



## Minutes of AGM held 19<sup>th</sup> September 2019

### Agenda Items:

1. Welcome and Apologies
2. Round up of Year (Chair)
3. Treasurer / Finance Report
4. Head-Teacher Report
5. Fundraising Group Update
6. Election of Roles
  - a. Chair
  - b. Vice-Chair
  - c. Treasurer
  - d. Secretary
  - e. Members
7. Constitution
8. Data Protection Policy

### 1. Welcome & Apologies

#### Present:

Emma Carter (Secretary)	Anneli Spence (member)
David Williams (Treasurer)	Lorraine Slabbert (Head)
Shirley Gallivan (Depute)	Andrew Buchanan (member)
Joanna Falconer (Vice-Chair)	Ruth Allan (Depute)
Alison Webster (member)	Kirsten Rodger (member)
Rona Lockyer	David Gow

#### Apologies:

Helen McLean (Chair)	Morag Sorbie (member)
Lauren Freckleton	

2. **Round up of Year (Chair):** See Appendix I. A big thank you to Helen for all her efforts as Chair.
3. **Treasurer/Finance Report:** See Appendix II.
4. **Head-Teacher Report:** See Appendix III & PEF plan Appendix IV
5. **Fundraising Group Update:** See Appendix V.

**6. Election of Roles:**

- a. **Chair:** Helen McLean is stepping down and has resigned as Chair. Joanna gave a massive thanks to her for her efforts over two years. **Emma nominated and seconded as Chair.**
- b. **Vice-Chair:** Current Vice-Chair is Joanna Falconer who happy to continue. Everyone in favour.
- c. **Treasurer:** Current Treasurer is David Williams who is happy to continue. Everyone in favour.
- d. **Secretary:** Emma Carter is stepping down as Secretary after five years. Everyone thanked her for her efforts. Anneli Spence was nominated and seconded as Secretary.
- e. **Members:** Current members are:
  - Morag Sorbie:** To continue. Everyone in favour.
  - Alison Webster:** To continue. Everyone in favour.
  - Andrew Buchanan:** To continue. Everyone in favour.
  - Kirsten Rodger:** To continue. Everyone in favour.
  - Rona Lockyer:** Co-opted as a member. Everyone in favour.
  - Lauren Freckleton:** Co-opted as a member. Everyone in favour.
  - David Gow:** Co-opted as a member. Everyone in favour.

**7. Constitution:** No updates required.

**8. Data Protection Policy:** Reviewed. No updates required.

## **Appendix I**

### **DPS Parent Council Chair Report for the 2018/2019 AGM September 2019**

I genuinely feel we, the Parent Council, have had an unusually quiet year with regards to supporting our School! I am putting this down to the positive, zealous and progressive work being done by Mrs Slabbert, Mrs Gallivan, Mrs Allan and all the staff.

Thank you to Ann Marie Sinclair, who can't attend committee meetings but, quietly and without fuss puts together grant applications. Sincere thanks to our fundraising group who have worked tirelessly and all the parents and carers who have supported the various fundraising events over the last year. The funds raised are vital for enhancing the learning environment for the children and without a strong fundraising group this just would not be possible.

The Parent Council have helped to provide funds for the following areas:

- Further development of the outdoor learning area
- Parentmail
- P1 Book Bags
- Maths & Literacy resources
- Teacher classroom floats
- Christmas parties and pantomime

Over the year, the Parent Council have discussed many topics:


- Efforts to spruce up the school, playground and grounds maintenance
- Parental engagement
- Safer traffic measures and combatting inappropriate car-parking
- Parentmail alternatives (Schools App, App Central)
- Staffing updates
- School Improvement Plan: including digital learning, growth mindset, mindfulness
- SNSAs (Scottish National Standardised Assessments)
- Match Funding
- Cost of the school day
- The revised Constitution
- DPS Parent Council Twitter account

My only disappointment this year, that I must not ignore, was being unable to enhance the playground and building exterior, something I know the Parent Forum will agree with. Aspects of this can only be achieved with strong parental engagement and consent from Stirling Council. Finally, as Chair, not to end on a negative, I would like to express my appreciation of the positive relationship that the Parent Council and School share. It is so important for us to carry forward the discussions, be proactive and support the School whenever possible.

Helen McLean  
Chair, Parent Council

## Appendix II

Transaction Date	Transaction Description	Debit Amount	Credit Amount	Balance
Start of accounting term				<b>£10,193.26</b>
29/08/2018	10947 -cheque for Gazebo's	£553.95		£9,639.31
15/10/2018 to 12/11/2018	Xmas card direct payments		£505.50	£10,144.81
17/10/2018	Floats for Halloween disco	£571.00		£9,573.81
30/10/2018	Stephanie Hamilton expenses for Halloween disco	£11.97		£9,561.84
30/10/2018	Lauren Freckleton expenses for Halloween disco	£77.53		£9,484.31
30/10/2018	Amanda Higgins expenses for Halloween disco	£21.05		£9,463.26
30/10/2018	Morag Sorbie expenses for Halloween disco	£81.56		£9,381.70
02/11/2018	Money in from Halloween disco		£150.00	£9,531.70
02/11/2018	Money in from Halloween disco		£170.00	£9,701.70
02/11/2018	Money in from Halloween disco		£280.00	£9,981.70
02/11/2018	Money in from Halloween disco		£400.00	£10,381.70
02/11/2018	Money in from Halloween disco		£1,358.43	£11,740.13
20/11/2018	10948 -cheque for Maths and Literacy resources	£4,000.00		£7,740.13
20/11/2018	10950 -cheque for Class floats	£900.00		£6,840.13
04/12/2018	10952 - cheque for float for movie night	£90.00		£6,750.13
10/12/2018	Money in from movie night		£386.05	£7,136.18
10/12/2018	Cash and cheques in for Xmas cards		£940.50	£8,076.68
10/12/2018	10951 -cheque for theatre company	£900.00		£7,176.68
10/12/2018	Lauren Freckleton expenses for movie night	£38.56		£7,138.12
20/12/2018	10953 - cheque for Xmas cards	£1,149.00		£5,989.12
11/01/2019	Stirling Council grant money for school		£500.00	£6,489.12
18/02/2019	Money in from quiz and Xmas T+C's, minus quiz floats*		£448.30	£6,937.42
18/03/2019	Lauren Freckleton expenses for quiz night	£120.00		£6,817.42
22/03/2019	Float for T+C's and home baking - art exhibition	£50.00		£6,767.42
24/05/2019	Alison Webster expenses for Summer Fete	£534.60		£6,232.82
24/05/2019	Money in from T+C's and home baking - art exhibition		£196.60	£6,429.42
24/05/2019	Money in from Caledonian Christmas trees		£75.00	£6,504.42
24/05/2019	Money in from car boot sale, minus inflatable obstacle course cost**		£100.00	£6,604.42
24/05/2019	10957 - cheque for floats for summer fete and fling stall	£2,335.00		£4,269.42
28/05/2019	Jennifer Anderson expenses for summer fete	£20.00		£4,249.42
03/06/2019	Lauren Freckleton expenses for summer fete	£259.31		£3,990.11
05/06/2019	Money in from summer fete		£71.95	£4,062.06
05/06/2019	Money in from summer fete		£1,408.40	£5,470.46
05/06/2019	Money in from summer fete		£500.00	£5,970.46
05/06/2019	Money in from summer fete		£500.00	£6,470.46
05/06/2019	Money in from summer fete		£1,015.00	£7,485.46
05/06/2019	Money in from summer fete		£210.00	£7,695.46
05/06/2019	Money in from summer fete		£335.00	£8,030.46
05/06/2019	Money in from summer fete		£3,720.00	£11,750.46
06/06/2019	Money in from summer fete - silent auction Helen McLean		£405.00	£12,155.46
12/06/2019	Money in from summer fete - silent auction		£502.75	£12,658.21
12/06/2019	10956 - cheque for gambling act fee to Stirling Council	£20.00		£12,638.21
13/06/2019	Money in from summer fete - silent auction Joanna Falconer		£80.00	£12,718.21
26/06/2019	10955 - cheque for Parent mail	£1,018.80		£11,699.41
End of accounting term				<b>£11,699.41</b>

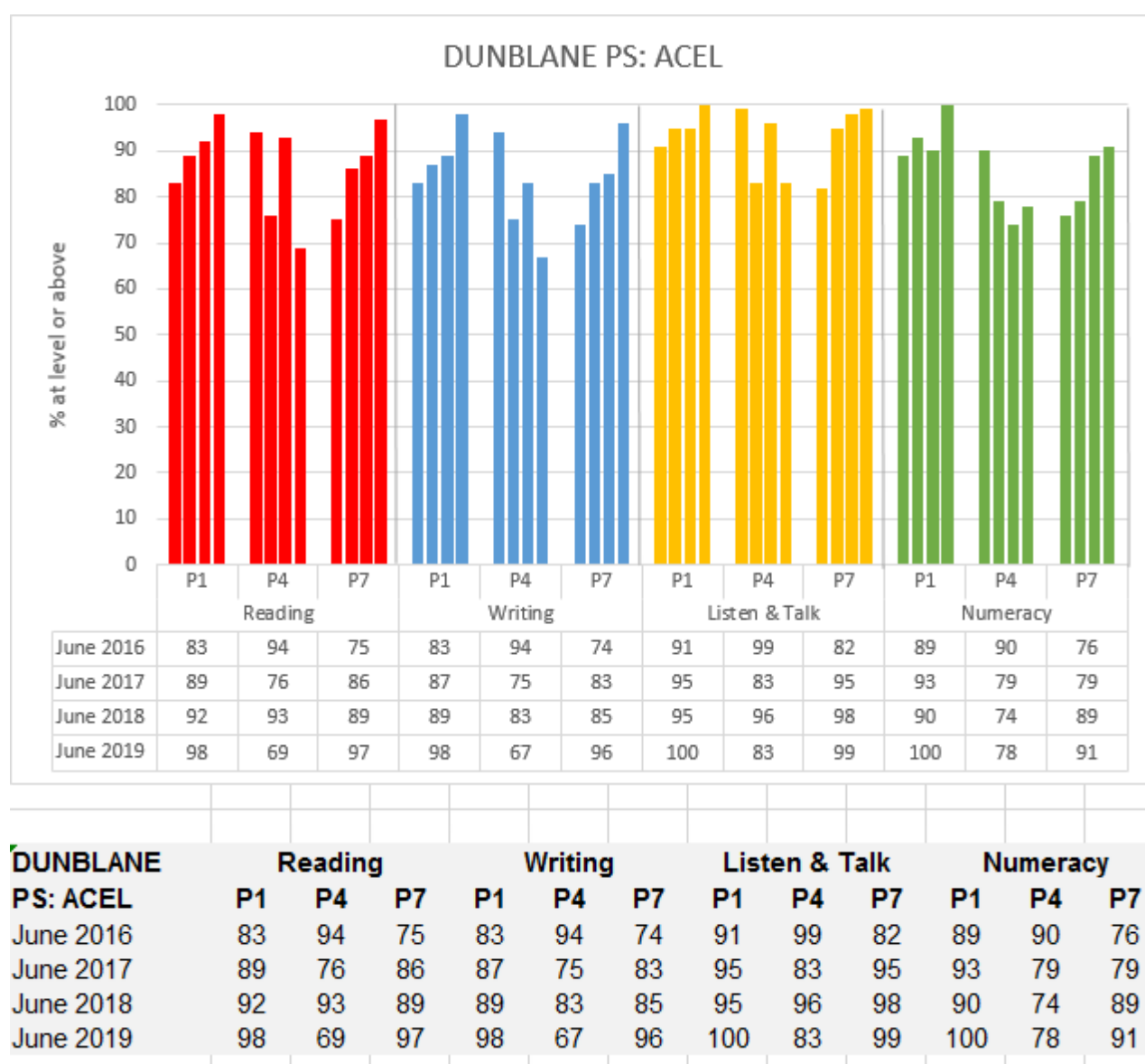
  
 17/09/19.  
 MARTIN ROBERTS.

Fundraising profits (rounded)	
Xmas cards	£300.00
Halloween disco	£1,600.00
Movie night	£300.00
Quiz night	£300.00
Car boot sale	£400.00
Summer fete	£5,400.00
<b>Total</b>	<b>£8,300.00</b>

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Parent Council Meeting  
Head Teachers Report  
September 2019 AGM



Appendix III contd..

	Reading				Writing				L and T				Numeracy			
	P1	P4	P7		P1	P4	P7		P1	P4	P7		P1	P4	P7	
Dunblane PS Jun '16	83%	94%	75%		83%	94%	74%		91%	99%	82%		89%	90%	76%	
Dunblane PS Jun '17	89%	76%	86%		87%	75%	83%		95%	83%	95%		93%	79%	79%	
Dunblane PS Jun '18	92%	93%	89%		89%	83%	85%		95%	96%	98%		90%	74%	89%	
Dunblane PS Jun '19	98%	69%	97%		98%	67%	96%		100%	83%	99%		100%	78%	91%	
Stirling LA Jun '16	84%	79%	75%		80%	72%	71%		88%	83%	83%		85%	76%	70%	
Stirling LA Jun '17	84%	80%	80%		81%	73%	74%		88%	84%	86%		86%	78%	75%	
Stirling LA Jun '18	87%	79%	83%		82%	76%	77%		91%	88%	89%		87%	78%	78%	
National Jun '16	81%	75%	72%		78%	69%	65%		85%	81%	77%		84%	73%	68%	
National Jun '17	80%	77%	76%		77%	71%	69%		85%	83%	81%		83%	75%	70%	
National Jun '18	81%	77%	79%		78%	72%	73%		87%	85%	84%		85%	76%	75%	

### Feedback on Attainment Figures.

- Continued gains across the board in school with the exception of the P4 cohort in terms of language based activities.
- This is down to a percentage of that year group being within the staged intervention process and having particular needs which impact on the capacity for those children to access their curriculum in that aspect.
- A targeted focussed approach has been introduced across the P4 and P5 stages this year focussing heavily on those children and supported through intervention programmes and additional support for learning.
- The gains across the board in numeracy can be seen which potentially in part will be down to the introduction of Big Maths as well as learning communities latterly in the year and we will be continuing to roll that out later this year once children are secure in their home class.

### How do we plan to continue to improve our school in 2019-20?

We have created a very succinct improvement Plan this year which focusses on three main areas of development.

### Improvement Priority

#### Improvement in employability skills and sustained positive destinations

#### Outcomes for Learners

- Continued progression and improved attainment in reading and writing
- Improved engagement and participation in learning for all children
- Development of higher order thinking skills
- Children making links to the world of work and the skills they are progressing
- Children developing their digital skills
- Involvement in local authority play based learning project
- Development of environment to support play within the p1/p2 area
- Deployment of an ece to support play based approach
- Staff to incorporate within planning the development of 21<sup>st</sup> century inquiry process skills such as problem solving/analysing/evaluating/applying knowledge and creativity

**Appendix III contd..**

- Staff to be involved in research engagement and reflection as part of the project to support peers and share good practice.
- Continued embedding of skills framework from learning community
- Continued development of childrens skills following curriculum document created by dlc and used for learner conferencing
- Children to be involved in at least one founders for schools experience throughout the year
- Continued awareness raising of lfs
- Continued work towards renewal of green flag status by december 2019.
- 1plus2 raising awareness of 3<sup>rd</sup> language;bsl
- Continue to develop Digital literacy skills through STEM work, use of See Saw, and continued use in classrooms incorporated into learning. For staff within DLC improvement plan CLPL on use of data supported by internal data coaches who in first instance will be our PTs.

### Improvement Priority

#### IMPROVEMENT IN ATTAINMENT PARTICULARLY IN LITERACY AND NUMERACY

### Outcomes for Learners

- See pef plan
- Continued progression and improved attainment in reading and writing
- Improvement in children's articulation of strengths and next steps in learning
- Delivery of pef targeted groups/individualised interventions
- Use of talk for writing as a supportive resource across the school to enhance practice
- Extend and embed RWI in p1 and p2
- Create targeted dyslexia/language groups and reintroduce programmes high 5 and wave 3
- Continue to develop moderation in school and outwith of literacy
- Develop and extend use of pupil conferencing grids
- Extend use of learning communities to provide a greater targeting of learning to support and challenge childrens clic numeracy learning
- Extend use of target groups to enhance attainment in literacy and numeracy
- Develop use of research engagement/peer support to enhance feedback practices within school

### Improvement Priority

#### Improvement in children and young peoples health and wellbeing

### Outcomes for Learners

### Appendix III contd..

- See pef plan
- Development of resilience, attention, self regulation and anxiety management
- See pef targetted plan
- Do be mindful as a universal approach to mental wellness rolled out across school from nursery to p7 and staff
- Rolling out nurture practice across school focussing on environment and importance for development of wellbeing including new values based curriculum
- Play based learning plan
- Development of hub and nurture base supported by wellbeing teacher and core SLA staff
- Continue to develop positive relationships policy encompassing anti bullying,positive behaviour management,diversity,lgbt and prejudice based behaviour management.



# School Improvement Planning Overview – Pupil Equity Fund

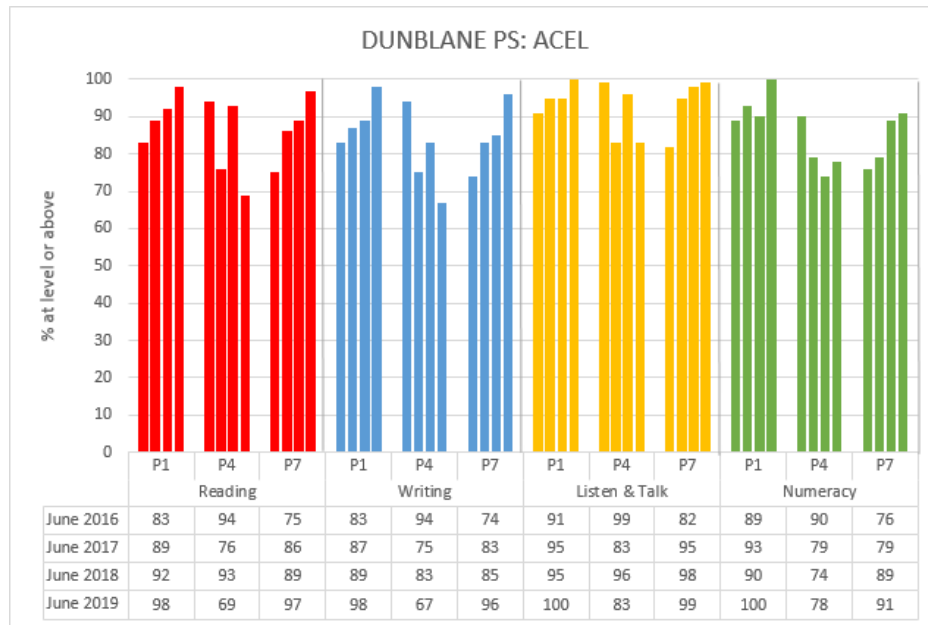
School: Dunblane Primary School

PEF Allocation: £16,800

National Improvement Framework Policy																
Closing the attainment gap between the most and least disadvantaged children																
Contextual analysis (identify the gap and barriers to learning)																
Dunblane Primary School has 476 children within it including a nursery. We have 16 classes, an additional Well Being teacher who alongside other members of staff is developing our nurture base this forthcoming year. We have a Wellbeing Hub which operates every day in school during breaks to support young learners who may struggle with the open and unstructured nature of break times for many different reasons. Our Support for Learning Teacher also works out of the Wellbeing Hub delivering targeted interventions 4 days a week. Our attainment and achievement across school looks like this as of May 2019. For the following year clearly these children will move onto the next stage.																
Children Achieving At Expected Levels	Reading				Writing				Listening and Talking				Numeracy			
	P1	P4	P7		P1	P4	P7		P1	P4	P7		P1	P4	P7	
May 2019	98%	69%	96%		98%	67%	96%		100%	83 %	99%		100 %	78%	90%	
	P2	P3	P5	P6	P2	P3	P5	P6	P2	P3	P5	P6	P2	P3	P5	P6
	95%	95%	85%	84%	95%	91%	78 %	88 %	95%	91%	88%	90%	95%	90%	79%	81%
Staged Intervention Percentages Per Stage																
May 2019	P1	P4	P7		P2	P3	P5	P6								
	12%	27%	11%		13 %	8%	16%	22%								
	PEF SIMD 1-5 Numbers Per Stage				P2	P3	P5	P6								
May 2019	15%	9%	10%		24%	22%	17%	12%								
PEF CHILDREN NOT ON TRACK	1	4	1		2	1	6	5								
SIMD 6-10 Not on	0	13	6		1	5	14	6								

## Appendix IV contd..

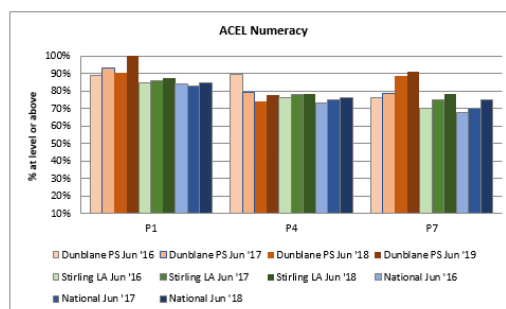
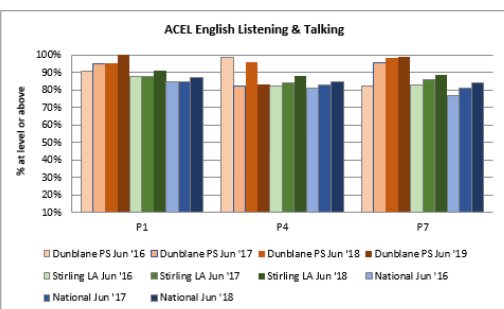
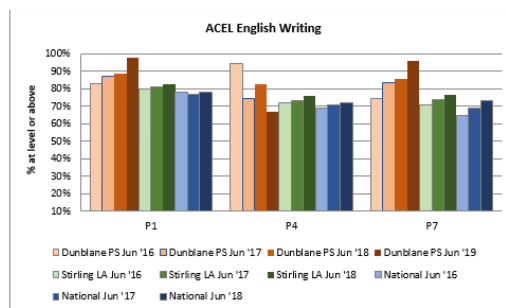
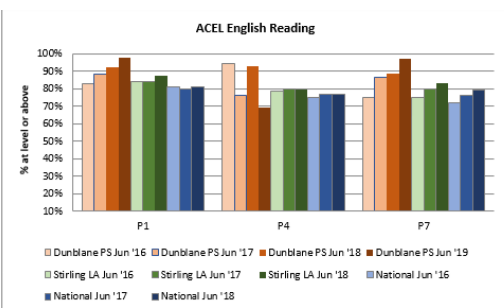
### ACEL figures in school as at May 2019



DUNBLANE	Reading			Writing			Listen & Talk			Numeracy		
PS: ACEL	P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
June 2016	83	94	75	83	94	74	91	99	82	89	90	76
June 2017	89	76	86	87	75	83	95	83	95	93	79	79
June 2018	92	93	89	89	83	85	95	96	98	90	74	89
June 2019	98	69	97	98	67	96	100	83	99	100	78	91

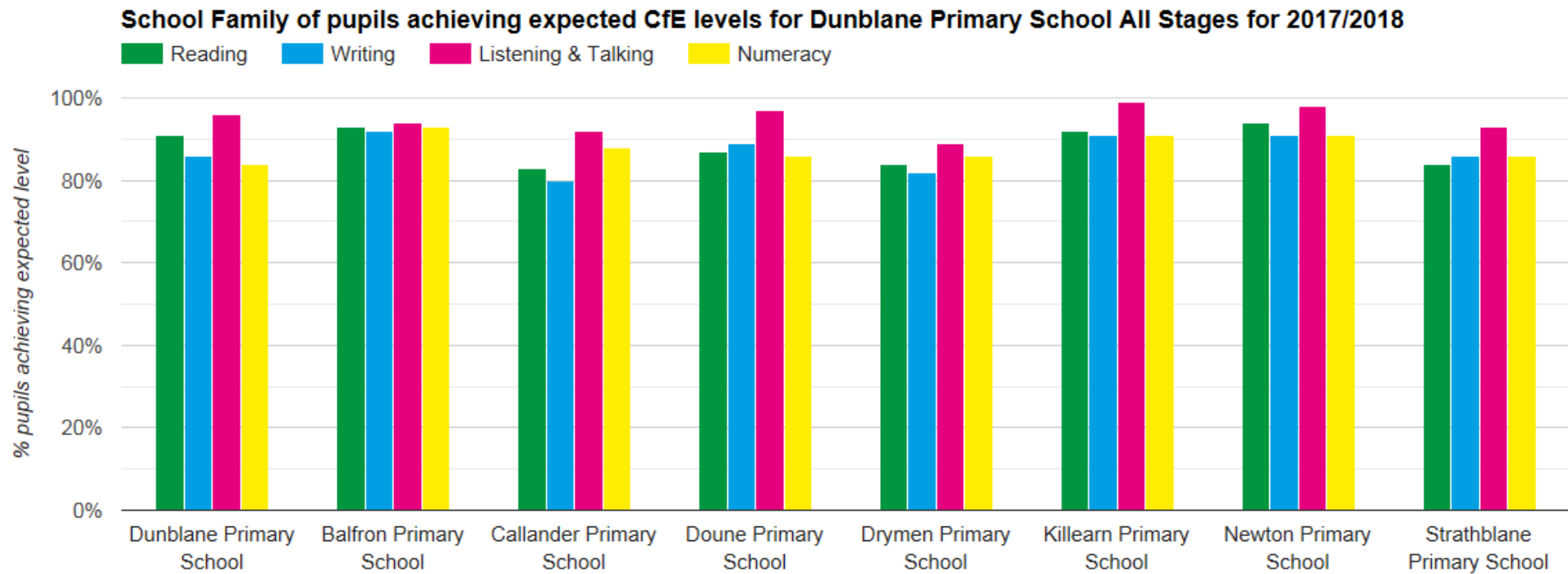
### A comparison of our figures to Local and National pictures

	Reading				Writing				L and T				Numeracy		
	P1	P4	P7		P1	P4	P7		P1	P4	P7		P1	P4	P7
Dunblane PS Jun '16	83%	94%	75%		83%	94%	74%		91%	99%	82%		89%	90%	76%
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## Appendix IV contd..

In looking at comparative schools in our FOCUS family here are the results based on 17/18



Appendix IV contd..

Identified gap/barrier	Outcome for Learners	Impact Measure	Intervention
<i>Linked to barriers identified through analysis of data and illustrated in contextual</i>	<i>What change do you want to see for learners? How much change? Who are the target group? By when?</i>	<i>How will you know the change is an improvement?</i>	<i>What do you plan to do?</i>
<b>Emotional dysregulation causing challenges re Engagement/ Confidence towards learning and relationships.</b>	<ul style="list-style-type: none"> <li>Less disruption to learning for <b>most</b> of the children identified in the target group.</li> <li>For <b>most</b> of the children in the target groups an understanding of their own emotions and strategies to regulate and support.</li> <li>In less structured times <b>most</b> of the children using support mechanisms independently.</li> </ul> <p><b>Target group consists of 40 children across school from varying stages and varying SIMD levels who are all identified through wellbeing webs and tracking systems as having challenges in the areas of dysregulation/engagement/attitude/ anxiety to learning/relationships By April/May 2020.</b></p>	<p>Almost all <b>of these children will be able to identify what can calm them down.</b></p> <p>Almost all <b>of these children will be on green for the areas identified.</b></p> <p>Almost all <b>children will identify a greater confidence to try new learning and show more resilience within failure.</b></p> <p>Most <b>of these children will show an increased growth in attainment across the year.</b></p> <p>Most <b>of these children will identify more positive relationships.</b></p> <p>Almost all <b>children will exhibit less frequent/less time consuming emotional break downs.</b></p> <p><b>For all children who have been assessed using a Boxall Profile there will be an improvement in the identified areas.</b></p> <p><b>Continued reduction in restorative conversations following playtimes.</b></p>	<ul style="list-style-type: none"> <li>Involvement in universal DO BE MINDFUL PROGRAMME</li> <li>Assign key staff members to support those individuals who are on individual curriculum delivery arrangements.</li> <li>Assigning a class teacher to plan for an implement nurture approaches in our newly formed nurture base every morning. This may well include soft starts/group work and individual approaches.</li> <li>Use our nurture base/wellbeing hub to support targeted children during playtimes and lunchtimes to reduce anxieties and build skills.</li> <li>Nurture base used as a universal space for all children to access.</li> <li>Universal training to all staff on restorative approaches and nurture approach.</li> </ul>

## Appendix IV contd..

<p><b>Attainment in reading and writing within the targeted group in the P5/6 cohort.</b></p>	<ul style="list-style-type: none"> <li>Increased attainment in levels of literacy for <b>most</b> of the target group.</li> <li>A rise of 10% for the children on track in P5 and a rise of 5% for the children in P6.</li> </ul> <p>Results by next April/May at last ACEL figure submission.</p>	<p>Standardised in house assessments</p> <p>Tracking and monitoring will show gains in percentages for the identified children</p> <p>Measurement tools within programmes identified for the children will show improvement.</p> <p>Group tracking by SLA/SFLT will show gains through PM benchmarking.</p>	<ul style="list-style-type: none"> <li>SFLT target groups using HI 5 and Wave 3 supported by targeted SLA.</li> <li>Talk for Writing resources to be added into the battery of resources for staff to allow differing mechanisms to support learning. INSET time devoted</li> <li>Research engagement on feedback to support improvement INSET time devoted as well as development time in school.</li> <li>John Hattie and Dylan William texts used to evoke discussion and changes to practice.</li> <li>SFLT to target dyslexic groups</li> </ul>
<p><b>Attainment in numeracy within the targeted group in P5/6/7 cohort</b></p>	<ul style="list-style-type: none"> <li>Continued progression across the board for <b>all</b> those children who are on track.</li> <li>Increased attainment by 5% for <b>most</b> of those children in the target group.</li> <li>An increase in engagement for <b>most</b> of those children in the target group towards numeracy tasks.</li> </ul> <p>Results will be seen in ACEL figures finally submitted next April/May.</p>	<p>Standardised numeracy assessments through Big Maths and inhouse assessments.</p> <p>Tracking mechanisms will show ongoing improvement and percentage gains across the year.</p> <p>SFLT assessments will show improvements through use of targeted programmes.</p>	<ul style="list-style-type: none"> <li>Power of Two used by SFLT and SLA in target groups.</li> <li>Small learning communities introduced across the school to support children appropriately in order to support and challenge using CLIC mechanism for maths.</li> </ul>

## Appendix V

### Fundraising Committee Report

2018/2019

Our first meeting of the year was held on Wednesday 28 August with our “old faithful” crew and some very welcome new volunteers.

#### EVENTS AND DATES

**Halloween Disco - Friday 25 October** : New format for Halloween disco - younger school party followed by older school disco on the same evening, both in the assembly hall. Very successful, lots of good feedback so going with same format this year. Tickets selling and distribution still an issue so this year we are going to try and “sell” tickets on eventbrite for “free” and ask for payment to be brought on the night to the events. Will hopefully save a lot of work trying to collect money from the school and distribute tickets back to classes.

Halloween costume rail is going to be back at front office again to re-use and recycle unwanted costumes, we will again ask for donations for this.

**Swish - Friday 8 November - Victoria halls:** A new event for this year. Format to be fully confirmed but hopefully sell tickets for £10.00 and you can take 3 items from donated clothes, bags, jewellery, shoes. Will ask those buying tickets to donate excellent quality, pre-loved clothes and will set the hall up with tables, clothes rails for browsing. Nibbles to be provided and BYOB.

**Movie night - Wednesday 4 December:** Same format as previous years, free event asking for donations on the night. All details still tbc.

**Cauliflower cards:** Cauliflower cards again was very successful and will be done again this year.

**Caledonian Trees:** Will go ahead with this again, very easy fundraising and beautiful trees, promoting local business.

**School quiz - Friday 31 January:** Same format as last year, although made sure we hopefully do not clash with other local events. New quiz masters were very successful, hopefully we can get them to offer their services again this year!

**School fete - Saturday 6 June:** Very successful day this year. No entry fee did not seem to decrease the money raised, however we did have the prints from Steven Brown which did raise a lot for us. We would love to encourage

## Appendix V contd...

the children to have more stalls this year, crafts etc. We did away with local business craft stalls this year to give more room to this.

### **Other ideas:**

**Party pack:** One of our parents had the fabulous idea of a “party pack” that can be hired out to parents/carers. It has plastic, reusable, plates, cups, jugs, serving plates, table cloths, banners, candles. Shirley Gallivan has offered to store it and Ruth Bland will manage the hire of it. Think £5.00 per “hire” and asking for it to be returned clean.

**Pre-loved:** Due to Stirling council now setting up a uniform bank, and also the success of the parents fb page, we are going to have a final pre-loved offering at the Halloween disco, then donate the remaining items to the council. We will attempt to catalogue the DPS jumpers and let parents know what we have. We will have a pre-loved uniform and supplies stall at the fete.

We are also looking into bag packing at Tesco or M&S, and also another car boot hopefully in the Spring.

Breakdown of money raised from each event -

2018 Halloween disco - £1600

2018 Cauliflower cards - £300

2018 Movie night £300

2018 Caledonian trees - £75.00

2019 Quiz night £300

2019 Summer Fete £5400

2019 Car boot - £400

Morag Sorbie

On behalf of the Fundraising Group

September 2019