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them.

<p><u>To be included in all Faculty Improvement Plans</u></p>	<p>Target 25% reduction in whole school exclusions in session 2022-23 in comparison to 5-year average openings of 176.</p>	<p>the vision of this project and the operational running of this new learning space.</p>	<p>All PT's Curriculum to support vulnerable pupils who require additional support by providing resources that meet their needs.</p>	<p><u>Reducing exclusions target</u> 25% reduction each year over the next 3 years:</p> <p>Baseline 176 openings <i>By June 2023 target 132 openings or less</i> <i>By June 2024 target 99 openings or less</i> <i>By June 2023 target 74 openings or less</i></p>
<p>Family Learning and Engagement Supporting families with resilience, resources and experiences that supports equity and mental health</p>	<p><u>Acting PEF DHT / Acting PEF PT Mental Health and Families lead</u></p> <p>Events organised for families that supports with skills for life experiences including cookery, budgeting, health, mental health and links to partner agencies.</p>	<p>Target families of vulnerable pupils (FME / Care experienced) and structure events and supports around their needs.</p>	<p><i>Ongoing August 2022 to June 2023</i> Acting PEF DHT Acting PEF PT Mental Health and Families Health and Well-being improvement group HSPO Future Friday's program</p>	<p>Seek parental views and complete evaluations termly on the experiences delivered.</p>

UNCRC Article 29 **I have the right to an education which develops my personality, respect for others' rights and the environment** Article 29 of the UNCRC says that a child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them.

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	2022-23 Learning Teaching and Curriculum
Person(s) Responsible Who will be leading the improvement?	SCQF Senior Phase, SQA, Allison Dewar / Craig Spencer. SCQF S3, Jo Lilly. Learning and Teaching, Graeme Nolan. All SMT links to lead on attainment driven targets with their link faculties.

(Please insert the relevant information below using the codes above)	
NIF Priority: 2,3	NIF Driver:1,2,4,5,6
NLC Priority:1,2,4,5	QI:2.2, 2.3, 3.2
PEF Intervention:1, 5, 7, 11, 12	UNCRC:28,29
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. Acting PEF PT DYW / Employability £13000	
RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?	
Secondary Attainment Dashboard data, SNSA data and INSIGHT data – along with our own tracking and monitoring information highlight improving S3 ACEL outcomes as a continuing target. Our SQA provision and performance holds up well with our virtual comparator in most measures. Pupils achieving 5 plus awards at National 3 is a gap that we will aim to close. Our attainment data when using SCQF in INSIGHT shows that we have a small gap to close on our virtual comparator - targets have been set in this priority that challenge us to close those gaps. In light with this all staff will look at the SCQF pathways that they provide in their respective faculties and plan and deliver alternative SCQF awards which aim to raise pupil achievement. Whole SCQF accreditation will also feature in this priority. We will continue to refine our pedagogy and continue to aim for excellence in learning and teaching – continuing the roll out of Making Thinking Visible with pupils and supporting them to better understand our thinking routines we hope will support deeper learning and better pupil achievements.	
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets. PEF, staffing, mainline budget, management time, DM's, INSET days, whole school meetings, cover	

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates
All faculties to continue to: develop digital / online learning, develop teaching resources which support literacy and numeracy across the BGE.	<u><i>PTs Curriculum / All staff lead and share best practice:</i></u> Audit resources that all faculties use which support literacy and numeracy	Planning, tracking, and monitoring All staff to develop literacy and numeracy learning resources for	Ongoing August 2022 to June 2023 All staff PTs Curriculum	PT/ SMT link meetings will focus on SCQF pathways PTCs to discuss at DM's as arranged.

UNCRC Article 29 **I have the right to an education which develops my personality, respect for others' rights and the environment** Article 29 of the UNCRC says that a child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them.

<p><u>To be included in all Faculty Improvement Plans</u></p>	<p>Focus at DMs as required</p> <p>PT Mathematics and PT English to link in with cluster primary schools on their literacy and numeracy interventions and lead / support moderation discussions – disseminate practice to staff</p> <p>Support pupils who require intensive provision in the new nurture space with resources and feedback</p>	<p>pupils at all stages to support online learning and literacy and numeracy skills.</p> <p>Monitor and Track literacy and numeracy interventions for targeted groups of vulnerable BGE pupils (FME SIMD 1-2)</p> <p>Analyse SNSA data and liaise with PT's Mathematics and English to look at pupil progress</p> <p>Improvement Target 90% (almost all) of pupils achieving Level 3 in S3 in all literacy / numeracy measures</p>	<p>CILL Cluster Support Teachers</p>	
<p><i>Closing the GAPS</i></p> <p>Increase our S4 whole school awards 2022-23, Aim for 2% benchmark improvements in S4:</p> <p>5 awards at Level 3 (2021 82%) 5 awards at Level 4 (2021 81.5%) 5 awards at Level 5 (2021 51%)</p> <p>Focus on stretch aims: Increase our stretch benchmarks by 2%</p> <p>1 award at level 5 in S4 (2022 82%) 1 award at level 6 in S5 (2022 49%)</p> <p><u>To be included in all Faculty Improvement Plans</u></p>	<p>All staff / PT's Curriculum to bank Level 3 / N3 qualifications in S3 and follow up on any pupils who have not achieved a qualification. (Pupils to have level 3 / N3 qualifications banked in S4)</p> <p>SQA Policy and procedures updated (Allison Dewar / Craig Spencer to incorporate cross school moderation as standard.</p> <p>SMT / PTC's to maximise the number of pupils achieving 1 at level 5 (S4) and 1 at Level 6 (S5) – details will be issued on pupils sitting N5 and Higher courses – PTC's and SMT will track monitor and analyse pupil progress in all of these measures.</p>	<p>Tracking and Monitoring procedures in place in all faculties that support pupils to achieve at least a NATIONAL 3 by the end of S4.</p> <p>PT's Curriculum to alert PTPS and SMT to pupils NOT on track to achieve N3 in S3 in May 2023</p>	<p><i>Ongoing August 2022 to June 2023 (Will be included in further improvement cycles)</i></p> <p>PTs Curriculum All staff SMT PTPS PTSfL</p>	<p>Regular monitoring tracking of data across the school year:</p> <p>Martin Anderson HT SMT PT's Curriculum – updates issued, and support / challenge conversations arranged across the school year in line with the quality assurance calendar.</p> <p>Discuss impact of individual faculty performance and how it supports the achievement of these targets.</p>

UNCRC Article 29 **I have the right to an education which develops my personality, respect for others' rights and the environment** Article 29 of the UNCRC says that a child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them.

<p>Learning and Teaching Group to devise and implement the</p> <p>" Airdrie effective lesson"</p> <p><u>To be included in all Faculty Improvement Plans</u></p>	<p><u>Graeme Nolan / Learning and Teaching Group to lead:</u></p> <p>All staff to engage in discussions on what makes an effective lesson and to agree on a generic template for what this looks like.</p> <p>Pupils to be involved in what they believe to be an effective lesson and their voice incorporated into the generic lesson template</p> <p>Once agreed posters / visuals of "The Airdrie Effective Lesson" will be displayed in all classrooms around the school, the school website and this will be shared with all parents</p>	<p>Staff consultations completed / Pupil consultations completed</p> <p>"The Airdrie Effective Lesson" is displayed across the school and this is used to support classroom visits / discussions on learning</p> <p>"The Airdrie Effective Lesson" will be incorporated into the School Quality Assurance policy</p> <p>A poster display / visual will also be produced and displayed showing clear pupil expectations and teacher expectations</p>	<p><i>Ongoing August 2022 to June 2024</i></p> <p>Learning and Teaching working Group All teaching staff PTs Curriculum ASNA's Pupils</p>	<p>Learning and Teaching Group to update termly in session 2022-23</p>
<p>Making Thinking Visible - G Nolan (overall responsibility) / MTV Leaders</p> <p>Improving thinking routines / supporting deeper thinking and creativity in learning – focus all S1 pupils.</p>	<p>PSHE/Wellbeing Input with new S1 – J Clelland, Lead [Aug-May] Team leaders (in liaison with Pupil Support) will visit S1 classes throughout the session and deliver stand-alone lessons using MTV routines.</p> <p>MTV Displays - R Patterson Lead [June 2022] Audit most common MTV Routines across each faculty and create relevant displays/posters of routines, strategically placed throughout the school to increase visibility of routines.</p> <p>CPD - Whole School - Various [Whole School Meeting; INSET Days] Showcasing of MTV practice from across the curriculum at one of the whole school meetings and as part of INSET days. Leaders and volunteer practitioners to input.</p> <p>CPD - Voluntary Twilight Sessions run by MTV Leaders [Sep-May] Delivery of refresh sessions for new staff and for those who would like a refresh.</p>	<p>S1 Pupils understand "thinking routines" – PTs Curriculum to conduct focus groups with pupils to check their understanding.</p> <p>Visual displays that promote MTV routines produced and displayed</p> <p>CPD provided</p>	<p><i>Ongoing August 2022 to June 2023</i></p> <p>Staff meetings DM's INSET days Staff meetings MTV Leaders</p>	<p>Learning and Teaching Group to update termly in session 2022-23</p>

UNCRC Article 29 **I have the right to an education which develops my personality, respect for others' rights and the environment** Article 29 of the UNCRC says that a child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them.

<p>(FACULTIES) Scottish Credit and Qualifications Framework <i>SCQF</i>:</p> <p>All faculties to provide alternative pathways for pupils which supports them to gain SCQF qualifications at least equivalent to the SQA levels of their courses i.e.</p> <p>NATIONAL 4 / SCQF level 4 NATIONAL 5 / SCQF level 5 HIGHER / SCQF level 6 ADVANCED HIGHER / SCQF level 7</p> <p><u>To be included in all Faculty Improvement Plans</u></p>	<p>All staff to engage in discussions on what pathways on the SCQF framework can be planned and introduced for pupils</p> <p>PT's Curriculum to produce an A4 visual for the pathways of achievement / attainment in their respective faculties. This work will be ongoing.</p>	<p>Discussions take place with staff – led by PT's Curriculum. Establish alternative pathways for pupils (in particular for senior phase pupils)</p> <p>A4 visual produced, displayed in each classroom in each department and this visual faculty pathway added to the school website for each subject in the senior phase.</p>	<p><i>Ongoing August 2022 to June 2023 (will be included in further improvement cycles)</i> Alternative pathways identified by PT's Curriculum which can be introduced into Options planning for session 2023-24 (and beyond)</p> <p>DMs INSET Whole school meetings CPD SCQF Contacts</p>	<p>Updates and new pathways integrated into the curriculum rationale / options information.</p> <p>PT/ SMT link meetings will focus on SCQF pathways</p>
<p>(SMT) Scottish Credit and Qualifications Framework <i>SCQF</i>:</p> <p>UNIVERSAL Accreditation across the curriculum</p>	<p>SMT colleagues to lead on this: UNIVERSAL accreditation is in place at stages of the S1 -S6 curriculum</p>	<p>SMT take the lead on planning and delivering UNIVERSAL accreditation across each age and stage. In 2022-23:</p> <p>S4 5/6 A Dewar / C Spencer S3 J Lilly</p>	<p><i>Ongoing August 2022 to June 2023 (will be included in further improvement cycles)</i></p> <p>UNIVERSAL accreditation frameworks / pathways embedded into the curriculum with pupils then accredited for their achievements</p>	<p>UNIVERSAL offer / accreditation reviewed for S5/6 pupils (wider4 achievement program updated as required)</p> <p>UNIVERSAL Offer for S4 pupils developed and ready for implantation 2023-24 (Allison Dewar / Craig Spencer lead)</p> <p>UNIVERSAL accreditation, offer for S3 pupils developed and ready for implementation in 2023-24 (Jo Lilly lead)</p>
<p>Developing the Young Workforce</p> <p>All staff to support the delivery of DYW experiences within the curriculum and link in the career skills to classroom learning – a whole school approach</p>	<p><i>PT DYW / employability to lead-</i> support and deliver training for pupils and staff. Signpost key employment resources for staff which (in partnership with SDS and NLC) support classroom learning. Arrange DYW focussed visits and experiences for groups of pupils. Whole school audit of pupils' engagement in DYW and provide updates to staff on this collated information.</p>	<p>Training delivered to staff and pupils. Labour market information used by PT DYW to support staff in their planning of classroom experiences. Visits and experiences arranged and delivered for pupils</p>	<p><i>Ongoing August 2022 to June 2023 (will be included in further improvement cycles)</i></p>	<p>PT/ SMT link meetings will focus on DYW / employability progress and delivery</p> <p>PT DYW / employability to produce reports on DYW delivery that is delivered across the school which will include pupil staff partner and parental feedback – this will support next steps in DYW planning</p>

UNCRC Article 29 **I have the right to an education which develops my personality, respect for others' rights and the environment** Article 29 of the UNCRC says that a child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them.

<p><u>To be included in all Faculty Improvement Plans</u></p>	<p>Complete authority paperwork and reports as required / meet deadlines. All PT's Curriculum / faculties to form at least one business partner and have a link with that employer and plan / deliver curricular inserts to pupils.</p>	<p>Whole school audit of DYW learning across the school completed and shared All paperwork / reports completed on time All staff deliver DYW as part of their curriculum (supported by PT DYW / Employability)</p>	<p><i>Business partners established by PTC's / faculties Ongoing August 2022 to June 2023 (will be included in further improvement cycles)</i></p>	

UNCRC Article 29 **I have the right to an education which develops my personality, respect for others' rights and the environment** Article 29 of the UNCRC says that a child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them.

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	2022-23 Building Leadership Capacity
Person(s) Responsible Who will be leading the improvement?	Faculty Reviews / Quality Assurance, Martin Anderson. CPD, Allison Dewar / Craig Spencer. INSIGHT Graeme Nolan.

(Please insert the relevant information below using the codes above)	
NIF Priority: 1,4	NIF Driver:1,2,5,6
NLC Priority:4	QI: 1.3
PEF Intervention:10, 11	UNCRC:28,29
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.	
RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this? Developing a staff leadership post covid is a key priority – building leadership capacity across the school and supporting colleagues to take on new challenges / opportunities.	
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets. PEF, staffing, mainline budget, management time, DM's, INSET days, whole school meetings, cover.	

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates
Faculty Review Program (following the Departmental Engagement Visit pilot program 2019) – undertake review visits to faculties. Support / challenge colleagues and review HGIOS QI's 2.3, 3.1, 3.2	<u>Martin Anderson HT lead</u> – Faculty Reviews Team spend a full day working with a selected department and produce a report on the quality of learning and teaching visited. Learning visits and evaluations will show that almost all children (90%+) are happy and engaged in their learning	Learning visits Staff focus groups Pupil focus groups Report produced providing feedback and advice Volunteer colleagues to support the review process	Mathematics October 2022 Modern Languages / RMPS February 2023	Complete reports and discuss progress with each faculty as part of the Faculty review process.
Monthly staff open meetings	<u>Martin Anderson HT</u> - be available each month for informal open meeting with staff (<i>a staff Top 10</i>) – no pre-agenda – opportunity for staff to attend drop-in (after school) meetings (as	Staff open meetings made available	<i>Ongoing August 2022 to June 2023</i>	Meetings take place and improvement themes support planning of future school improvements.

UNCRC Article 29 **I have the right to an education which develops my personality, respect for others' rights and the environment** Article 29 of the UNCRC says that a child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them.

<p>Provide collegiate opportunities for discussion across the staff team.</p> <p><u>To be included in all Faculty Improvement Plans</u></p>	<p>per the school calendar) with the HT and discuss aspects of school improvement.</p>			
<p>Job Shadowing Opportunities for all staff</p> <p>Develop staff capacity</p> <p><u>To be included in all Faculty Improvement Plans</u></p>	<p><i>Allison Dewar / Craig Spencer lead</i> devise a program of shadowing opportunities for all staff to develop their understanding of leadership roles and develop their knowledge of school processes. This can be arranged in-house or with a peer in another establishment (subject to cover availability)</p>	<p>CPD opportunities made available to staff which provides opportunities to shadow other colleagues and gain an understanding of school processes</p>	<p><i>Ongoing August 2022 to June 2023</i></p>	<p>Allison Dewar / Craig Spencer to collate these experiences and provide an overview of the types of leadership experiences that staff have engaged in</p>
<p>INSIGHT and data analysis – provide inputs for staff to better understand the INSIGHT tool and how it can support raising attainment</p> <p>Using data to raise achievement</p> <p><u>To be included in all Faculty Improvement Plans</u></p>	<p><i>Graeme Nolan lead</i> Arrange sessions for staff on how INSIGHT data can be used to raise attainment</p>	<p>INSIGHT CPD sessions delivered Ryan Miller Education Scotland Graeme Nolan DHT Martin Anderson HT</p>	<p><i>Ongoing August 2022 to June 2023</i></p>	<p>INSIGHT data will be used to support staff in analysing their subject performances.</p>
<p>Collegiate planning / opportunities to share best practice for all staff</p> <p><u>To be included in all Faculty Improvement Plans</u></p>	<p>All staff to have time protected (inset days / DM's / whole school meetings) to share best practice on themes such as learning and teaching, nurture, IDL, SCQF, MTV</p> <p>Learning and teaching to be a standing item on all DM agendas</p>	<p>All staff involved in discussions on key improvement drivers.</p> <p>Staff survey issued on the success of this plan / suggestions invited on what we should abandon / adopt /</p>	<p><i>Ongoing August 2022 to June 2023</i></p>	<p>Learning and Teaching updates received in all DM minutes.</p> <p>Staff feedback gathered on collegiate activities</p>

UNCRC Article 29 **I have the right to an education which develops my personality, respect for others' rights and the environment** Article 29 of the UNCRC says that a child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them.

Priority 4: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	2022- 23 School Ethos
Person(s) Responsible Who will be leading the improvement?	Pupil Parliament, Kelly Smith. UNCRC, Lesley Lennox. House Identity, Pupil House Officials and PT's Pupil Support. Staff wellbeing, Acting PEF DHT Donna Jacobs. Future Fridays, Jacqueline Clelland. Sports Scotland, PE team.

(Please insert the relevant information below using the codes above)	
NIF Priority: 1,2	NIF Driver:1,2,5
NLC Priority:3,4,5	QI:3.1
PEF Intervention:2,5,9,10	UNCRC:4,13,28,29
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. Acting PEF PT Mental Health and Families £13000	
RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this? Staff surveys / Pupil Top 10 information. New House groups have been established for the new school session and beyond – pupil and staff leadership roles will be redefined and pupil voice will be important in leading changes in the school,	
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets. PEF, staffing, mainline budget, management time, DM's, INSET days, whole school meetings, cover.	

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Updates
Supporting House Identity All staff to support initiatives that promote the identity of our newly formed House Groups <u>To be included in all Faculty Improvement Plans</u>	<u>House officials and PT's Pupil Support to lead and promote new house identities:</u> All staff to support (as required) year group / whole school events that promotes the identity of ARDEN, DRUMGRAY and STANRIGG HOUSES	Assemblies School events (calendar of events) House Officials All staff Chaplains HSPO Community Police	Ongoing August 2022 to June 2023	Regular discussions with House DHTs and PT's Pupil Support Regular discussions at PT Pupil Support meetings and SMT meetings as required.

UNCRC Article 29 **I have the right to an education which develops my personality, respect for others' rights and the environment** Article 29 of the UNCRC says that a child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them.

<p>UNCRC Towards Gold Charter Status</p> <p><u>To be included in all Faculty Improvement Plans</u></p>	<p><u>Lesley Lennox Lead</u> Audit the delivery of UNCRC across the curriculum. Complete and gather the evidence to achieve the silver UNCRC charter. Then begin the accreditation work for gold charter status. Deliver UNCRC events Promote Children's Rights in school / learning and via social media and showcase what we are doing to incorporate UNCRC as a school. All staff to deliver UNCRC rights as part of pupil learning</p>	<p>Audit / evidence gathered Rights Respecting Schools Awarding body accept evidence for Silver Award. Gold charter process begins. Time at INSET days Working group supports this initiative Time at DMs Whole staff meetings Parent Council</p>	<p>Ongoing August 2022 to June 2024</p>	<p>Termly review on progress provided to SMT</p>
<p>Staff wellbeing</p> <p>Produce a calendar of events that supports staff to engage in activities that promote Health and Wellbeing, enjoyment and build our community</p> <p>All staff to complete a survey on what events could be included in a HWB Staff Calendar of Events</p> <p><u>To be included in all Faculty Improvement Plans</u></p>	<p><u>Acting PEF DHT Acting PEF PT Mental Health and Families</u></p> <p><u>Health and Well-being improvement lead:</u> group to survey staff on activities and experiences staff could provide for each other (including partner agencies).</p> <p>A calendar of staff events to be produced. All staff invited to lead / participate in HWB events throughout the year</p>	<p>Colleagues have opportunities to lead and plan activities that supports the wellbeing of the staff school community.</p> <p>Colleagues experience opportunities to engage in activities that support their well being</p> <p>Calendar of events produced by Health and Well-being improvement group / Acting PEF PT Mental Health and Families</p> <p>Evaluations completed by staff which will inform next steps.</p>	<p><i>Ongoing August 2022 to June 2023</i></p> <p>Acting PEF PT Mental Health and Families Health and Well-being improvement group All staff DM's Whole school meetings INSET days</p>	<p>Calendar of events produced and incorporated into the school (staff calendar)</p>
<p>Future Fridays / extra-curricular Activities</p> <p><u>To be included in all Faculty Improvement Plans</u></p>	<p><u>PT Future Fridays lead</u> – plan arrange and deliver a program of events across the school year for Friday afternoons. All staff to surveyed and asked to contribute to ideas / resources / and activities that could support the Future Fridays Program</p>	<p>PT Future Friday arranges a program of events across the year All staff surveyed for ideas.</p>	<p><i>Ongoing August 2022 to June 2023</i></p>	<p>Audit and report on pupils engaged in the FF program and track and monitor the engagement of vulnerable groups including (SIMD 1-2, FME and care experienced pupils) Acting PEF PT Mental Health and Inclusion to support target pupils and families.</p>
<p>Formation of Pupil Parliament</p>	<p><u>House Officials and Kelly Smith to lead</u></p>	<p>Pupil parliament provides leadership opportunities for pupils.</p>	<p><i>Ongoing June 2022 onwards</i></p>	<p>Pupil parliament representatives to meet with:</p>

UNCRC Article 29 **I have the right to an education which develops my personality, respect for others' rights and the environment** Article 29 of the UNCRC says that a child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them.

Supporting pupil voice and pupil leadership.	Form the inaugural Pupil Parliament with roles and responsibilities established and shared with the school	<p>Pupil parliament discussions are shared with the school community</p> <p>Pupil parliament to devise its own school improvement plan and set targets for the school – these targets will be discussed and incorporated into the whole school improvement plan in discussion with staff.</p>		<p>SMT at their meetings as required</p> <p>Parent Council</p> <p>Whole staff meetings</p> <p>INSET days</p> <p>Write improvement targets for the school</p>
Continuing the Journey towards Sports Scotland Gold Status.	<p><u>PE team Active schools Pupil Sports leaders lead.</u></p> <p>Evidence gathered which demonstrates the required evidence for gold Charter standard.</p>	<p>Audit / evidence gathered</p> <p>Sports Scotland accept evidence and gold charter achieved</p> <p>Time at INSET days</p> <p>Working group supports this initiative</p>	Ongoing August 2022 to June 2024	Termly review on progress provided to link SMT

Quality Indicators for session 2022-23

QI 1.3 Leadership of change

QI 2.2 Curriculum

QI 2.3 Learning Teaching and Assessment

QI 3.1 Ensuring wellbeing, equality, and inclusion

QI 3.2 Raising attainment and achievement