



Parent Council

AHS Parent Council Meeting Minute & Action Tracker

**Tuesday 16 September 2025
6.30pm**

Parent Members:	Carrie Macdonald (Chair), Kenny Pottinger (Vice Chair), Anna Moar, Brian Goddard, Vaila Knight, Tracey Hawkins, Carly Cheyney, Sandra Summers, Jessica Feiff
In Attendance:	Robin Calder (Head Teacher – AHS), Dawn Ratter (Clerk/Treasurer), Ashley Robertson (Staff Rep)
Apologies:	Louise Milne, Gowri Saravanan, Nick McCaffrey, Cameron Mackenzie (Staff Rep), Jessica Johnson (Staff Rep), Cllr J Fraser

Agenda No	Information / Action	Person(s) Responsible
1	Welcome CM welcomed everyone to the meeting.	
2	Approval of Minutes – Wednesday 14th May 2025 The minutes were approved by KP and seconded CM.	
3	Review of matters and actions arising from previous minutes <u>Local Authority Mobile Phone Consultation</u> CM has been working to arrange a meeting with James Johnston and has shared a poll via WhatsApp to determine a suitable date.	
4	Head Teacher’s Report <u>School Roll</u> RC reported that the current school roll stands at 976, a decrease from over 1,000 at the same time last year. This drop is primarily due to a smaller intake of S1 students, which is reflective of declining numbers at the primary school level. <u>Week to week overall school attendance information</u> Attendance continues to be a significant challenge, mirroring wider trends across Scotland and the UK. The school is actively addressing this issue through ongoing communication with families, including text messages and	

regular email updates. Close collaboration with parents and carers remains a priority, and improving overall attendance is a key focus for the school.

SQA Attainment Overview, 2025

RC provided an overview of SQA attainment for 2025. National 5 results were very strong, with A–C passes above the Scottish average. Higher results remained stable and Advanced Higher results were particularly positive this year.

S4 attainment increased to 60%, which represents a significant improvement and very pleasing outcomes for this large year group. Final figures may change following the appeals process. S5 attainment was broadly similar to the previous year. It was noted that the number of pupils studying five subjects in S5 continues to be affected by alternative pathways such as Foundation Apprenticeships and school–college courses.

RC emphasised the importance of considering each pupil’s individual progress rather than focusing solely on headline pass rates. Attainment also includes the valuable work undertaken through Support for Learning, ensuring that all pupils achieve at an appropriate level.

In discussion, BG asked why attainment at Anderson High School remains above the national average. RC attributed this to the high quality of teaching and support staff, as well as the school’s strong ethos and commitment to pupil achievement. Despite financial pressures, the school remains well-resourced compared to many others.

RC confirmed that departments are reviewing results in detail and identifying areas for improvement. AR commented that providing a full timetable for Advanced Higher classes makes a significant difference to pupil attainment, as increased contact time supports stronger outcomes.

The Parent Council noted the positive results and expressed appreciation for the continued hard work and dedication of staff and pupils.

Staffing

Key updates were provided across several departments, including English, Maths, Science, Modern Languages, Music, PE and Support for Learning. Notably, Mrs Kerr (Principal Teacher of English) has resigned and will leave at the end of term; recruitment for a permanent replacement will follow. Miss Morrison has moved to a Principal Teacher post in Brae High School, and recruitment for this position is underway.

BG expressed concern regarding the apparent high turnover of staff and asked if there was any way the Parent Council could assist. RC advised that one of the most helpful actions would be for parents and the wider

	<p>community to promote the school and share recruitment adverts on social media platforms such as Facebook. Posts are advertised nationally, not only within Shetland.</p> <p>RC explained that the recruitment process is rigorous and that there are currently fewer local applicants and fewer people entering the teaching profession in Shetland. While there is interest from across the UK, applicants must hold GTCS registration to teach in Scotland.</p> <p>AR raised the issue of staff accommodation, noting it remains a significant challenge. BG suggested promoting the quality of life and advantages of living in Shetland as part of recruitment efforts. RC agreed, commenting that recruitment is becoming increasingly difficult due to wider opportunities across Scotland.</p> <p>RC noted that the school currently employs over 70 full-time equivalent (FTE) teachers and over 100 staff in total, including support staff. Exit interviews are conducted with departing staff to help inform future recruitment and retention strategies.</p>	
<p>5</p>	<p>Feedback from Term 4 Parental Survey</p> <p>RC reported that 136 responses were received to the Parent/Carer Survey. While not a large number, it provides a useful insight into parental views. Similar questions are expected to feature in future inspections, and it was agreed that the results offer valuable feedback to help identify priorities for the school to take forward.</p> <p>BG highlighted Point 7, regarding opportunities for parents to be involved in their child’s learning. He noted that he had previously delivered talks in schools on travel experiences and asked if this could be explored.</p> <p>CC commented that while the school has organised a number of events, attendance from parents and carers has often been low. It was agreed that better promotion and greater use of parent expertise could strengthen engagement.</p> <p>AR referred to survey comments around homework and reporting, noting that some responses expressed concern. It was unclear what specific aspects parents were dissatisfied with, and RC suggested a need to explore this further to understand the reasons behind the feedback.</p> <p>AM suggested that while some parents may be content with bi-annual reports, others—particularly where pupils are struggling—might appreciate more frequent updates, perhaps on a termly basis. RC confirmed that mechanisms already exist for parents to contact Pupil Support at any time.</p>	

	<p>The school will review the survey results in more detail and identify key areas to take forward. It was also suggested that future surveys could include more specific questions to help clarify parental priorities—for example, what kind of information parents would like about their child’s learning and progress.</p> <p>In discussion, the RC also outlined the current approach to work experience. This is now offered from S4 onwards, with S6 pupils often participating to support career or course choices. Opportunities may also be made available for S4 pupils where this supports their learning or helps prepare them for employment.</p>	
<p>6</p>	<p>School Improvement Plan</p> <p>RC provided an update on the School Improvement Plan, which draws on the results of recent surveys, external visits, and ongoing self-evaluation activities. The focus continues to be on ensuring that learning and teaching are of the highest possible quality and that wellbeing remains central to the school community.</p> <p>The plan is structured around four main priorities, which build on last year’s areas for development and self-reflection.</p> <p>BG highlighted the importance of developing a digital strategy, noting that digital learning has featured prominently in discussions, particularly around the use of mobile phones. He emphasised that this is only one aspect and that a broader digital approach is needed to ensure the school keeps pace with national developments.</p> <p>Staff have expressed concern that the school may be falling behind digitally compared to other areas, partly due to limitations in available devices and software. The school will review current technology to ensure it is being used effectively and to identify gaps.</p> <p>The first stage of this work will involve all departments completing a self-evaluation on digital learning and teaching. BG also recommended that artificial intelligence (AI) be included within the digital strategy, with careful consideration given to its use in education. RC agreed, stating that the school must take a proactive lead in this area to ensure it remains strong and forward-looking in digital learning.</p> <p>AR noted that the Science Department has reported challenges with digital access, with only six laptops available for 11 classes. This underlines the wider issue of limited classroom devices.</p> <p>RC explained that the school is working closely with ICT services to address these challenges. The current term has been particularly demanding due to the migration to Office 365, with ICT teams on site upgrading and rebuilding desktop computers and suites.</p>	

	<p>While the school benefits from several ICT suites, there remains a shortage of mobile devices for classroom use. ICT have, however, sourced additional laptops to support senior phase pupils during this period of transition.</p> <p>It was agreed that once the digital strategy is developed, a focus group involving staff, pupils, and Parent Council members would be beneficial to guide implementation and identify priorities for improvement.</p>	
<p>7</p>	<p>Fundraising</p> <p>The Fundraising Committee is seeking support and collaboration with the Parent Council and wider parent forum to raise funds for Activities Week.</p> <p>AR, as a member of the Fundraising/Activities Committee, expressed enthusiasm for running these events in school and highlighted the importance of providing experiences for pupils who might not otherwise have such opportunities.</p> <p>RC confirmed the school's willingness to work collaboratively with the Parent Council and the School Representative Council (SRC) to plan and deliver events.</p> <p>A range of fundraising ideas were discussed, including:</p> <ul style="list-style-type: none"> • Bonus Ball • Bingo Night – to be led by the SRC with support from the Parent Council. • Sunday Teas • Bus Stop Bakes • Tesco Tokens – CM to submit the application. • Toyota Garage Fund – potential support for outdoor learning and pupil experiences. • Wool Week – selling squares and raffle tickets, with assistance from the SRC. <p>It was agreed that the Parent Council, SRC, and school staff will continue to work together to coordinate fundraising activities. CM encouraged members to share any further fundraising ideas with the Parent Council.</p>	
<p>8</p>	<p>Information Evening for Parents/Carers</p> <p>The Parent Council reflected on the recent Information Evening for Parents and Carers. Attendance was limited; however, those present agreed that the event had been informative and valuable. It was noted that future events should be more widely promoted, and feedback should be shared with parents to encourage greater participation.</p> <p>The group discussed potential timings for another event, possibly in Term 3 or Term 4.</p>	

	<p>It was suggested that a Doodle poll or Microsoft Form could be used to gauge parent interest, preferred timings, and potential themes for future sessions.</p> <p>BG questioned whether the focus of the previous event had been clear, commenting that it had centred largely on negative issues. CM clarified that the purpose had been to raise awareness of the pressures and challenges faced by young people, providing parents with insight and education on these topics.</p> <p>AR suggested rebranding the event to make it more positive and engaging—potentially under a Health and Wellbeing theme.</p> <p>The group discussed introducing Health and Wellbeing workshops or stations, creating an opportunity for parents to connect and share experiences with one another.</p> <p>RC offered to send out a poll or message to parents via email to gather views on interest, timing, and format for a future event.</p>	
<p>9</p>	<p>Parental Comments None.</p>	
<p>10</p>	<p>AOCB <u>Staff Representatives</u> The following staff members were confirmed as Staff Representatives on the Parent Council for this session:</p> <ul style="list-style-type: none"> • Ashley Robetson – Science • Jessica Johnson - English <p><u>Parents Evening Teas</u> The Parent Council will continue to support Parents’ Evening Teas from 5–8pm.</p> <p>CM will attend the S3 Parents’ Evening on 23 September 2025. CC and VK will attend the S1 Parents’ Evening on 8 October 2025.</p> <p>RC expressed appreciation for the ongoing support of parents in helping to run these events.</p> <p><u>Wool Week Café</u> The school will host a Wool Week Café on Saturday 4 October 2025. This event is a major fundraiser for the school fund.</p>	

<p>An email will be shared with Parent Council members to invite volunteers for two time slots during the day. Parents and carers wishing to help are encouraged to email the Parent Council or the school directly to register their availability.</p>	
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<p>RC noted that this is always a successful and well-supported fundraising event and expressed appreciation to all who assist.</p>	
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DATE OF NEXT MEETING: Wednesday 12 November 2025

APPROVED

Anderson High School Parent Council, Tuesday 16 September 2025

Head Teacher's Report

1. Term one highlights to date in the Anderson High School

- Welcoming 137 new S1 pupils and settling our existing pupils back into the school.
- Welcoming several new staff into the school at the start of the new session.
- The resumption of Skills for Work courses for S4 pupils. S3 pupils will commence their Skills for Work courses in January 2026.
- S4 German pupils involved in 'Meet & Greet' service for German Cruise Ships on Tuesday 02 September 2025 and Tuesday 16 September 2025.
- The S1 Disco on Thursday 04 September 2025.
- The Student Representative Council's (SRC) induction meeting, Tuesday 09 September 2025.

2. Forthcoming key dates/events

Date	Event
Friday 19 September 2025.	S3 Monitoring information posted to parents/carers.
Tuesday 23 September 2025.	S3 Parents' Evening.
Wednesday 08 October 2025.	S1 Parents' Evening.
Friday 10 October 2025.	Last day of term one.

3. School Roll, September 2025

The breakdown is as follows for 2025/26:

S1	138
S2	178
S3	151
S4	167
S5/6	342
TOTAL	976

4. Week to week overall school attendance information

Week	S1	S2	S3	S4	S5	S6	Total
17/Aug/25 - 23/Aug/25	97.72%	93.95%	87.69%	88.38%	90.93%	91.60%	91.64%
24/Aug/25 - 30/Aug/25	93.70%	89.33%	82.04%	83.71%	90.98%	91.91%	88.59%
31/Aug/25 - 6/Sep/25	92.10%	86.59%	85.72%	85.45%	90.71%	91.02%	88.52%
7/Sep/25 - 13/Sep/25	92.97%	86.91%	83.55%	84.13%	91.19%	90.64%	88.24%

5. SQA Attainment Overview, 2025

- Pass rates at N5 grades in the Anderson High School, A-C were **84.26%**. Local Authority 84.6% and Scotland 78.4%.
- Pass rates at Higher, A-C in the Anderson High School were **74.48%**. Local Authority 73.7% and Scotland 75.9%.
- Pass rates at Advanced Higher, A-C in the Anderson High School were **82.61%**. Local Authority 81.3 and Scotland 76.7%.

Drilling deeper:

(a) S4 Attainment:

SQA Attainment	2021/22	2022/23	2023/24	2024/25
S4				
% S4 attaining 5 or more at SCQF level 5	50	51	48	60

National 4 and National 5 results remain very good, and pupils are gaining awards as expected and in line with estimate grades. Those achieving 5 or more results at SCQF level 5 have remained relatively stable over the past three years, but this year, 2025, has seen a significant increase in this figure with a 12% increase from 2024. N5 results are all prior to any successful appeals.

(b) S5, Higher, Attainment

S5	2021/22	2022/23	2023/24	2024/25
% S5 attaining 3 or more Highers	40	39	34	33
% S5 attaining 5 or more Highers	18	15	19	17

We note that Higher passes from A to C are 1.4% below the national average at Anderson High School in 2025. Those achieving 3 Highers in S5 have fallen by 1% this year. Those achieving 5 or more Highers at A to C is has come down by 2%. However, individual results show pupils have performed well and in line with their estimates.

With strong S4 N5 results in 2025 we look to improve these statistics for results in 2026.

One key driver to consider behind this Higher attainment data is the large number of pupils who take a foundation apprenticeship or School college course, thus reducing the number of pupils taking 5 subjects in S5.

(c) Advanced Higher Attainment (S6)

S6	2021/22	2022/23	2023/24	2024/25
% S6 attaining at least 1 Advanced Higher Pass	18	22	17	18

The number of pupils achieving one Advanced Higher or more has increased by 1% from last year although this is in line with 2021/22 results.

There has been a significant increase in A-C attainment at Advanced Higher this year with 82.6% compared to 69.1% in 2024.

(d) Support for Learning

Certification remains active at National 1 to 4 with Support for Learning and subject departments working hard to certificate pupils for units and courses appropriate to individual levels of study. Pupil Equity Funding and input from Support for Learning has helped to ensure course completion is high and pupils achieve the qualifications prior to leaving school.

(e) Support for Learning, Complex Needs

Support for Learning once again supported pupil attainment of National Qualifications by delivering specific courses and units to pupils in the Senior Phase. These courses are carefully matched to pupils and tailored to meet each pupil’s needs. The department continued to offer a range of National 1 and 2 courses and units appropriate to learners. There was less SQA certification this past year as staff focused on core skills and individual programs of work best suited to each individual pupil.

6. Staffing

Subject	Staffing Update
English	Mrs Kerr, Principal Teacher of English, has resigned and will leave at the October holidays.

	<p>We will shortly be advertising for a replacement permanent Principal Teacher, and we are seeking expressions of interest for a temporary Principal Teacher of English for term two.</p> <p>We have also welcomed two new staff to the English Department at the start of the term:</p> <ul style="list-style-type: none"> • Ms Buck covering Dr O’Nions’ maternity leave. • Miss McLeod our probationer English teacher this session.
Maths	<p>Mr Dorrat retired at the end of last session. We have re-advertised for a replacement and are working through the recruitment and selection process.</p> <p>Mrs Renaud has returned from maternity leave and will work in a job-share with Ms Bruce for this session.</p> <p>Miss Tough our Maths probationer teacher last year moved on from the school. Mr Strang is our new Maths probationer.</p>
Science	<p>Teacher of Science and Physics, Miss Morrison, has moved on to a principal teacher post in Brae High School. We are working through the recruitment and selection process to secure her replacement.</p> <p>Part-time teacher of Biology and Science, Mrs Shephard, is moving on at the October holidays. We will shortly be advertising for her replacement.</p> <p>We also welcomed Miss Moncrieff into the school as our Science and Biology probationer teacher at the start of the new term.</p>
Modern Languages	<p>Mr Harpe is our acting Principal Teacher of Modern Languages, covering Mrs McNicol’s period of leave.</p> <p>We have a preferred candidate to replace Mrs Nicolson who moved on from the school in August 2025.</p>
Music	<p>We have a new music teacher to replace Mrs McKenzie, who moved on from the school in</p>

	August 2025, Miss McLaren. Miss McLaren will commence in post from Monday 06 October 2025.
Business Education and Computing Studies	<p>Mr Thorsen, Principal Teacher of Computing Studies, retired in August 2025.</p> <p>Mrs Tulloch, Principal Teacher of Business Education also moved on from the school.</p> <p>We have established a single Principal Teacher between Business Education and Computing Studies. Teacher of Business Education, Mrs Lamming, has taken on this acting Principal Teacher role on a temporary basis for 2025-26.</p> <p>We have preferred candidates for two vacancies in this department.</p>

PE Department	Miss Veitch is our new PE teacher.
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In Pupil Support, Mr Regan will retire at Christmas. We are advertising for a new Pupil Support teacher.

In Support for Learning, we have welcomed Mr Davies as our new Principal Teacher of Complex Needs. Mrs Maxwell is our temporary Principal Teacher of Support for Learning, Curriculum and Mainstream, and Mrs Fullerton is our temporary Principal Teacher of the Social, Emotional and Mental Health (SEMH) Base.

We have also welcomed Miss Goodlad into the school as our new Support for Learning Teacher and Miss Wright as our new Learning Support Worker.

Further updates on staffing are shared in the regular updates to parents and carers.

Anderson High School

School Improvement Plan (SIP) 2025-26 - Overview of the SIP Priorities and Actions

Priority 1: Continue to develop and embed approaches to learning, teaching and assessment.

Implement the learning, teaching and assessment toolkit and establish learning and teaching networks.

Develop moderation opportunities for teaching staff and approaches to differentiation.

Review tracking and monitoring and reporting.

Develop a digital strategy.

Priority 2: Continue to evolve the school's curriculum including the ethos and life of the school.

Develop our shared ambition for the curriculum and our values.

Develop the curriculum in the Broad General Education and Senior Phase.

Reinforce and develop whole school expectations.

Improve approaches to feedback to staff.

Develop more leadership and professional learning opportunities for staff.

Priority 3: Develop approaches and practice in relation to wellbeing, equality and inclusion.

Develop our collective understanding of wellbeing.

Improve approaches to tracking pupils' health and wellbeing.

Continue to address barriers to learning including attendance.

Ensure planning and assessment documentation is in place and up-to-date for children with additional support needs and review other aspects of Support for Learning provision.

Priority 4: Raise attainment and develop opportunities for personal achievement.

Improve attainment and close the poverty related attainment gap.

Continue to review approaches to pupil presentations and withdrawals in the Senior Phase.

Develop more wider achievement and leadership opportunities for pupils and approaches to digital profiling.