

Tha mi cur thugad Plana-Leasachaidh na Sgoile againne mar eisimpleir de dh' ard-sgoil a tha brosnachadh na Gaidhlig. Tha fiughar orm gu bi seo feumail nuair a bhios sibh a' cur Ro-Innleachd Naiseanta Foghlam Gaidhlig air dòigh.

Donnchaidh

DJ Ferguson, Ceannard/Rector

ARD-SGOIL A' PHLUIC/PLOCKTON HIGH SCHOOL

PLANA-LEASACHAIDH NA SGOILE/ THE SCHOOL DEVELOPMENT PLAN

2006 - 2009

MISSION STATEMENT:

'Plockton High School aims to foster academic and personal development in a caring and challenging environment in order that each learner may achieve her/his full potential'

INSTITUTIONAL MOTTOES:

'An t-ionnsachadh og, an t-ionnsachadh boidheach'

'vivere est discere'

ARD-SGOIL A' PHLUIC/PLOCKTON HIGH SCHOOL

PLANA-LEASACHAIDH NA SGOILE/
THE SCHOOL DEVELOPMENT PLAN (2006-2009)

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LIST OF FACULTY/TEAM DEVELOPMENT PLAN PROJECTS (2006-
2007)

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INTRODUCTORY LETTER:

This latest School Development Plan is made available to all with an interest in our school's performance and we invite support for its main projects which, most importantly, are designed to improve the service we provide to our youngsters and their parents. In addition to this document, there is a set of Faculty/Team development plans each with three projects addressing agreed priorities.

We continue in our efforts to deliver a service in accordance with our stated aims with the clear purpose of ensuring that Plockton High remains one of Scotland's best secondary schools.

This plan has been prepared using the Quality Indicators in 'How Good is our School?' (2002 edition) and following the Highland Council's Education, Culture and Sport Service Plan, National Priorities; and, in particular the development priorities recommended by the Head of Education Services (letter,16.3.06) and with special regard to the Follow-through report (issued, June 2006) assessing progress on the action points in the HMle report, June, 2004.

Complementing this plan and as part of our involving parents strategy, a set of challenges for the whole school community will be produced in liaison with all youngsters, including prefects and youth board, and school board and all parents, at the beginning of the new session.

I commend this plan to you and any comments on the overall plan, aims, individual projects or the work of our school generally are welcomed from all stakeholders and supporters of Plockton High School.

Le deagh dhurachd/yours sincerely,

D J Ferguson, Ceannard/Rector

July 2006

SECTION A: AR PRIOIMH AMASAN/OUR CORE AIMS

Our set of aims comprises eight over-arching general aims, within which are more specific aims to reflect all the main activities in our school.

1. To develop the school as a place of education and to be a centre of excellence in teaching and learning by striving to:-
 - a) obtain best possible examination and national certificate results
 - b) ensure equal opportunities for all in the curriculum and wider school life by an inclusive approach to all activities
 - c) provide appropriately for those with additional and distinctive needs
 - d) provide appropriate pastoral support for all through the guidance and youngster support system
 - e) encourage study skills and promote a lifelong learning culture among all youngsters and staff
 - f) promote participation in wide variety of sports (including our sports co-coordinator-led activities)
 - g) encourage use of Information and Communications Technology
2. To encourage and promote healthy lifestyle (through our health promotion initiatives) and participation in a range of sports (including sports co-coordinator-led activities)
3. To instil certain keys values in all youngsters by promoting
 - a) Christian observance and tolerance of other religious traditions
 - b) Awareness of European and International dimension
 - c) Careers Education, opportunities to experience the world of work and a variety of enterprise activities
 - d) Participation in, and appreciation of, the arts
4. To ensure, maximum opportunity for our youngsters to exercise citizenship, their leadership potential and sense of responsibility by promoting
 - a) courteous and caring attitudes to others
 - b) sensible, responsible behaviour
 - c) dress in accordance with the recommended code
 - d) service to the school community
 - e) corporate identity through whole school assemblies and celebrations of achievement (especially, our Annual End of Session Ceremony)

5. To encourage and develop liaison with all sectors of the community
 - a) with parents/home: by participation in decisions affecting their individual children; and general issues of our institution (including School Board and Parent-Teacher Association)
 - b) with other schools - collaboration with our associated primary schools;
 - c) Hostel Staff
 - d) The Lochalsh Learning Centre (for ICT based at our campus) and other institutions of learning (e.g. Sabhal Mor Ostaig: Aberdeen University; University of the Highland and Islands Millennium Project
 - e) The wider community: access to school by a variety of groups
6. To provide opportunities for all staff to develop their expertise and skills through a programme of staff development and training
7. To promote the Gaelic dimension - language and culture - in all areas of school life.
8. To support the continuing development of the National Centre of Excellence in Traditional Music based at our campus.

SECTION B: SUIL AIR AIS/REVIEW

N. B. For the purposes of reviewing our school's performance and evaluating delivery of project targets, the success rating scale - 6 to 1 (excellent to unsatisfactory) - in accordance with levels of performance used by HMle is employed throughout this section.

***Summary position:** This has been a very successful year for our school in both academic attainment and wider achievements. With particular respect to implementing the main recommendations of the HMle report (2004), the council's follow-through report has indicated 'good and sometimes very good progress' in meeting the main recommendations.*

MAIN PROJECTS (2005-2006)

PROJECT NO. 1: RAISING ACHIEVEMENT AND ATTAINMENT

PROGRESS MADE: Improvements at 5-14 levels achieved. All faculty plans addressed this topic and i/s on AifL encouraged further developments across the school.

EVIDENCE: Published results in School Handbook; Faculty projects; collated results from S3 exams; ICT initiatives noted in follow-through report.

SUCCESS RATING: 4

FURTHER ACTION: Continuing as a priority in the new plan.

PROJECT NO. 2: SUPPORT FOR PUPILS; INTRODUCTION OF NEW TUTOR GROUP SYSTEM

PROGRESS MADE: New system now fully in place.

EVIDENCE: Observation of new system in action. Feedback from meetings of Teams of Group Tutors.

SUCCESS RATING: 5

FURTHER ACTION: To be included in new set of projects for in-depth review and to extend peer support.

PROJECT NO. 3: LEARNING AND TEACHING ACROSS THE CURRICULUM

PROGRESS MADE: I/s on AifL well received and led to further innovation across the school. Learning and Teaching Group introduced observation schedule. Audit of current practice undertaken for literacy policy.

EVIDENCE: Follow-through report; minutes of Learning & Teaching Group; audit feedback from PT, Languages.

SUCCESS RATING: 4

FURTHER ACTION: AifL is a recommended project for all faculties in our new plan. The project on A Curriculum for Excellence will further encourage reflection and innovation in regard to learning and teaching.

PROJECT NO. 4: ENTERPRISE IN EDUCATION

PROGRESS MADE: In spite of all funds not being available as anticipated, the vocational courses, in Home Economics and Technology, have been enhanced and well received by pupils.

EVIDENCE: Reference to our school in HMle report on 'good practice in enterprise'. Courses in place.

SUCCESS RATING: 4

FURTHER ACTION: Project on alternative curriculum in new plan.

PROJECT NO. 5: HEALTH PROMOTION

PROGRESS MADE: Health Promoting School status achieved (at level 3). Considerable progress has been achieved in links with catering team and introducing 'Hungry for Success' initiative. Annual S1/2 Health and Sport Day now established and well received.

EVIDENCE: Certificate received and displayed. Noted in Continuous Improvement section of follow-through report. Reports in school newsletter.

SUCCESS RATING: 5

FURTHER ACTION: School Nutrition Action Group to be re-formed; and new health promotion policy to be finalised.

PROJECT NO. 6: PROMOTING GAELIC DIMENSION

PROGRESS MADE: all telephone calls are now answered initially with a Gaelic greeting. All formal assemblies, parents' meetings and staff gatherings have opening remarks in Gaelic. The school's first ever all-Gaelic religious assembly was held (December, 2005). Gaelic is a key element in the proposed Celtic Carnival and well established links have been established with the cultural co-ordinator. The Rector completed three years as the first Chairman of Bord na Gaidhlig during which period the Gaelic Language (Scotland) Act was passed.

EVIDENCE: Calling the school; newsletter

SUCCESS RATING: 5

FURTHER ACTION: Gaelic dimension will feature in project for Year of Highland Culture 2007.

ii) REVIEW OF KEY AREAS

1. CURRICULUM

Our school meets national recommendations on the curriculum and RME is now firmly embedded, as noted in follow-through report. The double language for all in S1/2 continues to be well received. The integrated ICT course (1 period per week for all in S1/2) is now well established. Geography online has been delivered through the medium of Gaelic, with a mentor, to the large S2 cohort and this again included a successful three day field trip, to Edinburgh. Students again successfully studied Higher Drama through Eden Court Theatre. Our range of options at both key transitional stages continues to meet requests as fully as possible and effective time-tabling has coped with the large cohort in the upper school. Our school has embarked on the initial review phase of how we meet the rationale of 'A Curriculum for Excellence'. Our Science Faculty is introducing a combined sciences course, using NQ courses, to replace SG Science, in S3/4. Our first cohort of pupils sat Standard Grade Spanish and there will be a higher class in the new session. Religious, Moral & Philosophical Studies was introduced at Intermediatev1/2 levels with good uptake. S6 students are able to undertake a range of Open Learning courses and a Computing course (ECDL) taught by an external FE tutor is on offer. The removal of Modern Studies from the curriculum, because of financial constraints, has been a very unwelcome change to our subject provision and detrimental to our encouragement of citizenship, including political awareness and global understanding. Our curriculum is well established and ready for careful scrutiny in the context of A Curriculum for Excellence proposals.

Success Rating: 5

2. ATTAINMENT

Our results in 2005 remained generally consistent with performance in recent years in spite of the large cohort in S5. The number of youngsters in our school requiring special arrangements for SQA exams continues to grow considerably.

5+ SG at 1, 2 – 38%
3+ H at A-C - 25%

Both figures are exactly the same as the local authority average but show slight drops from our performance levels in 2004. This downward trend is already being addressed in our closer monitoring of S3 exam/S4 prelim results (cf. project no. 4) and through more rigorous course choice discussions. Our 5-14 levels (by the end of S2) once again showed significant improvements in Writing and Maths. Initial figures for the current cohort of S2 (2005-06) indicates further improvement in spite of staffing disruptions in both subject teams. For 2004-05 the statistics were as follows:

Reading – 79%
Writing – 61%
Mathematics – 72%

Success Rating: 5

3. LEARNING AND TEACHING

The main QIs (3.1-3.6) are addressed in detail by faculties but, as noted above, the impact of the Learning and Teaching Group and espousal by many subjects of 'Assessment is for Learning' practices has been evident in lessons observed. An in-service day event led by Dr. Mark Priestley, provided information for all staff on this key national initiative. As always, meeting individual needs is an over-arching priority and there is commitment to this from all subject departments, well complemented by the Support for Learning Team. Our Homework Policy, including use of diaries, is carefully reviewed by all subjects. Attention will continue to be paid to increasing the pace of learning, challenge for all levels of ability and assessment information to be used more effectively. Plockton High's 5Ps (which arose from our response to the HMIE report) comprise **p**upil needs, **p**rior learning, **p**ace (and challenge), **p**rogress and **p**raise are widely promoted. Parents are given the opportunity with every report to respond to comments and are invited to give views on the format of our reports. The attendance at Parents' Meetings has risen slightly but involving parents in youngsters' schooling remains a priority. Very good provision is made for youngsters with Additional Support Needs and training will continue to be provided for all staff re the new legislation in this domain. IEPs are produced as required. There is good subject-SfL liaison in place, effective in-class support and good small group provision for those with additional learning needs.

Success Rating: 4

4. SUPPORT FOR PUPILS

As noted above, the new Tutor Group System has been well received. Our Support involving all staff alongside the PT (SfP) and with three senior members of staff acting as Head of House ensures a collegial approach to this crucial area and it is fundamental to our new Tutor Group system where daily pastoral provision (at registration time) is in year stage groupings. Our commitment remains to affording equal importance to meeting needs in both pastoral and learning terms. There are well structured PSE programmes at all stages and this has been enhanced by re-introducing the regular weekly period for S5/6. The weekly exchange of memos by the seven leaders of the support system continues to ensure that all staff are kept informed about youngsters and is followed by a confidential note to all staff. The three PTs/Heads of House with stated pastoral responsibilities for the three house groups, working closely with the PT, Support for Pupils, have contributed greatly to the smooth introduction of our new system; increasingly, group tutors are providing first line support. Work experience, interview days and UCAS applications have been effectively managed by the PTs responsible. Heads of House provide summary comments on all reviews of progress and the PT, SfP, and Rector enter comments on all full reports. The introduction of more detailed reports for S1/2 and electronic reporting for all stages have enhanced our provision and we justify a score of '6' under QI 3.6 The Buddy System remains central to our anti-bullying policy and improvements are planned (cf. project no. 5). There are well established fora for discussions with primary schools' area Learning Support team, and other key external agencies. Depute 1 continues to serve on the Area Children's Services Forum. She co-ordinates Liaison Group Meetings which deal with a range of individual needs The school will continue to have the services of a Senior Family Liaison Officer based at our campus, to enhance support for youngsters and families.

The school has well structured liaison with the pupil residence. As intended, the change of support system has enhanced what was a strong feature of our school.

Overall Success Rating: 5

5. ETHOS

The institution has a very positive ethos and enjoys very good community relations. Our monthly newsletter highlights successes and is widely distributed, including our own upgraded website. Our success in this realm was again well exemplified by the presentation of over 200 awards at the End of Session Ceremony covering a range of sporting, charity, enterprise, technology, health and cultural activities. The establishment of the fair trade group – Trocaploc – has had a huge impact on international understanding and citizenship and this was also noted in the follow-through report. The now annual Summer Term Activities Programme is one example of very good provision of opportunities for wider achievement. The Duke of Edinburgh Award Scheme Group continues to operate with support from colleagues in Community Learning and Leisure. Our policy of recognising achievement twice in the year and covering all aspects of school life annually, at the End of Session Ceremony, is now well established. Our move to a new uniform will be completed in 2006-07. Regular half school assemblies have been well received, with Christian Observance led by our clergy support team who also organised the now annual S6 Ethics Conference. Classroom behaviour is monitored by faculty meetings and, at whole school level, by Depute 1. We continue to set high expectations both in and out of class. We have been able to put alternative curriculum arrangements in place for pupils returning after exclusion. Every effort is made to support youngsters with behavioural problems and home links are central to this. Staff training in promoting positive behaviour was noted in the follow-through report. Attendance is carefully monitored and unexplained absences investigated; for 2004-2005, our figures were well above ahead of the Highland average. The range of extra-curricular activities - sporting, cultural and other - is very high and this will be further enhanced by the new synthetic surface sports pitch. Our well used library is currently being transferred to computerised cataloguing. Our Gaelic dimension is well promoted through letterheads, signage and use. The school continues to support, and benefit from, the National Centre of Excellence in Traditional Music being based at our campus. The school enjoys the valuable support of its School Board, which has had a change of chairperson and members in the past session, and informal meetings for parents in the community have been well received. A first ever reunion of former pupils is planned for the new session. As often stated, a strong school-home and community relationship is crucial to the success of our school.

Overall Success Rating: 5

6. RESOURCES

In common with other schools, we are facing the challenge of a reducing roll and a substantial overspend situation. This has meant shedding staff, when vacancies occur, with four subjects affected to date. It is also hoped that our energy efficiency can be improved to reduce spending in that realm. An action plan aimed at reducing our overspend has been produced. The new 'north wing' block has proved very welcome, in its first full session in use and an ICT/general purposes room will be created there in the new session. A commitment to spend £1m on a major refurbishment, including long

needed new kitchen and dining room facilities, is very welcome. It is hoped our lack of recreational space, poor staffrooms, restricted office accommodation and outdated Home Economics Room can also benefit from this development. The appointment of three probationers to permanent posts has been positive for our institution. Annual interviews/reports under Professional Review and Development have been successfully introduced under the new faculty structure. Our new ICT technician (0.5) has greatly enhanced support for staff in that domain Science/Technology operated without a technician for half the session. The Active Schools' Co-ordinator has continued to offer an impressive range of sporting activities. Subject Resourcing is established on a faculty basis but will require to be monitored even more carefully in the year ahead and there is little scope for expansion in any area. In distributing resources, the priority continues to be staffing but there are still many teachers with heavy workloads which will be exacerbated for PTs, SMT and all staff when most cover for colleagues will require to be internal in the four years ahead. ICT continues to need additional investment on infrastructure and machines. Our funding for CPD has been again used primarily to cover course attendance for both teaching and support staff. Attractive displays of pupils' work from classrooms and excursions are evident in most areas of the school and it is hoped to expand photographic displays and update our website more regularly.

Overall Success Rating: 3

7. MANAGEMENT, LEADERSHIP AND QUALITY ASSURANCE

The experienced and effective Senior Management Team continues to consult widely on all policies and decisions mainly through the weekly Staff Forum, comprising SMT and three other members of staff. The new promoted staff structure has been accompanied by increased monitoring of learning and teaching and SMT is committed to observing two lessons per week. A Joint Management Team, comprising SMT and all PTs, has met eight times and its role in school management will be further clarified in the new session. All staff have taken part in introductory whole school and faculty discussions on the proposals in 'A Curriculum for Excellence'. Four PTs, in addition to SMT, have attended council courses on this national initiative and provided feedback to colleagues. The review of individual CPD needs is now integrated into the PR & D programme. with individual CPD Plans updated annually, including use of the 35 additional hours. All support staff have an annual interview with the Rector, including consideration of training needs. As already noted, the weekly Staff Forum minutes provide key evidence of regular reviewing and a growing culture of improvement which has been enhanced by the Learning and Teaching Group thrust on sharing good classroom practice across the school. In addition to regular SMT attendance at faculty meetings, there are three key SMT/PTs' meetings; SQA/Attainment Review (September) including full analysis of results (with later follow-up using STACs); curriculum/time-table planning (January); subject resourcing/development planning priorities (April/May). The Working Time Agreement (2006-07), including the Programme of Collective Activities, has been appended to this plan. Once again there has been a large number of teaching and support staff changes in the past session which is demanding on small teams and managers. The commitment to improvement from all leadership levels is evident. The school continues to benefit from the support of the council Quality Improvement Team, including close collaboration on the follow-through report.

Overall Success Rating: 4

SDP, 6/2006

I. SIX MAIN PROJECTS (2006-07)

Project 1

A CURRICULUM FOR EXCELLENCE

Project 2

ASSESSMENT IS FOR LEARNING

Project 3

RAISING ATTAINMENT

Project 4

ALTERNATIVE CURRICULUM AND LEARNING FOR WIDER ACHIEVEMENTS DEVELOPMENTS

Project 5

PUPIL SUPPORT

Project 6

YEAR OF HIGHLAND CULTURE 2007

II. Set of Faculty Development Plans - appendix 1

III. WORKING TIME AGREEMENT (2006-07) - see appendix 2

PROJECT NO. 1: A CURRICULUM FOR EXCELLENCE

TARGETS:

1. To ensure all staff are familiar with the four capacities and keep them up-to-date with this initiative
2. To collect examples of addressing the four capacities in practice
3. To establish Integrated Learning Community approach

CRITERIA FOR SUCCESS

1. Positive feedback from staff attending courses and at in-house sessions
2. Examples of practice shared at faculty and Joint Management Team meetings
3. Integrated Learning Community Group established and joint project(s) agreed/ other collaborative work undertaken successfully

IMPLEMENTATION STRATEGIES:

1. Attendance at appropriate in-service
2. On agenda of faculty meetings
3. Mapping exercises and related discussions at ILC/faculty/JMT/Staff Forum/CAT

TIMESCALE:

1. Throughout the session
2. For duration of ACfE
3. By May, 2007

RESPONSIBILITY:

Project Leader – Rector; SMT; all PTs

RESOURCES/CPD IMPLICATIONS

CPD for certain staff; time for tasks; CAT sessions; staff meetings

EVALUATION PROCEDURES:

Feedback from i/s events; end of year whole school review of progress (jointly with review of AifL)

NOTES:

Highland Council priority; linked to our project no. 2.

PROJECT NO. 2: ASSESSMENT IS FOR LEARNING

TARGETS:

1. To embed AifL principles and strategies across the school
2. To keep all staff up-to-date with developments under this initiative
3. To establish programme of peer observation

CRITERIA FOR SUCCESS:

1. Improved learning noted from evidence of observed lessons
2. Positive feedback from i/s and CAT sessions
3. All staff participate in peer observation (at least 1 period)

IMPLEMENTATION STRATEGIES:

1. AifL as project in all Faculty Plans – tasks stated to be undertaken
2. Sessions arranged in CPD and CAT programme
3. Programme of peer observation organised

TIMESCALE:

1. Throughout the session
2. By May, 2007
3. By February, 2007

RESPONSIBILITY:

Project leader – Depute Rector (2); SMT; all PTs

EVALUATION PROCEDURES:

CPD annual plans; in all faculty reviews, 2007; whole school end of year review (jointly with ACfE cf. project no. 1)

RESOURCES/CPD IMPLICATIONS:

Distribution of funds to be agreed (if successful with AifL bid); time; CPD for certain staff

NOTES:

Continuing priority for faculty plans and CPD

PROJECT NO. 3: RAISING ATTAINMENT (with emphasis on bottom 20%)

TARGETS:

1. To support all faculties with subject projects
2. To continue targeting S4 pupils
3. To provide enhanced exam preparation for identified group

CRITERIA FOR SUCCESS

1. All projects delivered successfully
2. Improvements noted from S3 exams to S4 prelims to final SG exams
3. Programme of coaching well received

IMPLEMENTATION STRATEGIES

1. Discussions with PTs at key planning meetings; faculty tasks
2. Collation/monitoring/distribution of exam results
3. Coaching and mentoring arrangements put in place

TIMESCALE

1. By May, 2007
2. Throughout the session
3. By April, 2007

EVALUATION PROCEDURES:

Feedback from pupils/parents; reports/results; faculty minutes

RESOURCES/CPD IMPLICATIONS

Covering additional coaching expenses as required; CPD as identified

NOTES:

Council priority; linked to project no. 4; introduced with S3 cohort (2005-06)

PROJECT NO. 4: ALTERNATIVE CURRICULUM AND LEARNING FOR WIDER ACHIEVEMENT DEVELOPMENTS

TARGETS:

1. Introduce John Muir Trust Project
2. Prepare for boat Building Project
3. All faculties explore alternative/wider achievement provision

CRITERIA FOR SUCCESS:

1. Cohort of students gain certification
2. Boat Building Project ready for delivery from June, 2007
3. Audit of possible subject contributions produced

IMPLEMENTATION STRATEGIES

1. Planning meetings with external agencies and course delivery
2. Planning meetings with cultural co-ordinator, boat builder-in-residence et al
3. Faculty/staff meeting discussions; conducting audit of provision

TIMESCALE:

1. By June, 2007
2. By June, 2007
3. By March, 22007.

RESPONSIBILITY:

Project leader – Depute Rector (1); PT (Enterprise remit); all PTs

RESOURCES/CPD IMPLICATIONS

Time for meetings; materials for projects; CPD as required

EVALUATION PROCEDURES

Pupil questionnaires; monitoring minutes of meetings

NOTES:

Linked to our projects nos. 1, 3 and 6;

PROJECT NO. 5: PUPIL SUPPORT

TARGETS:

1. To review pupil support structure in detail
2. To strengthen buddy and peer support
3. To develop school/home and community partnership

CRITERIA FOR SUCCESS:

1. Full review indicating satisfaction from pupils
2. Improved systems in place
3. New parents' group created; new set of challenges agreed and published

IMPLEMENTATION STRATEGIES:

1. Audits, questionnaires prepared and circulated
2. Training sessions for buddies and peers
3. Organise sessions for School Board, other parents

TIMESCALE:

1. By Nov., 2006
2. By Dec., 2006
3. By Sept., 2006

RESPONSIBILITY:

SMT; prefects, Youth Board; School Board

EVALUATION PROCEDURES:

Responses to questionnaires

RESOURCES/CPD IMPLICATIONS:

Time for staff, pupils and parents; CPD for Heads of House, Group Tutors as identified

NOTES:

Linked to 5 Challenges as published in last year's plan

PROJECT NO. 6: YEAR OF HIGHLAND CULTURE 2007

TARGETS:

1. To support this council initiative
2. To arrange Celtic Carnival
3. To plan and organise mini-Highland Games

CRITERIA FOR SUCCESS:

1. School features in council programme of events
2. Carnival held and well received in school and community
3. Highland Games held and enjoyed by primary and secondary pupils

IMPLEMENTATION STRATEGIES:

1. Discussions/planning re Boat Building Project, NCETM involvement, meetings re Skye & Lochalsh input to YoHC2007
2. Planning meetings, arrangements, publicity for carnival
3. Meetings and arrangements for the event

TIMESCALE:

1. Until end of 2007
2. By June, 2007
3. By June, 2007

RESPONSIBILITY:

Project leader – Rector; PT, Creative/Aesthetic Subjects; Mr. Pincock, Ms. MacInnes, Mr. Kean

RESOURCES/CPD IMPLICATIONS:

Time for meetings; funding for events

EVALUATION PROCEDURES:

Feedback from pupils, community; input from cultural co-ordinator

NOTES

Special Education, Culture & Sport initiative; link to previous project on Gaelic Dimension

FACULTY/SUBJECT DEVELOPMENT PLANS 2006-2007

PROJECTS

ADMINISTRATION

- IT/Communication
- Finance
- Phoenix

CREATIVE & AESTHETIC

Faculty Project (AifL): Questioning techniques

- **ART**
Introduction of Access 2
Rewriting student booklet for Int.1/2/Higher to accommodate course changes
- **MUSIC**
Insert concept diary into S1/2
ICT: develop use of software in classroom delivery
Assessment of performance dimension with certificate groups
- **PE**
Introduce swimming programme into SG PE
ICT: Increase the use of ICT in the teaching of PE (digital cameral and Photo Worksheets)
Develop a range of fitness programmes to utilise new equipment

IT

Faculty Project (AifL): To introduce the use of co-operative learning techniques in S3/4 to raise attainment with particular reference to the bottom 20%

- **BUSINESS EDUCATION**
Introduction of the revised Business Management course
- **COMPUTING**
Introduction of the new Information Systems course at Higher
- **BUSINESS EDUCATION/COMPUTING**
Teaching and assessing of S1/2 ICT
Adapting S1/2 ICT to single-teacher delivery

LANGUAGES

Faculty Project (AifL): Pupil self-evaluation & responsibility for learning

- **ENGLISH**
Raising Attainment of lowest 20% of Standard Grade cohort (focus on Writing)
Formal appreciation and creation of poetry in S1/2
- **GAELIC/GAIDHLIG**
Meeting pupil needs – S3/4 GM literature
Teaching and Learning: Familiarisation with new HS courses
Teaching and Learning: Production of Access 3 (Learners) course
- **MODERN LANGUAGES**
Introduction and development of the new Higher Spanish course
Raising attainment of the lowest 20% of Standard Grade cohort in French
Whole-class story-telling in S1/2 French

LIBRARY/RESOURCE CENTRE

Continuation of TALIS roll-out

Participation in Highland Children's Book Award judging process

MATHEMATICS

Department Project (AifL): Introduce comments-only marking in S1

Improving the attainment of the bottom 20% of S4

Curriculum/attainment 5-14: re-organisation of the S1/2 courses

PUPIL SUPPORT (Guidance)

Faculty project (AifL): Peer and self-assessment

Raising Attainment: extension of monitoring and tracking with a specific focus on the bottom 20% in S4

PSE: Study Skills Improvement

PUPIL SUPPORT (Support for Learning)

Learning and Teaching: To work collaboratively with Art and Gaelic staff to produce Access 2 Units.

Meeting pupils' needs: Updating information and resources on dyslexia based on different learning styles.

Raising Attainment: To work collaboratively with English staff to set targets based on assessments for ASN pupils in S4.

SCIENCE

Faculty Project (AifL): To share lesson objectives with classes at the start of the lesson/pupils talk about what they have learned (WALT and WILF)

- **BIOLOGY**
Improvement of KU in HS & SG courses
- **CHEMISTRY**
Raising Achievement
- **PHYSICS**
Improvement of attainment through increased use of ICT

SOCIAL SUBJECTS

Faculty Project (AifL): To introduce the use of peer assessment in identified S1/2 lessons

- **GEOGRAPHY**
Revised techniques for dealing with newly-introduced SG Geography Credit questions
Design and implement 'A History of Scottish Football' course for Access 1/2
- **HISTORY**
Introduction of new materials into S2 course about apartheid in South Africa
- **RME**
Review the 2005-6 implementation of S3 Standard Grade RME
Implementation of Standard Grade RME in S4
- **Gaelic-Medium Geography**
Review of the on-line GM Geography course in S2

TECHNOLOGY

Faculty Project (AifL): Introduce use of the self-assessment toolkit

- **HOME ECONOMICS**
To improve attainment in KU element
- **TECHNOLOGY**
Craft & Design: Raise the attainment of the bottom 20% with particular emphasis on design work.
Graphic Communication: Development of Standard Grade homework exercises (focus on Drawing Abilities)

OUR IDENTIFIED FUTURE PRIORITIES – UP TO 2009

- ✓ **Continue whole school work under aegis of A Curriculum for Excellence, including Integrated Learning Community, Alternative Curriculum and Wider Learning Achievements; and Pupil Support**
- ✓ **Identify next two phases for tasks from follow-through report in preparation for next HMle visit in 2010.**
- ✓ **Continue to explore strategies to address raising attainment**
- ✓ **Oversee building refurbishment**
- ✓ **Update Action Plan on addressing overspend situation**
- ✓ **Plot legacy for Year of Highland Culture in our school and community including potential for expansion of Gaelic-medium provision**
- ✓ **Explore possible CPD and Leadership initiative for all staff**
- ✓ **Parental Involvement – aim for continuous increase in attendance at parents' meetings and participation**
- ✓ **Promote use of New Sports Pitch**

ARD-SGOIL A' PHLUIC/PLOCKTON HIGH SCHOOL

WORKING TIME AGREEMENT (2006/07)

In accordance with the LNCT agreement, as described in the letter from the joint secretaries, 11.5.06, the following breakdown of time and activities will be operated in our school. The programme for the year is attached.

- i) **5 In-Service Days**
- ii) **35 Additional Hours**
- iii) **Remaining time:** based on the 35 hour working week, 190 hours are available for the session once 22.5 hours teaching time (maximum) and 7.5 hours personal time (for preparation/correction etc.) are accounted for.
 - a) 50 hours – assessment/reports/recording.
 - b) 35 hours – attendance at seven parents' meetings (allocating five hours per meeting to include preparation/follow-up)
 - c) 25 hours – 25 after school 'weekly' faculty meetings
 - d) 20 hours – 10 CAT general staff meetings (maximum duration of 90 minutes), other corporate/team sessions (including 5 hours of preparation/follow-up)
 - e) 20 hours – for individual/group tasks related to Faculty/School Development Plans.
 - f) 2 hours – Professional Review and Development (annual interview and preparation)
- iv) **Flexibility Factor:**
38 hours (20% of allocation) to be used as 'flexibility factor' for emergency requirements, HMle etc.

Signed :
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Mr D Noble
EIS Representative

D J FERGUSON
Ceannard/Rector

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|-------------------------|-------------------------------------|
| w.b. 06 November 2006 | Faculty Meeting - 9 |
| w.b. 20 November 2006 | Faculty Meeting - 10 |
| w.b. 27 November 2006 | Faculty Meeting - 11 |
| w.b. 04 December 2006 | Faculty Meeting - 12 |
| 04 December 2006 | CAT – 4 (Whole School Time) |
| w.b. 11 December 2006 | Faculty Meeting - 13 |
| 17 January 2007 | CAT – 5 (Whole School Time) |
| w.b. 15 January 2007 | Faculty Meeting - 14 |
| w.b. 22 January 2007 | Faculty Meeting - 15 |
| w.b. 29 January 2007 | Faculty Meeting - 16 |
| 05 February 2007 | CAT – 6 (Whole School Time) |
| w.b. 19 February 2007 | Faculty Meeting - 17 |
| w.b. 26 February 2007 | Faculty Meeting – 18 |
| 28 February 2007 | CAT – 7 (Whole School Time) |
| w.b. 05 March 2007 | Faculty Meeting - 19 |
| w.b. 12 March 2007 | Faculty Meeting - 20 |
| 21 March 2007 | CAT - 8 (Whole School Time)) |
| w.b. 23 April 2007 | Faculty Meeting - 21 |
| w.b. 7 May 2007 | Faculty Meeting - 22 |
| w.b. 14 May 2007 | Faculty Meeting - 23 |
| 23 May 2007 | CAT – 9 (Whole School Time) |
| w.b. 04 June 2007 | Faculty Meeting - 24 |
| w.b. 11 June 2007 | Faculty Meeting – 25 |
| 13 June 2007 | CAT – 10 (Whole School Time) |
| N.B. Faculty Meeting | – 1 hour allocated |
| CAT Sessions | - 1½ hours allocated |

