



*Driving Equity and Excellence*

## Improvement Action Plan

**Session 2018-19**

<b>School/Establishment:</b>	Chryston High School
<b>Date Submitted:</b>	Thursday 31 <sup>st</sup> May 2018

<b>Scottish Attainment Challenge School:</b>	No
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<b>Pupil Equity Fund Allocation:</b>	£43,200
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## **Education, Youth & Communities Priorities**

### **Priority 1: Improvement in attainment, particularly literacy and numeracy**

#### **Improvement Actions**

- Effective tracking and monitoring within the BGE and senior phase using and interpreting relevant data
- Understanding achievement of a Level within the BGE incorporating progression frameworks and benchmarks
- Raising attainment in Literacy and Numeracy
- Develop appropriate curriculum, national qualifications and opportunities for accredited achievement

### **Priority 2: Closing the attainment gap between the most and least disadvantaged children**

#### **Improvement Actions**

- Effective analysis of data to identify the poverty related attainment gap
- Apply appropriate interventions to close the poverty related attainment gap and reduce barriers to whole school involvement
- Effective use of the Pupil Equity Fund to support targeted young people
- Appropriate use of universal and targeted interventions through the Scottish Attainment Challenge

### **Priority 3: Improvement in children and young people's health and wellbeing**

#### **Improvement Actions**

- Developing nurturing interventions and parental engagement to meet children and young people's individual needs
- Develop effective interventions to combat the impact of Adverse Childhood Experiences through increasing the resilience of our young people
- Develop effective interventions including, physical, emotional, social, active health and healthy lifestyle
- Ensure transition enhances children and young people's well-being and raises attainment

### **Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people**

#### **Improvement Actions**

- Improve the quality, accuracy, and use of leaver data to ensure positive outcomes for young people
- Develop an effective approach to careers education which supports children and young people into sustained positive destinations
- Improve the creativity and employability skills of our children and young people
- Improve the quality of our partnerships with employers and local organisations to develop an effective approach to careers education

## Rationale for the Improvement Plan

Please consider the following challenge questions when developing your rationale for the new School Improvement Plan.

- What action are we currently taking to ensure excellence and equity for all learners?
- Which attainment gaps exist in our school?
- What action do we need to take to close these gaps?
- What data will we use to monitor progress?
- What action are we currently taking which will address the four priorities in the NIF?
- How good are our children's outcomes in these areas?
- What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
- How well are we improving across the 6 key drivers in the NIF?
  - School Leadership
  - Teacher Professionalism
  - Assessment of Children's Progress
  - Parental Engagement
  - School Improvement
  - Performance Information
- How good are we now? What do we need to improve further?
- Which approaches to change will we use to ensure progress and impact with our key priorities?

## School Vision and Values

The shared vision for Chryston High School is to continuously and actively promote a positive, inclusive, engaging and aspirational ethos which enables all learners to achieve success and achieve their potential as lifelong learners and responsible citizens. We have a clear vision which is to continuously improve learning which ultimately raises attainment for all, especially in literacy, numeracy and health and well-being. Our school has two main aims – **continuously improve learning** and **build capacity of everyone in our community**. These aims are wrapped around our core values – I CARE (**Integrity, Compassion, Ambition, Respect and Equity**). We promise to care equally for all our young people and intervene appropriately to overcome barriers to learning. We actively seek opportunities to work in partnership with parents, carers, families and the wider school community. Our measure of success is that our young people leave Chryston High School with the necessary skills, knowledge and competences to achieve a positive and sustained school leaver destination into the world of work, training or further/higher education.

## Audit and Consultation

In arriving at our improvement priorities, the school has taken account of Education, Youth and Communities' priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners.

## Details of engagement with parents/carers

1/ **30<sup>th</sup> August 2017** – Consultation & discussion regarding priorities for school improvement  
2/ **14<sup>th</sup> September 2017** – Consultation & discussion with representation of parents from our Reading Bridge initiative  
3/ **21<sup>st</sup> September 2017** – Further consultation with representative parents from Parent Council to create a SIP Summary ('SIP for Parents by Parents Leaflet' on school website)  
4/ **21<sup>st</sup> May 2018** – Parent focus group review of SIP Priority 1 (Raising Attainment)  
5/ **22<sup>nd</sup> May 2018** – Parent focus group review of SIP Priority 2 (Closing the Gap)  
6/ **23<sup>rd</sup> May 2018** – Parent focus group review of SIP Priority 3 (HWB)  
7/ **24<sup>th</sup> May 2018** – Parent focus group review of SIP Priority 4 (Employability)

## **Details of engagement with learners**

- 1/ **Thursday 25<sup>th</sup> January 2018** – Pupil focus group review of senior phase experiences (Priority 4)
- 2/ **Monday 19<sup>th</sup> March 2018**– S2 SIP Review Workshop
- 3/ **Tuesday 20<sup>th</sup> March 2018**– S4 SIP Review Workshop
- 4/ **Tuesday 20<sup>th</sup> March 2018** – S6 SIP Review Workshop
- 5/ **Monday 21<sup>st</sup> May 2018** – Pupil focus group review of SIP Priority 1 (Raising Attainment)
- 6/ **Tuesday 22<sup>nd</sup> May 2018** – Pupil focus group review of SIP Priority 2 (Closing the Gap)
- 7/ **Wednesday 23<sup>rd</sup> May 2018** – Pupil focus group review of SIP Priority 3 (HWB)
- 8/ **Thursday 24<sup>th</sup> May 2018** – Pupil focus group review of SIP Priority 4 (Employability)

## 2018-19 Improvement Plan

<b>Establishment Priority 1:</b>	<b>Improvement in attainment (particularly literacy)</b>
<b>Establishment Priority 2:</b>	<b>Improvement in attainment (particularly numeracy)</b>
<b>Establishment Priority 3:</b>	<b>Improvement in young people's health and well-being</b>
<b>Establishment Priority 4:</b>	<b>Improvement in employability and enterprise skills of all young people</b>

When considering your School/Establishment Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

<b>Education, Youth &amp; Communities Priorities</b>	<b>PEF Interventions</b>	<b>NIF Drivers</b>	<b>NIF Priorities</b>
<ol style="list-style-type: none"> <li>Improvement in attainment, particularly literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ol>	<ol style="list-style-type: none"> <li>Early intervention and prevention</li> <li>Social and emotional wellbeing</li> <li>Promoting healthy lifestyles</li> <li>Targeted approaches to literacy and numeracy</li> <li>Promoting a high quality learning experience</li> <li>Differentiated support</li> <li>Using evidence and data</li> <li>Employability and skills development</li> <li>Engaging beyond the school</li> <li>Partnership working</li> <li>Professional learning and leadership</li> <li>Research and evaluation to monitor impact</li> </ol>	<ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>	<ol style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children's and young people's health and wellbeing; and</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ol>

<i>Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.</i>	<b>Developing in Faith Themes</b>	<i>All schools are encouraged to consider links to Rights Respecting Schools. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.</i>  <i>The articles can be found <a href="#">here</a>.</i>
	1. Honouring Jesus Christ as the Way, the Truth and the Life	
	2. Developing as a community of faith and learning	
	3. Promoting Gospel Values	
	4. Celebrating and Worshiping	
5. Serving the common good.		

<b>IMPROVEMENT PRIORITY 1:</b> Improvement in Attainment particularly in literacy					
<b>Person(s) Responsible</b> Who will be leading the improvement?		Acting DHT – A Cooper tb			
<b>HGIOS/ HGIOELC Quality Indicators</b>	<b>PEF Interventions</b>	<b>NIF Drivers</b>	<b>NIF Priorities</b>	<b>EYC Priorities</b>	<b>Developing in Faith/ RRS Article(s)</b>
1.1, 2.2, 3.3	4, 5, 6, 7, 10	2, 4, 6	1	1	RRS Article 3

<b>Outcome(s) / Expected Impact</b> Detail targets, %, etc.	<b>Tasks/ Interventions to achieve priority</b>	<b>Measures</b> What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	<b>Resources</b> Please include costs and, where relevant, state if cost is being met from PEF.	<b>Timescale</b> What are the key dates for implementation? When will outcomes be measured? Checkpoints?
<b>By May 2019, 88% of young people in S1 will have a reading age specific to their chronological age or beyond.</b> <i>(Target group of young people will be supported to achieve within at least 15 months of their chronological age).</i>	Engage appropriate young people (target group) in read, write, inc programme.  Engage appropriate young people (target group) in The Reading Bridge initiative.  Provide professional learning for staff involved with the target group in S1 to support literacy and reading by October 2018.  Further improved tracking & monitoring.	<ul style="list-style-type: none"> <li>Teacher judgements</li> <li>Standardised assessment (NGRT)</li> <li>Pupil views</li> <li>Case studies</li> <li>Parent views</li> </ul>	Some costs will be met by PEF allocation (£400 - £600).	November 2018  February 2019  May 2019
<b>By May 2019, 95% of young people entitled to FSM achieve third level or above in reading by the end of S3.</b>  <b>By May 2019, 95% of young people entitled to FSM achieve third level or above in writing by the end of S3</b>	Improve engagement with target families via more direct communication (phone calls, face to face). 'Café initiative' will help create 'softer', 'more welcoming' environment within school from August 2018.  1:1 (and/or) small group work programme (Attainment Mentor, Learning Centre staff, PEF).  Provide professional learning for staff by November 2018.	<ul style="list-style-type: none"> <li>Teacher judgements</li> <li>Standardised assessment (SNSA)</li> <li>Pupil views</li> <li>Levels of parental engagement</li> <li>Parent views</li> <li>Tracking &amp; monitoring</li> <li>Learning visits (pupil shadowing)</li> <li>Case studies</li> </ul>	Some costs covered through PEF leadership model (DHT & PTs).	November 2018  February 2019  May 2019
<b>From August to June 2019, young people who have attendance of less than 92% have an improvement of between 5 – 10%</b>	Improve engagement with target families via more direct communication  Engage appropriate young people (target group) in appropriate nurture initiatives (breakfast club), use of nurture facilities.	<ul style="list-style-type: none"> <li>Attendance data (from June 2018)</li> <li>Exclusion/inclusion data</li> <li>Participation/engagement data</li> <li>Pupil views</li> <li>Levels of parental engagement</li> </ul>	Some costs covered through PEF budget & leadership model including support of breakfast club and nurture initiatives.  HSPO	November 2018  February 2019  May 2019
<b>By June 2019, more young people in the senior phase (S4-S6) will have achieved level 5 or more in literacy,</b> <b>S4 – 75%</b> <b>S5 – 83%</b> <b>S6 – 83%</b>	Provide improved equity in the curriculum Target groups identified and mentored from September 2018 including 1:1 (and/or) small group work) programme	<ul style="list-style-type: none"> <li>Tracking &amp; monitoring</li> <li>Assessment data</li> <li>Insight data (virtual comparator)</li> <li>Attendance &amp; late-coming data</li> <li>Regular learning conversations</li> <li>SNSA data from S3 to S4</li> </ul>	Identified resources for implementation by November 2018 ?  SAC Teacher (Literacy) allocation from NLC	November 2018  February 2019  May 2019

<b>Evaluative Statement &amp; Actual Impact/ Evidence</b>	
<b>November</b>	
<b>February</b>	
<b>May</b>	

**IMPROVEMENT PRIORITY 2:** Improvement in Attainment particularly in numeracy

<b>Person(s) Responsible</b> Who will be leading the improvement?		DHT – G Kane			
<b>HGIOS/ HGIOELC Quality Indicators</b>	<b>PEF Interventions</b>	<b>NIF Drivers</b>	<b>NIF Priorities</b>	<b>EYC Priorities</b>	<b>Developing in Faith/ RRS Article(s)</b>
1.1, 2.2, 3.3	4, 5, 6, 7, 10	2, 4, 6	1	1	RRS Article 3

<b>Outcome(s) / Expected Impact</b> Detail targets, %, etc.	<b>Tasks/ Interventions to achieve priority</b>	<b>Measures</b> What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	<b>Resources</b> Please include costs and, where relevant, state if cost is being met from PEF.	<b>Timescale</b> What are the key dates for implementation? When will outcomes be measured? Checkpoints?
<b>By May 2019, 94% of young people in S3 will have achieved third level or above in numeracy.</b>	<p>Improve engagement with target families via more direct communication (phone calls, face to face). 'Café initiative' will help create 'softer', 'more welcoming' environment within school from August 2018.</p> <p>1:1 (and/or) small group work programme (Attainment Mentor, Learning Centre staff, PEF).</p> <p>Establishment of numeracy strategy team.</p> <p>Numeracy Bridge initiative introduced (based on The Reading Bridge model) by November 2018.</p> <p>Further improved tracking &amp; monitoring.</p>	<ul style="list-style-type: none"> <li>Teacher judgements</li> <li>Standardised assessment (SNSA)</li> <li>Pupil views</li> <li>Levels of parental engagement</li> <li>Parent views</li> <li>Tracking &amp; monitoring</li> <li>Learning visits (pupil shadowing)</li> <li>Case studies</li> </ul>	<p>Identified resources for implementation by November 2018</p> <p>SAC Teacher (Numeracy) allocation from NLC</p>	<p>November 2018</p> <p>February 2019</p> <p>May 2019</p>
<b>By June 2019, more young people in the senior phase (S4-S6) will have achieved level 4 or more in numeracy, S4 – 90% S5 – 94% S6 – 93%</b>	<p>Provide improved equity in the curriculum.</p> <p>Target groups identified and mentored from September 2018 including 1:1 (and/or) small group work) programme.</p> <p>Establishment of numeracy strategy team.</p>	<ul style="list-style-type: none"> <li>Tracking &amp; monitoring</li> <li>Assessment data</li> <li>Insight data (virtual comparator)</li> <li>Attendance &amp; late-coming data</li> <li>Regular learning conversations</li> </ul>	<p>Identified resources for implementation by November 2018</p> <p>SAC Teacher (Literacy) allocation from NLC</p>	<p>November 2018</p> <p>February 2019</p> <p>May 2019</p>
<b>By June 2019, more young people in the senior phase (S4-S6) will have achieved level 5 or more in numeracy, S4 – 60% S5 – 68% S6 – 72%</b>	<p>Provide improved equity in the curriculum.</p> <p>Target groups identified and mentored from September 2018 including 1:1 (and/or) small group work) programme.</p> <p>Establishment of numeracy strategy team.</p>	<ul style="list-style-type: none"> <li>Tracking &amp; monitoring</li> <li>Assessment data</li> <li>Insight data (virtual comparator)</li> <li>Attendance &amp; late-coming data</li> <li>Regular learning conversations</li> </ul>	<p>Identified resources for implementation by November 2018</p> <p>SAC Teacher (Literacy) allocation from NLC</p>	<p>November 2018</p> <p>February 2019</p> <p>May 2019</p>
<b>By August 2020, more young people will achieve 5 or more awards at SCQF level 6 by the end of S5 August 2018 – 15% August 2019 – 18%</b>	<p>Provide improved equity in the curriculum (learning pathways)</p> <p>Further improve options/TT process</p> <p>Improved tracking and mentoring programme.</p> <p>Support teaching staff with delivery of updated National courses particularly at SCQF level 6 (removal of unit assessment approach from August 2018).</p>	<ul style="list-style-type: none"> <li>Tracking data</li> <li>Insight data</li> <li>SQA data</li> <li>Regular learning conversations</li> </ul>	<p>Individual support packages including mentoring, parental engagement.</p>	<p>November 2018</p> <p>February 2019</p> <p>May 2019</p>



<b>Evaluative Statement &amp; Actual Impact/ Evidence</b>	
<b>November</b>	
<b>February</b>	
<b>May</b>	

<b>IMPROVEMENT PRIORITY 3:</b>		Improvement in young people's health and well-being			
<b>Person(s) Responsible</b> Who will be leading the improvement?		DHT – A Mullen			
<b>HGIOS/ HGIOELC Quality Indicators</b>	<b>PEF Interventions</b>	<b>NIF Drivers</b>	<b>NIF Priorities</b>	<b>EYC Priorities</b>	<b>Developing in Faith/ RRS Article(s)</b>
1.1, 1.3, 2.1, 2.4, 2.5, 2.6, 3.1	1, 2, 3, 6, 7, 9, 10, 11, 12	1, 2, 3, 4	3	3	

<b>Outcome(s) / Expected Impact</b> Detail targets, %, etc.	<b>Tasks/ Interventions to achieve priority</b>	<b>Measures</b> What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	<b>Resources</b> Please include costs and, where relevant, state if cost is being met from PEF.	<b>Timescale</b> What are the key dates for implementation? When will outcomes be measured? Checkpoints?
<p><b>100% of young people feel safe in school and know who to go to/where to go in the event of requiring support.</b></p> <p><b>100% of young people requiring/entitled to support interventions have clear and identified learning strategies which are shared and understood by all involved in their learning.</b></p>	<p>Review and revise our school support mechanisms including staged intervention entitlements/expectations (including GIRFMe)</p> <p>Provide strategies to ensure all young people have regular communication with Pupil Support/Learning Centre staff (also known as Support for Learning).</p> <p>All staff CLPL (in addition to in-house CLPL programme) in relation to the nurture principles, resilience and Adverse Childhood Experiences and management of actual or potential aggression (MAPA)</p>	<ul style="list-style-type: none"> <li>• SHANARRI</li> <li>• Pupil views</li> <li>• Parent views</li> <li>• Attendance/late coming data</li> <li>• Inclusion data</li> <li>• Learning visits (shadowing)</li> <li>• Case studies</li> </ul>	<p>School Counsellor (PEF £2,000 - £3,000)</p> <p>HSPO</p> <p>Attainment Mentor (SAC)</p> <p>PEF leadership Team (DHT, 2 x PT, £24,000 including backfill of posts)</p> <p>Resources for Learning Centre (includes PEF £2,800)</p>	<p>November 2018</p> <p>February 2019</p> <p>May 2019</p>
<p><b>CHS achieves the Rights Respecting Schools Bronze award by March 2019.</b></p>	<p>Confirm programme for accreditation.</p> <p>Further communicate, share information/develop understanding of pupils, parents and staff</p> <p>Further embed School Positive Behaviour Learning policy and strategies in line with NLC policy and nurture principles/RRS</p>	<ul style="list-style-type: none"> <li>• Rights Respecting School accreditation awarded (Bronze)</li> <li>• Positive Behaviour Learning data</li> <li>• Tracking &amp; monitoring</li> <li>• Inclusion/exclusion data</li> <li>• Attendance/late coming data</li> </ul>	<p>Identified resources to celebrate success/positive behaviour learning (implementation in September 2018)</p>	<p>Positive behaviour learning rewards implementation by September 2018</p> <p>RRS accreditation by March 2019</p>
<p><b>Improved number of young people engaged in school decision making (pupil views)</b></p> <p><i>CHS Parliament – views &amp; decision making (pupil voice) to become a more democratic and mature school whilst educating young people about the national electoral/decision making system.</i></p>	<p>Implementation of CHS Parliament model in August 2018.</p> <p>Aim to have 8 – 10 school committees represented by a Minister and Deputy to become members of Parliament to provide views regarding school business and school improvement (replacing traditional Pupil Council model).</p>	<ul style="list-style-type: none"> <li>• Parliament meeting minutes</li> <li>• Committee meeting minutes</li> <li>• Pupil views</li> <li>• Staff views</li> </ul>	<p>Identified resources to implement and establish working Parliament across the school.</p>	<p>Implementation August 2018</p> <p>November 2018</p> <p>February 2019</p> <p>May 2019</p>

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<b>November</b>	
<b>February</b>	
<b>May</b>	

**IMPROVEMENT PRIORITY 4:** Improvement in employability and enterprise skills of all young people

<b>Person(s) Responsible</b> Who will be leading the improvement?		<b>DHT – A Jopling</b>			
<b>HGIOS/ HGIOELC Quality Indicators</b>	<b>PEF Interventions</b>	<b>NIF Drivers</b>	<b>NIF Priorities</b>	<b>EYC Priorities</b>	<b>Developing in Faith/ RRS Article(s)</b>
1.1, 1.3, 2.2, 2.3, 2.7, 3.2, 3.3	5, 6, 8, 9, 10	1, 2, 3, 4	4	4	RRC

<b>Outcome(s) / Expected Impact</b> Detail targets, %, etc.	<b>Tasks/ Interventions to achieve priority</b>	<b>Measures</b> What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	<b>Resources</b> Please include costs and, where relevant, state if cost is being met from PEF.	<b>Timescale</b> What are the key dates for implementation? When will outcomes be measured? Checkpoints?
<b>100% of young people leave our school to enter into a suitable positive destination.</b>	<p>Further improved work experience opportunities available to young people.</p> <p>Opening of working Café' (August 2018) in our school to provide further opportunities for work experience/employability in house.</p> <p>Improved tracking and monitoring of young people (BGE &amp; Senior Phase) to ensure all are engaged in the most suitable learning pathway</p> <p>Improved parental engagement with target families via more regular and direct communication</p> <p>Provide professional learning for staff regarding supporting employability in each class room across the school (relevant In-house CLPL programme by October 2018)</p> <p>S1 'Schools' initiative on Wednesday afternoons – promoting creativity, employability and enterprise from S1 (improved engagement, participation, attendance and inclusion).</p> <p>Provide opportunities through the Enhanced Curriculum to upskill pupils to follow pathways into work or further education</p>	<ul style="list-style-type: none"> <li>Tracking &amp; monitoring</li> <li>Standard assessments</li> <li>SQA data</li> <li>School leavers data</li> <li>SDS data</li> <li>Pupil views</li> <li>Parent views</li> <li>Attendance data</li> <li>Case studies</li> </ul>	<p>£5,000 - £10,000 to support S1 'Schools' initiative</p> <p>£5,000 - £10,000 to support working café</p> <p>SDS staff</p> <p>Funding to support Enhanced Curriculum</p>	<p>November 2018</p> <p>February 2019</p> <p>May 2019</p>
<b>Improved average total tariff points achieved for all by the end of S4 and S5 and particularly for those within SIMD 1-2 by the end of S5. (296.86 to 400) by August 2020.</b>	<p>Improve equity in the curriculum – each faculty to offer appropriate and suitable progression pathways for young people (SCQF levels 4 and 5 especially)</p> <p>Further improve our Enhanced Curriculum initiative and develop range of courses and opportunities on offer whilst further securing accreditation directly linked to young peoples' average total tariff points</p>	<ul style="list-style-type: none"> <li>Insight data</li> <li>SQA data</li> <li>Tracking &amp; monitoring</li> <li>Minutes from staff and faculty meetings</li> <li>Improved catalogue of courses/levels provided across our school - numbers of young people engaged in these courses</li> </ul>	<p>Investment in resources and partnerships (PEF - £2,500) to further engage and motivate target groups of young people</p> <p>Investment in resources to fund Enhanced Curriculum initiative - £5,000</p>	<p>November 2018</p> <p>February 2019</p> <p>May 2019</p>
<b>By the end of S3, all young people will have a completed BGE Profile</b>	<p>Implement S3 Profile – recording attainment, achievement and success of young people clearly highlighting skills and interests, a further tool to ensure young people are in the most suitable learning pathways through transition into the senior phase.</p>	<ul style="list-style-type: none"> <li>S3 Profiles completed</li> <li>Used as part of learning conversations including options discussions</li> </ul>	<p>Funding allocated to provide most effective profiling strategy (tbc).</p>	<p>November 2018</p> <p>February 2019</p> <p>May 2019</p>

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<b>February</b>	
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