

School Improvement Planning Returns to Local Authority (2019 - 2020)

School: St Joseph's College Dumfries

Date: June 2019

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims

School Statement

In St. Joseph's College we aspire to work together with parents/carers and partners to ensure excellent and equity for all learners within an inclusive, caring Catholic Christian community. Within this community each individual is valued and supported to achieve their potential. We also aspire to develop as a community of faith, offering formation through the promotion of Gospel values, through celebration and worship and through service to the common good.

Our Values

- Love of God and neighbour
- The life, dignity and voice of each person
- Public witness to Christian belief and practice
- Respect for different cultures
- Self-fulfilment
- Service to others

Subsumed within these values are wisdom, justice, compassion and integrity, the cornerstone of Scotland's approach to governance.

Our Aims

We aim to enable all our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens and to reflect Gospel values in the way in which they lead their lives and serve the community.

Review Date: Session 2019/2020

Review Activities:

As we move towards greater collaboration with the other secondary schools and associated primary schools in Dumfries Burgh as part of Dumfries Learning Town our vision, values and aims will be reviewed. In addition as the school is established in its new environment we reflect on the schools heritage and continue to incorporate Marist values into the life and work of the school. These include Simplicity, Presence, Family Spirit, Love of Work and In the Way of Mary i.e. caring for everyone especially those who need it most and never giving up on yourself or others.

This review will include all staff, pupils, parents/ carers, associated schools and partners including Church representatives.

2. School Improvement Progress Report

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 4 key priorities and the 6 NIF drivers.

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School/ NIF Priority 1: Raise attainment in Literacy and Numeracy</p> <p>NIF Driver Assessment of Children's Progress Parental Engagement Performance Information Teacher Professionalism</p> <p>QIs: QI 1.5, 2.2, 2.6, 3.2</p>	<ul style="list-style-type: none"> • % of leavers attaining SCQF Level 4 and Level 5 Numeracy has been above the Virtual Comparator for the last 3 years. • Attainment of pupils in Literacy and Numeracy at the end of S3 was generally above Authority and National levels for achievement at both CfE Level 3 and Level 4. • Pupil evaluations indicated that their confidence levels in maths and literacy improved following periods of work with the staff employed using PEF funding. • Class observations in Music, Science, Technical and Maths evidenced increased use of differentiated pupil resources. • There was an increase in the number of parents/ carers attending Curriculum information evenings for senior pupils at which they were encouraged to engage with online resources such as SMHW and Rigour maths. • A Maths/ Numeracy newsletter was produced on a termly basis which helped share practice across the school and the Cluster. 	<p>Increase liaison with Cluster primary staff to share good practice in raising attainment in Literacy and Numeracy.</p> <p>Further develop tracking and monitoring of pupils particularly in relation to literacy development.</p> <p>Liaise with staff in DLT secondary schools to share practice in the development of literacy and numeracy in the BGE.</p> <p>Further engage parents in their child/ childrens learning through sharing programmes of work, support materials and assessment expectations with them.</p> <p>Engage staff in professional learning related to raising attainment in literacy and numeracy.</p> <p>Make better use of SNSA data for individual pupils to inform next steps in their learner journey.</p>

		<p>Focus on improving attainment for Level 5 Literacy.</p>
<p>School/ NIF Priority 2: Closing the Attainment Gap</p> <p>NIF Driver Performance Information Parental Engagement School Improvement</p> <p>QIs: QI 1.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2</p>	<ul style="list-style-type: none"> • Attainment v Deprivation is greater than the National establishment for almost all SIM Deciles. • For S4 pupils (2018) attainment was significantly above National establishment for most deciles. • At National 5 Level course comparator data was significantly positive for Maths, Physics and Geography. • At Higher level results in Music, German, English and Computing Science were significantly positive. • At Advanced Higher level course comparator data showed highly positive results for pupil performance in Physics, PE, Modern studies and Chemistry. • Observations of teaching and learning and teacher/ learning assistant engagement with Pastoral and Pupil Support staff evidenced better use of 'Red Book' information to meet the needs of those with ASN, LAC pupils, care experienced and free school meal entitlement. • Those planning trips or other events ensured that those with FME were encouraged to attend and were supported financially. This resulted in greater participation rates in the S2 French trip, the S2 activities week for those not on the trip to France, the S3 WW1 Battlefields trip, Theatre trips, the school show , Christmas ceilidhs, Christmas lunches and Easter school. • Staff, parents and pupils responded to consultation on the Draft BYOD policy which when in place will improve access to internet resources particularly for those without access to such a resource outwith school. 	<p>Continue to employ additional maths teacher through PEF funding to work with pupils in lower SIMD deciles.</p> <p>Continue to financially support pupils to engage in activities such as S2 French trip, S2 Activities week for those not on French trip, outdoor education, involvement in school show and other creative arts as well as support for individuals participating in opportunities outwith school.</p> <p>Use data from the Parental Engagement survey to inform next steps in increasing involvement of parents/ carers in their children's learning.</p> <p>Analyse Insight data extensively with regard to LAC pupils, those in lower SIMD deciles and those who receive FME and/ or EMA.</p> <p>Focus on improving attainment in Hospitality, Media, French and Drama at National 5.</p> <p>Focus on improving attainment in Higher Sociology, History and Modern Studies.</p> <p>Focus on improving attainment in Geography and Biology at Advanced Higher level.</p>

<p>School/ NIF Priority 3: Improve Health and Wellbeing</p> <p>NIF Driver School Leadership Parental engagement Assessment of Children's Progress</p> <p>QIs: QI 2.1, 2.4, 2.6, 2.7, 3.1</p>	<ul style="list-style-type: none"> • In line with 'looking outwards' staff considered examples of good practice in monitoring and tracking pupil achievements both within and outwith school. A draft recording format was drawn up and piloted. This included auditing the participation of pupils in Dynamic Youth Awards, Saltire Awards, the Caritas awards Scheme and the Duke of Edinburgh's award scheme. • Additional resources including art materials and Ipads were made available for pupils to use for completing work at home. • New Faculty Principal teacher for HE and PE made very good progress in linking the departments together and work on a collaborative approach to improving health and wellbeing. • A working group reviewed the school code of conduct for implementation across the school from the start of session 2019/2020. • Good progress was made with drawing up a Draft Promoting Positive Relationships policy. • The school achieved Sports Scotland Bronze award status. 	<p>Extend the work of the Cluster HWB group and engage more Parents/ Carers in consultation process.</p> <p>Continue to offer range of extra-curricular activities and extend where possible making best use of Active Schools Coordinator, SRU coaches and Opportunities for All officers.</p> <p>Engage pupils in interschool sports competitions across the Galloway Diocese.</p> <p>Encourage more pupils with FME entitlement to use their entitlement and attend breakfast club.</p> <p>Engage staff in a range of activities aimed at improving their health and wellbeing eg Fitness suite use, monthly 'coffee mornings', Strictly Come dancing, Staff band/ choir.</p> <p>Encourage engagement of staff and pupils in the MVP scheme.</p>
<p>School Priority 4: Improve employability skills sustained positive destinations</p> <p>NIF Driver Performance Information Parental Engagement School Improvement Teacher Professionalism</p> <p>QIs: QI 1.1, 2.2, 2.7, 3.2</p>	<ul style="list-style-type: none"> • % of leavers securing a positive destination is above Virtual Comparator and above Dumfries and Galloway average. 2018 was the highest level achieved for the last 3 years. • There was an increase in the number and range of employers/ employees who took part in the school STEM careers event for S4 pupils. • Across the school staff successfully reviewed and implemented the necessary changes to SQA Higher courses. • Participation levels in the MVP programme increased and the involvement of pupils in the training of pupils in other school was 	<p>Engage staff in professional learning related to the Career Education standard.</p> <p>Continue to develop partnership with SDS and DYW staff.</p> <p>Work towards becoming a SCQF Ambassador school.</p> <p>Pilot STEM Leaders award.</p> <p>Continue to work with other DLT schools to increase the range of</p>

	<p>commended by the Authority Safeguarding officer and other staff.</p> <ul style="list-style-type: none"> • One staff member successfully completed the CREDL course and two the Introduction to School Leadership course, One successfully secured a promoted post secondment and two embarked on Masters level courses in Education, • Senior staff fully committed to the DLT vision and successfully contributed to ensuring increased educational provision for pupils in the Senior Phase. 	<p>courses and qualifications available to pupils.</p>
<p>2.1.1 Report on the impact of PEF</p> <ul style="list-style-type: none"> • Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? • How rigorous is the school's approach to providing robust evidence of closing the attainment gap? • How well are you removing barriers to learning and ensuring equity for all? 	<p>Please refer to attached report on the impact of PEF Funding in St Joseph's College. This was prepared for an HMIe Audit on the impact of Pupil Equity Funding in St Joseph's College in June 2019 and includes reference to evidence in insight data that pupils in all SIMD's have the opportunity and capability to achieve equally.</p> <p>Robust tracking and monitoring through the BGE, particularly in maths/ numeracy is helping staff to target certain pupils and assist with closing the gap.</p> <p>Pupils with free school meal entitlement have been financially supported to participate in all whole school and year group activities outwith the formal curriculum. This has increased participation in various activities eg trips, school show, social events which has helped to build more confident individuals and improve the health and wellbeing of supported pupils.</p>	

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2.2 Summary of Key Strengths and Areas for Improvement (What is our capacity for continuous improvement?)

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<ul style="list-style-type: none"> • The vision for the school is ambitious and focuses on improvements in outcomes for all. • Most staff have consistently high expectations of all learners. • Most staff are committed to change which results in improvements for all. • Careful consideration is given to how best to take forward priorities. • Senior leaders support creativity, innovation and enquiry. • More staff are involved in the leadership of school events and curricular developments. • Staff are more confident in using a range of data and information to understand the social, economic and cultural context of the school community. 	<ul style="list-style-type: none"> • Continue to create opportunities for staff to collaborate with and learn from others across Dumfries Learning Town and the South West Educational Improvement Collaborative. • Continue to encourage leadership of learning at all levels. • Encourage staff participation in professional learning related to developing leadership skills, coaching and mentoring. • Develop SCQF Ambassador programme within the school. 	Good
2.3 Learning, Teaching and Assessment <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<ul style="list-style-type: none"> • The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. • Learners' achievements in and out of school are recorded and recognized. • Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning. 	<ul style="list-style-type: none"> • Increase the range of opportunities that pupils have to take on leadership roles, including the leading of learning. • Improve the quality of feedback provided to learners so that they have an accurate understanding of their progress in learning and what they need to improve. • Increase the opportunities for pupils to give peer feedback on their learning. 	Good

	<ul style="list-style-type: none"> Principal Teachers and many teachers have developed skills of data analysis which are focused on bringing about improvement. 	<ul style="list-style-type: none"> Ensure that across all subject areas a quality body of evidence is used to support assessment judgements and decisions about next steps. Improve the quality of reporting to parents/ carers. Further develop tracking and monitoring with particular focus on the most deprived children and young people and those who are or have been looked after or care experienced. 	
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> <i>Wellbeing</i> <i>Fulfilment of statutory duties</i> <i>Inclusion and equality</i> 	<ul style="list-style-type: none"> The whole learning community has a shared understanding of wellbeing and children’s rights. Staff, children and young people, know, understand and use the wellbeing indicators as an integral feature of school life. Staff and partners have created an environment where pupils feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. The curriculum provides pupils with well - planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge religious intolerance and racism. Most staff engage in regular professional learning to ensure they are fully up to date with local, national and international legislation affecting the rights, wellbeing and inclusion of all children and young people. 	<ul style="list-style-type: none"> Ensure that all staff and pupils understand and use the wellbeing indicators as an integral feature of school life. Develop outdoor spaces around the campus which effectively promote positive relationships and wellbeing. Ensure effective monitoring of the attainment, achievement and participation of groups of pupils and individuals facing barriers to learning such as poverty. 	<p>Very good</p>

	<ul style="list-style-type: none"> • Staff are responding to information regarding pupil SIMD, LAC information, IEP's, Care Experienced pupils and those at risk of missing out by intervening and communicating more effectively with parents, carers and designated Authority staff. 		
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> 	<ul style="list-style-type: none"> • Almost all children and young people are attaining appropriate levels in literacy and numeracy and a few have exceeded these (particularly in SIMD 1), • Over 92% of young people are successful in moving into a sustained positive destination on leaving school. • Exclusion rates are low and inclusion is successful for most. • There is evidence that children and young people are increasing their achievements through active participation in a range of activities in the local community. 	<ul style="list-style-type: none"> • Continue to research, develop and implement strategies to raise attainment particularly in literacy and numeracy. • Ensure robust tracking of attainment over time in all curriculum areas and at all stages. • Continue to work in conjunction with SDS staff to increase the % of leavers moving into positive destinations. • Target the most deprived children and young people to increase their attendance where required. • Target those most deprived to encourage and enable participation in all school events including those out of school. • Ensure all staff are familiar with and implementing changes to National courses as a consequence of the changes to National Qualifications at Advanced Higher level. • Encourage and support staff to attend Understanding Standards events and familiarize themselves with SQA Course Reports. 	<p>Very good</p>

<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<ul style="list-style-type: none"> Stakeholders across Dumfries Learning Town have contributed to the rationale , design and ongoing development of the curriculum. Staff and partners are ambitious and expect high levels of attainment and achievement for all learners. Time is protected for professional learning and collegiate working across the Cluster to develop aspects of learning and teaching. Outdoor learning is a regular, curriculum-led experience for some learners eg in Rural Skills, Geography and PE. Children and young people are aware of a range of careers and the skills required for them through the curriculum and various careers events. 	<p style="text-align: right;">Good</p> <ul style="list-style-type: none"> Focus on developing creativity, digital and employability skills in a progressive way across the S1-6 curriculum. Link with Dumfries College, the Barony College, The Bridge and other Burgh schools to increase the range of vocational qualifications available to young people in the Senior Phase. Develop and document possible learner pathways from the BGE into the Senior Phase taking into account SQA courses and other qualifications accredited through the SCQF.
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people’s learning.</p>	<ul style="list-style-type: none"> Partnership working with stakeholders, including parents/ carers, the local community, third sector and business organisations is based on mutual trust and respect. Staff support parents/ carers to actively engage in their children’s learning eg through various curriculum information sessions, SMHW, Study Skills, Rigour Maths. The school understands and plays a significant role in the life of the community eg through involvement in local parishes, entertaining in the community and participating in schemes to improve the local physical environment. Feedback from partner organisations, including CLD indicates strong and effective relationships with the school. 	<ul style="list-style-type: none"> Develop clear protocols/ agreements with partners across DLT where the purpose, aims, roles and responsibilities are clear and understood by all involved. Support parents and carers, particularly those from the most deprived areas to engage more with the school and feel that they can contribute to school improvement. Seek out further partnerships which will lead to increased opportunities for pupils in the world of work. Engage more parents/ carers in reviewing school policies, procedures and activities, including the use of ICT.

3. SCHOOL IMPROVEMENT PLAN 2019 - 20

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

NB Pupil Equity Funding will be used to support the key tasks highlighted in green. Successful implementation of these will improve outcomes for learners.

Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
<p>School/NIF Priority 1</p> <p>Raising Attainment in Literacy and Numeracy</p> <p>NIF Driver Assessment of Children's Progress Parental engagement Performance information Teacher professionalism</p> <p>QIs: 1.5, 2.2, 2.6, 3.2</p>	<ul style="list-style-type: none"> Improved attainment in literacy and numeracy across the school. Agreed standards for literacy and numeracy levels are shared across DLT schools. 	<p>Employ additional part-time teachers to support learning in numeracy.</p> <p>Ensure differentiated resources are available as necessary.</p> <p>Engage staff within the Cluster in professional learning directed at implementing good practice and effective intervention strategies in the teaching of numeracy.</p> <p>Engage parents in training sessions to help them support their children with literacy and numeracy development.</p> <p>Review and further develop Reading Ambassadors and Study Buddy schemes.</p> <p>Engage staff across the Cluster in professional learning associated with moderation.</p>	<p>HT/ SMT/ PT Pupil Support PEF Funding until June 2020 0.3 fte maths teacher PT's Curriculum</p> <p>Collegiate sessions after school and during Inset days</p> <p>SMT/ PT's (By December 2019) Finance for resources and refreshments Parent Council representatives Parents</p> <p>DHT Personal Support for Pupils PT Pupil Support PT Pastoral Care Senior pupils (November 2019)</p> <p>DHT All Cluster staff (May 2020)</p>

<p>School/NIF Priority 2</p> <p>Closing the Attainment Gap</p> <p>NIF Driver Performance information Parental engagement School improvement</p> <p>QIs: 1.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.2</p>	<ul style="list-style-type: none"> • The attainment and achievement of the 20% most deprived is improved. • The motivation of all learners is enhanced and they are supported to achieve ambitious targets. • There is equality of opportunity for all with regard to access to educational experiences within and outwith the formal curriculum. • Resources are made available to all pupils to assist with completion of work at home. • Pupils from most deprived areas have equal access to Wi-fi facilities. 	<p>Further develop mentoring scheme to provide individual support for LAC pupils and those entitled to FME.</p> <p>Employ staff member for an additional 0.2 fte to mentor pupils through Creative Arts projects.</p> <p>Provide funding for most deprived pupils to ensure that there are no barriers to their participation in activities both within and outwith school, including school trips and after school study classes.</p> <p>Develop robust tracking and monitoring systems to monitor impact of teaching and learning.</p> <p>Improve access to school library and librarian support services.</p> <p>Work with local authority to enable wi-fi access across the school capus including implementation of BYOD policy.</p>	<p>DHT Personal Support for Pupils PT Pupil Support PT's Pastoral Care</p> <p>PT's Pastoral Care PT Curriculum (Creative Arts) Part-time art teacher PEF Funding</p> <p>PT Pastoral Care (Study Support) School and PEF Funding</p> <p>DHT Personal Support for Pupils PT Pastoral Care (T&M)</p> <p>PT Pastoral Care (T&M) PT's Curriculum</p> <p>PT Languages and Communication SSM</p> <p>DHT CfE BTS Authority Education Officers Chair of Parent Council Parents/ Pupils/ Staff (by October 2019)</p>

		<p>Increase engagement of Parents/ Carers in their child/ children's Learning through information sessions, electronic communications and individual/ group help with SMHW and Rigour maths.</p> <p>Improve communication with parents/ carers regarding positive changes in their child's attainment, behaviour or attitude.</p>	<p>SMT Curricular PT's Parent Council Parents/ Carers</p>
<p>School/ NIF Priority 3</p> <p>Improve Health and Wellbeing</p> <p>NIF Driver School leadership Parental engagement Assessment of children's progress</p> <p>QIs: 2.1, 2.4, 2.6, 2.7, 3.1</p>	<ul style="list-style-type: none"> • Pupils and staff benefit from increased opportunities to participate in activities which improve their sense of wellbeing. • The confidence and self-esteem of those most deprived is improved. • It is recognized that it is the responsibility of all staff to help promote positive health and wellbeing. • Involvement in extra-curricular activities promotes inclusion and builds confidence. 	<p>Further develop breakfast club to ensure a welcoming atmosphere and offer a place where homework can be completed.</p> <p>Audit the participation of pupils in extra-curricular activities and Award Schemes (eg Dof E, Saltire Awards, Caritas, Dynamic Youth Award) and target those not involved to ensure that there are no barriers to their participation which can be overcome.</p> <p>Provide resources for FME pupils where necessary eg sports equipment, lpads, art materials, musical instruments.</p> <p>Provide opportunities for parents/ carers and students to cook, do artwork and/ or physical activities together.</p> <p>Promote positive mental health among pupils and staff through</p>	<p>PT Pastoral Care (HWB) Staff and pupil vounteers J Tallons PEF Funding By October 2019</p> <p>DHT's PT's Pastoral Care SSM Pupils Parents/ Carers</p> <p>School and PEF funding Funding from external sources</p> <p>PT Curriculum (HE/PE) PT Curriculum (Creative Arts) PE/ HE staff Parents/ Carers PEF Funding</p> <p>SMT PT's Curriculum</p>

		<p>involvement in activities such as St Joseph's Does Strictly, staff Fitness classes and activities for staff and their children within school facilities.</p> <p>Review policy and procedures for 'Promoting Positive Relationships'.</p> <p>Engage more fully in Eco-schools scheme, working towards Green Flag status.</p> <p>Work towards Sports Scotland School Award.</p>	<p>PT Pastoral Care (HWB) HE/PE staff/ volunteers</p> <p>DHT Personal Support for Pupils PT Pupil Support Working group including staff, pupil and parent representatives. By December 2019</p> <p>SMT All staff By June 2020</p> <p>DHT's/ PT Curriculum (HE/PE) Pupils Staff Pupils By June 2020</p>
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<p>School/ NIF Priority 4</p> <p>Improve Sustainability Skills and Sustained Positive Destinations</p> <p>NIF Driver Performance information Parental engagement School improvement Teacher professionalism</p> <p>QIs: 1.1, 2.2, 2.7, 3.2</p>	<ul style="list-style-type: none"> • Pupils are well informed about a wide variety of careers. • Pupils benefit from developing their employability skills such as communication and leadership. • Pupils enjoy a broader range of opportunities in employment settings. • Learners are able to apply skills in a range of contexts, including in unfamiliar settings. • Self-evaluation leads to overall improvement in school experience for pupils. 	<p>Continue to build links with Skills development Scotland staff, Opportunities for All Officers.</p> <p>Actively seek partnerships with local employers who can support pupils gain employment.</p> <p>Audit curriculum to develop progression of ICT skills from BGE to Senior Phase.</p> <p>Work towards developing Digital Leaders and gaining Digital School status.</p> <p>Review Advanced Higher courses in light of changes to National Qualifications.</p> <p>Further develop Marist Leadership, Caritas and MPV programmes to increase participation.</p> <p>Encourage staff participation in professional learning such as CREDL, Introduction to School Leadership, Masters level courses and national CPD for Middle Leaders.</p> <p>Continue to collaborate with partners across DLT to ensure maximum use of resources and</p>	<p>DHT/ PT Pastoral Care (Careers) A Kinley (SDS) SDS Partners DYW Partners M Ward (Opps for All) Staff volunteers Pupils</p> <p>DHT CfE PT Curriculum (Maths/ ICT/ Bus Mgt) PT's Curriculum All Staff Collegiate time</p> <p>DHT (CfE) Cluster Primary staff and Secondary staff</p> <p>PT's Curriculum Teaching staff</p> <p>PT RE PT Pastoral Care (HWB) Marist Leadership Team</p> <p>School funding Government funding By May 2020</p> <p>DLT Working groups Authority/ DLT Funding for teacher cover</p>
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		<p>increased access to a wider range of vocational opportunities.</p> <p>Develop and document learner pathways from BGE to Senior Phase qualifications in line with the Dumfries and Galloway Senior Phase Vision and Strategy.</p> <p>Gain SCQF Ambassador school status.</p> <p>Review and implement self-evaluation policy taking into account use of QI's for evaluating performance across DLT and Dumfries College courses.</p> <p>Pilot STEM School Quality Mark scheme.</p> <p>Increase engagement with My World of Work programme including MWow Ambassadors scheme and Careers Education standard.</p>	<p>By May 2020</p> <p>SMT/ PT's Time for development DLT staff By April 2020</p> <p>Authority training SMT All teaching staff By June 2020</p> <p>DHT/ SMT All staff DLT working group All stakeholders By May 2020</p> <p>PT Curriculum (Science and Tech) PT Curriculum (Maths, ICT) All staff Pupils SMT Support</p> <p>PT Pastoral Care (GB) SDS Officer (AK) Pastoral Care staff/ PSE teachers Parents/ Pupils</p>
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