



St Modan's High School

Standards and Quality Report

Review of Progress for session 2018-19
October 2019

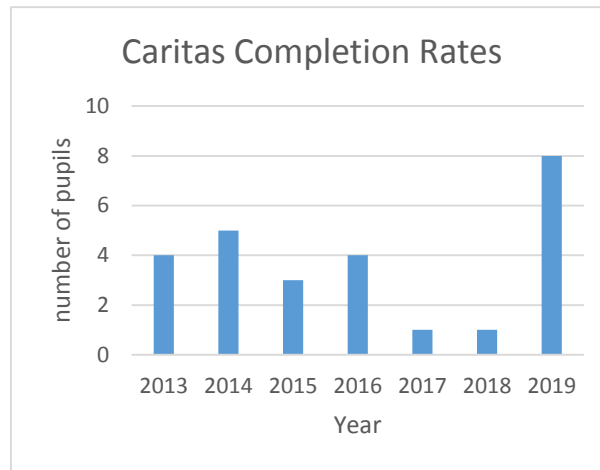


St Modan's High School
Standards and Quality Report
Review of Progress for session 2018-19

School Priority: Living Our Faith	
<p>National Improvement Framework Priority</p> <ul style="list-style-type: none"> • Closing the attainment gap between the most and least disadvantaged children. • Improvement in children and young people's health and wellbeing. 	<p>HGIOS4 Quality Indicators and HGIOELC</p> <ul style="list-style-type: none"> • 2.2 Curriculum • 3.1 Improving/ ensuring wellbeing, equality and inclusion
<p>Key drivers for improvement</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement 	<p>Integrated Children's Services Plan Outcomes</p> <ul style="list-style-type: none"> • All children thrive as a result of nurturing relationships and stable environments in their own school and community. • Children, young people and their families are respected as equal partners in decision making and planning.

Planned Key Actions:	<ol style="list-style-type: none"> 1. Develop the role of the pupil Chaplaincy teams. 2. Review current delivery model for Caritas and pilot new school approach. 3. Work with Learning Community to provide progression and opportunities for pupils with the Pope Francis Award. 4. Provide increased opportunities for all members of our community to be involved in the faith journey of the school. 5. Improve understanding of the role of the school chaplain in the life of the school and enhance this role further 6. Review and improve whole-school Advent and Lent programmes. 7. Carry out a review of current charity commitments and consult pupils when planning for 2018-19.
Progress:	<ol style="list-style-type: none"> 1. Develop the role of the pupil Chaplaincy teams. The pupil Chaplaincy Team has grown in strength this year. There was a consistent and dedicated core group in the senior school- with a total of 7 pupils commissioned as Eucharistic Ministers. This is a significant increase as no new pupil Eucharistic Ministers were commissioned in session 2017/18. In addition, a small group of S5 pupils started in the Senior Chaplaincy Team to allow for smooth transition to S6 and the associated leadership role. Senior pupils also took on other responsibilities throughout the year i.e. Whole School St Modan's Day Mass key responsibilities. A very strong and dedicated in S1 and S2 Chaplaincy Team has taken full responsibility for Friday Mass. They attend and take a lead every week. The group have been thoroughly committed and their dedication was celebrated in a 'Hot Chocolate Friday' celebration with the HT. This core group have also been instrumental in fulfilling the duties of the Chaplaincy Team. 2. Review current delivery model for Caritas and pilot new school approach. A new system was trialled by a member of the RE team this session with Caritas. It resulted in a separate Caritas class being created. In total, 8 pupils completed the award. The number of pupils completing the award has increased significantly compared to last year. This was a very worthwhile pilot and important lessons have been learned that will further improve things for the forthcoming year. The aim is to continue to grow in strength this coming session. 3. Work with Learning Community (LC) to provide progression and opportunities for pupils with the Pope Francis Award. A unit of work was created and shared with the RE

	<p>4. Department to embed into S1. It builds on the core values covered in the Pope Francis Award. Steps are underway to ensure that this unit will be part of the S1 curriculum from August 2019 and all classes will cover it as part of their S1 RE curriculum. Discussion about the Pope Francis Award has taken place at three LC meetings and a moderation session was arranged and attended by representatives from all of the LC primary schools. All staff who attended reported that this was a valuable and worthwhile learning experience which had a direct impact on their ability to undertake assessment and moderation of the award.</p> <p>5. Provide increased opportunities for all members of our community to be involved in the faith journey of the school. A full programme of events was coordinated by the Chaplaincy Team again this session: Friday Masses for each class on a rota with excellent attendance from the allocated class; three Masses a week for Advent and Lent; daily prayer over the tannoy; Remembrance Mass for 11th Nov followed by a service at 11am and laying of wreaths at our war memorial; Masses for all year groups for Holy Days of Obligation; S1 Welcome Mass; S1 LTCL Sponsored Silence Mass; S6 Leavers Mass; SQA Mass for Success; Transition Mass; Memorial Mass; Buddy Mass, Feast Day Celebrations; Morning Prayer; Net Ministry Retreats for all S1 and S6; Carfin annual retreat; Mass for staff on In-set days: SSVP Christmas lunch; YPI competition and final. A full and extensive range of events have been provided and have been very well attended all year. Enhanced opportunities were also provided this session to be involved in the faith life of our school: Advent Adoration at St Mary's Church; S1 and S3 Reconciliation services; Confessions on Tuesday afternoons during Lent; proposed attendance at the National Mass at Falkirk Stadium (cancelled due to weather); pupil attendance at the re-scheduled national celebration in Edinburgh; hosting the Jesus our Teacher Icon event for central Scotland. A number of these events were in celebration of the 100 year anniversary of the Catholic Education Act in Scotland.</p> <p>6. Improve understanding of the role of the school chaplain in the life of the school and enhance this role further. The role of Chaplain continues to be pivotal in the life of our Catholic school. Fr Andrew visits school regularly to: support Chaplaincy meetings; say Mass and provide 1:1 drop in sessions on a Tuesday. A Chaplain's room was provided this year and confessions were offered from this room on Tuesday afternoons during Lent. Fr Andrew also commissioned Eucharistic Ministers; attended school weekly to say Friday Mass; supported whole school events ie Valedictory Dinner, Awards Ceremony, Christmas Concert. In addition, PS led three House Assemblies to explain the role of the school chaplain.</p> <p>7. Review and improve whole-school Advent and Lent programmes. RE staff engaged in development work to update the Advent and Lent services and lessons for all RE classes. All materials have been refreshed and these will be rolled out for session 2019/20.</p> <p>8. Carry out a review of current charity commitments and consult pupils when planning for 2018-19. A group of S6 pupils worked with a member of staff to reinvigorate the S6 Charities Drive this year. This was very successful. The pupils chose Strathcarron Hospice as their focus. A group of pupils and staff took part in the Strathcarron 10km run at Stirling University; the pupils organised a quiz night and engaged in other charity work. They raised over £3,500. They were delighted to invite a representative from the Charity to school to receive a cheque as a culmination of their efforts.</p>
<p>Impact:</p>	<ol style="list-style-type: none"> 1. Pupils and teachers are able to articulate the school's vision, values and aims. 2. There is clear evidence that pupils are more actively engaged in the faith life and work of the school while extending their own spiritual journey. The junior Chaplaincy Team set up, attend and clear up after Mass every week. They are a very positive group who are committing their time and effort to better the ethos and life of our faith school. They also have been given opportunities to develop as young leaders and take on responsibility. 3. The re-invigoration of the Caritas Award in session 2018/19 has meant more pupils have engaged with the process.



Although not all pupils, this session, were in a position to complete the actual award: 23 pupils embarked on the qualification and in so doing enhanced their own journey of faith. The experience of revising the model has meant that the staff member involved has learned from the experience and is already planning further developments for session 19-20 with the intention of increasing completion levels even further. To this end the following adaptations have been agreed:

- Timeline for pupils has been written to ensure that the work is completed timeously
- Visiting Speaker has been secured for the launch of the award
- Parental engagement materials are being developed

A review with the staff involved in delivering the award since 2013 indicated that the parish element has been a barrier for several young people. Discussion is underway with the Caritas team to see how the Parish element can be supported more next session. It has also been agreed that more contact with parents would support the process for young people. Steps are underway to address both issues.

4. By embedding the unit of work that develops on from the Pope Francis Award in the S1 curriculum, pupils will see the significance of and progression from their earlier learning. It also allows for the important messages conveyed by Pope Francis to be re-visited in all S1 classes in a more meaningful way. E.g. Five Finger prayer encourages young people to pray for and think about themselves and others.
5. The many and varied opportunities for faith development offered over the course of the session, promote and embed the Catholic ethos of our school. We start every day together in prayer as a community. This promotes and celebrates our uniqueness as a community of faith and learning. Almost all PSD staff report that this collective prayer has had a positive impact on numbers engaging in daily prayer. The many and varied Chaplaincy and RE events this session also allowed pupils to grow in their spiritual journey through: retreat opportunities (200+ pupils were provided with this opportunity this session), reconciliation services (provided for two full year groups), prayer offered daily for the whole school, charitable work for every year group and the celebration of Mass weekly. The 'Jesus our Teacher Icon Event' was a particularly special and unique event, led by Archbishop Cushley that brought practitioners from right across central Scotland together to pray. It was an amazingly spiritual and profound event that allowed professionals an opportunity to reflect on the purpose of their teaching. Nearly 100 professionals from schools across FV attended. The RE Adviser for the Archdiocese of Edinburgh and St Andrews reported that it was one of the best attended events across the archdiocese. Almost all schools from across the archdiocese were represented at the event.
6. Enhancing the role of the school Chaplain is a support for the wellbeing of all pupils and staff. Fr Andrew has been a support in times of sadness and distress and a celebrant in times of joy. He epitomises our faith, guides us on our journey and reminds us of our purpose as a Catholic school. He attends school almost every week and, when unavailable sends a representative.

	<p>7. Updated Advent and Lent programmes will be introduced next session. It is hoped that they will enhance pupil understanding and engage the pupils more in these important events in our liturgical calendar. Refreshed materials will be available for all RE teachers to use too.</p> <p>8. The opportunity to be engaged fully in fund-raising for Strathcarron Hospice offered the young people opportunities to develop their leadership skills and their ability to work as part of a team. The money raised will impact greatly on the work of Strathcarron. Given the S6 and the YPI £3000 won for the hospice, a strong relationship has been developed with the school. It is recognised that this charity supports many of the families who have close links with the school also. In total nearly £6,500 was donated to Stathcarron which is a huge increase on charity donations from other years.</p>
<p>Next steps:</p>	<ul style="list-style-type: none"> • Vision, Values and Aims : Continue to embed VVAs through the updated Relationships Policy. • Pupil Leadership: Promote events and key dates in the liturgical calendar through links with Friday Mass ie Masses to celebrate key dates associated with LC primary schools. Engage more young people in the Friday Mass rota by offering specific areas of responsibility around organising Masses. • Spiritual Development: Provide increased opportunities for all members of our community to be involved in the faith journey of the school. • Catholic Social Teaching: Re-launch and re-invigorate the Charity drive in the school Establish pupil-led charity groups in each year to lead on events.

School Priority: Learning, Teaching and Assessment	
National Improvement Framework Priority <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. 	HGIOS₄ Quality Indicators and HGIOELC <ul style="list-style-type: none"> 1.3 Leadership of change 2.3 Learning teaching and assessment 3.2 Raising attainment and achievement
Key drivers for improvement <ul style="list-style-type: none"> Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	Integrated Children's Services Plan Outcomes <ul style="list-style-type: none"> The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced. All children thrive as a result of nurturing relationships and stable environments in their own school and community.

Planned Key Actions:	<ol style="list-style-type: none"> Update our Learning and Teaching Policy. Develop the St Modan's Standard: Learning & Teaching and a toolkit to support the policy. Provide a high quality professional learning programme with a focus on pedagogy. Enhance opportunities for 'Pupil Voice' to evaluate Learning & Teaching using HGIOURS 4 (Pupils): Theme 2 (Our Learning and Teaching). Literacy -Toolkit and policy embedded. Moderation activities across Language and Society Faculty. Whole school CLPL delivered to staff on understanding standard, Parental workshop delivered to support parental confidence/involvement in literacy development, S4 target group for literacy identified and tracked for progress in literacy. Strategies shared for improving literacy in target group, Literacy levels for Pupils from S1- S6 are identified and shared with all teachers Numeracy- Toolkit and Policy embedded. Moderation across Maths, Science and Technologies. Whole school CLPL delivered to staff on understanding standards. Parental workshop delivered to support parental confidence/involvement in numeracy development. S4 target group for numeracy identified and tracked for progress in numeracy. Strategies shared for improving numeracy in target group. Numeracy levels for Pupils from S1- S6 are identified and shared with all teachers Health and Wellbeing - Mental Wellbeing –Create and share Mental Wellbeing Policy. Implementation of the school action plan for Mental Wellbeing. Health and Wellbeing (HWB) – Responsibility of all: Evaluation of Theme 4 – 'Our Health and Wellbeing' with Pupils. Identify 2 actions for this session. Review/ Audit of HWB. Whole School CLPL delivered to further develop a shared understanding of HWB Standards. Deliver a Parental workshop to support parents in aspects of HWB Digital Literacy. Deliver CLPL for staff in the use of Google Classroom and Chrome books. Embed the use of Google Classrooms in core subject areas. Set up a team of Digital Champions Teams (staff and BGE pupils) to support digital literacy. Introduction of Chrome Books to new S1. Assessment. All faculties review the use of benchmarks and moderation to assess progress in the BGE. Review and update whole school Assessment Policy.
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	<p>10. Tracking and Reporting. Review current tracking procedures. (Whole School and Faculty). Develop improved tracking and monitoring protocols. Review and improve parental reports.</p>
<p>Progress:</p>	<ol style="list-style-type: none"> 1. Learning and Teaching draft policy was reviewed by the L&T School Improvement Group (SIG) and the decision was taken to simplify the format. The St Modan's Standard for Learning and Teaching was developed, and a clear graphic produced. This has been shared with all staff. The SIG have been working to develop a toolkit which links directly to the Standard and have produced related materials for the following key areas: Starters and Plenaries; Effective Questioning and Differentiation. Learning lunches were offered during Term 1 to support the implementation of the Standard. SLT observations across the curriculum provided a 'snapshot' of the extent to which the Standard for Learning and Teaching was evident in most classrooms and established a useful baseline. 2. A cohort of 12 teachers have undertaken the Outstanding Teaching Initiative led by Martin Morgan from Osiris. In November, all staff participated in the 'Outstanding Teaching' Inset facilitated by Osiris. A CLPL programme of in-house learning opportunities was developed by the L&T Scholl Improvement Group which included collegiate activities and learning lunches. 3. Increased number of opportunities available to gather 'Pupil Voice' within Faculties regarding Learning and Teaching. Almost all Faculties now consult with pupils regularly using focus groups. Pupil views have also been gathered at SMT level, particularly on the HGIOS QI 2.3 (Learning, teaching and assessment) and QI 3.1 (Improving wellbeing, equality and inclusion). A S6 L& T pupil group has been established to gather the views of all pupils on the quality of L&T in St Modan's. 4. Literacy policy and toolkit of Literacy WWAGOLLS were shared across the Languages and Society Faculty. Third-Level help sheets which have been successfully utilised in the English department were cascaded across the faculty to support young people to progress in Literacy. The Faculty worked together to moderate Literacy across English, Social Subjects and Modern Language and held assessment and moderation workshops each term. Parents were consulted regarding the timings and content of Literacy workshops and this has been used to inform planning for workshops next session. Literacy levels for Pupils from S1- S6 were identified and shared with all teachers. Pupils in danger of not achieving appropriate literacy levels have been targeted and supported by the ASN and English departments. 5. The Numeracy Policy and Teacher Toolkit have been developed by the Numeracy SIG. The teacher toolkit is now in use in the majority of classes in the faculty. A similar Parent Toolkit Booklet has been shared with all parents/ carers of pupils in the BGE. Termly moderation workshops were facilitated by the Principal Teachers of Maths & Technologies and Science, members of the Faculty have also worked with primary colleagues in the moderation of numeracy at level 3. Along with Literacy, parents have been consulted regarding the timings and content of numeracy workshops and this has been used to inform planning for next session. Pupil numeracy levels from S1-6 have been shared with all teachers in the Meeting Learners' Needs Folder. Pupils in danger of not achieving appropriate numeracy levels have been targeted and supported by the ASN and Maths departments. 6. The Mental Wellbeing Policy is drafted and will be shared with staff next session. Health and Wellbeing lessons have been successfully updated. GL Pass assessments have been completed. The information board has been created and the lunchtime club has been established. A range of training opportunities have been provided to staff. 7. Responsibility for all – moderation took place in the ACH Faculty. Wider discussions with the Authority on next steps for HWB are ongoing. Parental survey was circulated about Literacy, Numeracy and HWB in the BGE. Over 80 responses were received and a parental engagement session has been agreed for August 2019.

	<ol style="list-style-type: none"> 8. Digital Literacy – CLPL was delivered to all staff on the use of Google Classrooms. Pupils in S1 were introduced to Google Classrooms in Technology lessons and Chromebooks were rolled out to all pupils in S1 after roles and responsibilities were discussed. Four teachers completed the level 1 Google Classroom training. 9. BGE Moderation activities undertaken in all faculties during Faculty Meetings. Moderation of BGE Literacy and Numeracy across all departments enabled by time dedicated during INSET day February 2019. Local Authority Moderation of Literacy and Numeracy undertaken as per Stirling Council schedule. Whole School Assessment and Moderation Policy updated to reflect changes to SQA assessments during cycle two of the new Nationals. Shared with staff and saved on staff shared. 10. Current tracking procedures revised to reflect content of Didbook Progress software. All departments able to decide what skills or significant aspects of learning/benchmarks were to be recorded. Tracking and Monitoring Protocols were developed but the implementation was not as effective as planned due to some technical issues with timely completion and creation of reports. All staff have accessed and completed tracking reports on the new software.
<p>Impact:</p>	<ol style="list-style-type: none"> 1. Teaching staff are aware of ‘St Modan’s Standard’ and the expectation of what a high-quality lesson looks like. At the beginning of the session, an authority led VSE suggested that differentiation was not clear evident however, since then there has been a whole school focus on differentiation, through faculty time on INSET days and OSIRIS training. As a result, in our recent in-house VSE, differentiation was observed in most classes visited. Differentiation will continue to be a focus next session. 2. OSIRIS training has had a direct impact on the teaching practice of the twelve members of staff who are directly involved in the programme. It has allowed them room to reflect on their pedagogy and take part in quality professional discussions about their teaching approaches. All members of staff have benefited by the resources that have been shared across each faculty. Lessons observed show that teaching staff are becoming more confident in using different teaching pedagogies in their classroom. Effective pedagogy will be the key focus in our strategy to raise attainment in 2019-20. 3. Pupil voice is now a key part in all faculty/school self – evaluation procedures. Pupil focus groups have assisted with the assessment of QI 2.3, as well as QI 3.1. The feedback from these groups have been very useful in providing a better understanding of our pupils’ experience in the classroom and how effective our support has been from their perspective. It has assisted with the direction of our plans for improvement of learning and teaching next session. 4. Faculty self–evaluation procedures report an increased use of WWAGOLLS (What Would a Good One Look Like) across the Language and Society Faculty. As a result, staff report increased confidence in making judgements of pupil levels in literacy. Moderation activities have consolidated their understanding of each level. Parent workshops on literacy are planned for September 2019. 5. The Maths, Science & Technology faculty now have a better shared understanding on key numeracy strategies and a greater awareness of the numerical content of each discrete subject area. Moderation activities, along with the increase use of the numeracy toolkit have given teachers more confidence in their judgement of third and fourth levels. A Parent workshop is planned for September 2019. 6. Pupils have a greater awareness of mental wellbeing, removing the stigma through a series of progressive lessons in each year group. GL Pass data was analysed, and interventions were implemented as a response e.g. ‘Every Step’ resilience group, Friday afternoon Active Stirling group at the Peak, 1:1 sessions with the ISW. Pupil feedback on all interventions is very positive, for example pupils stating that they feel listened to and included. An information board was created and is now situated outside the PSD base with easy access to relevant materials for pupils. Pupil training was offered through ‘Listen Well Scotland’ (16 pupils), N5 group award in Mental Health completed was by 29 pupils and 22 members of staff completed the Scottish Mental Health First Aid Training.

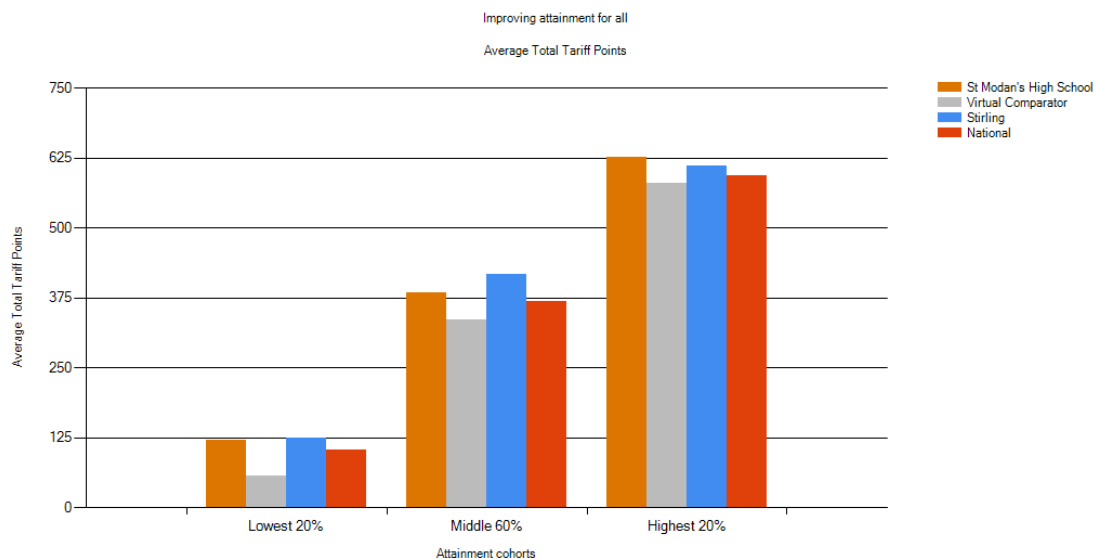
	<p>7. Staff in our Arts, Culture and Health faculty report an increased understanding of the HWB benchmarks. Parent/carer awareness was raised through the survey monkey which had over 80 respondents. A HWB workshop for parents is planned for September 2019.</p> <p>8. Pre and post pupil evaluations have shown that more pupils in SMID 1-3 report that they have improved access to the Internet and to homework (through SMHW). Evidence also shows that the majority of pupils in S1 would now rather submit their homework electronically. Most pupils are using their Chromebooks in 1 or more lessons per day. Departments such as Mathematics have invested in licences for teaching materials (sum dog, ten ticks and twinkl) to make use of the Chromebooks with a view to improve mental agility skills. Other departments use the Chromebooks for online research into aspects such as current affairs, scientific data and 'flip learning' via You-Tube clips.</p> <p>9. Staff confidence in CFE level judgements has improved on last session. Staff confidence in Numeracy and Literacy judgements has improved on last session. Staff are better able to challenge pupils to meet next level literacy and numeracy outcomes in their subjects than before. Assessment and Moderation Policy ensures consistency across departments and subject areas.</p> <p>10. Impact of new tracking procedures was hampered by teething problems with new software. There were unforeseen issues with departments identifying skills or benchmarks to track without planning effectively how to go about this using the new software. Parental reports were completely overhauled with plain English being a focus, all extraneous information being stripped out and being produced and presented in a totally bespoke format. Parent/Carers were asked to be involved in reviewing and assessing changes and this will be followed up next session.</p>
<p>Next steps:</p>	<p>Improving pedagogy will be a key priority in our School Improvement plan for 2019-20.</p> <ul style="list-style-type: none"> • Embed the use of the 'St Modan's Standard' to support learning and teaching across the school. • Whole school focus on differentiation and pupil feedback. • Provide a CLPL programme for teaching staff. • Data to support learning and teaching. <p>Digital Literacy</p> <ul style="list-style-type: none"> • Continue to deliver CLPL in the use of Google Classrooms to school staff. • Enhance the role of Digital Champions (staff and pupils) across the school to support digital literacy. • Roll out Chromebooks to new S1 pupils and provide pupils with basic lessons on the use of the Chromebook.

School Priority: Raising Attainment	
National Improvement Framework Priority <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most 	HGIOS4 Quality Indicators and HGIOELC 3.2 Raising attainment and achievement
Key drivers for improvement <ul style="list-style-type: none"> Teacher professionalism Assessment of children's progress 	Integrated Children's Services Plan Outcomes <ul style="list-style-type: none"> The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.

Planned Key Actions:	<ol style="list-style-type: none"> Provide key data to staff. CLPL provided on the use of data at classroom and faculty level to raise attainment. <ol style="list-style-type: none"> Create target groups Focus on Highest 20% (from S1-6) Target boys in Senior School (S4-6) Improve attainment of pupils with ASN in Senior School. Review and update raising-attainment interventions within Faculties. Ensure pace and challenge is appropriate in all classes and for all pupils.
Progress:	<ul style="list-style-type: none"> Key data provided to all staff in the meeting learner needs folder including data on SIMD, attainment in Literacy/Numeracy and SQA attainment data (where relevant). S4 pupils were ranked into quintiles based upon Literacy and Numeracy Teacher judgements by creating a St Modan's Attainment rating for each pupil. All teachers given SQA results for their respective SQA certificate classes following SQA diet 2017-18 during INSET 1 and asked to reflect on the data provided. Faculty leaders and teachers were asked to familiarise themselves with this data at the start of the session and to incorporate it into lesson and course planning. <ul style="list-style-type: none"> 'Top 20%' groups were identified in all year groups from S1 to S6. 'Push Group' made up of 'Top 20' pupils who were at risk of underperforming identified and shared with all staff following the Prelim diet. Boys in senior school not explicitly created and shared with staff although data was contained in information share under action 1. The ASN Department have been monitoring more closely the attainment of pupils with ASN who are sitting SQA exams this year. Pace and Challenge was addressed within 'The St Modan's Standard – Learning and Teaching'. This has been discussed at whole school and departmental level with all staff. Differentiation particularly with regards to pushing the most able is a priority as observed through our Whole School VSE in September 2018 and our Modern Languages Departmental VSE in June 2019. Learning conversations are taking place more frequently across the school; however, this is not yet consistent. There are areas of good practice such as SMART folders and assessment records.

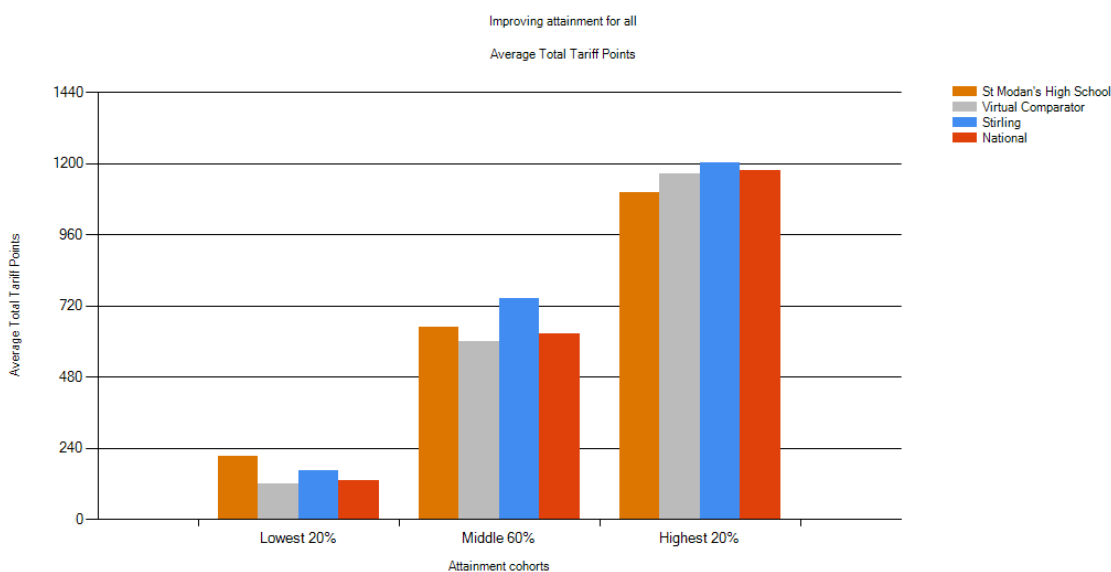
Impact:

Improving Attainment for All



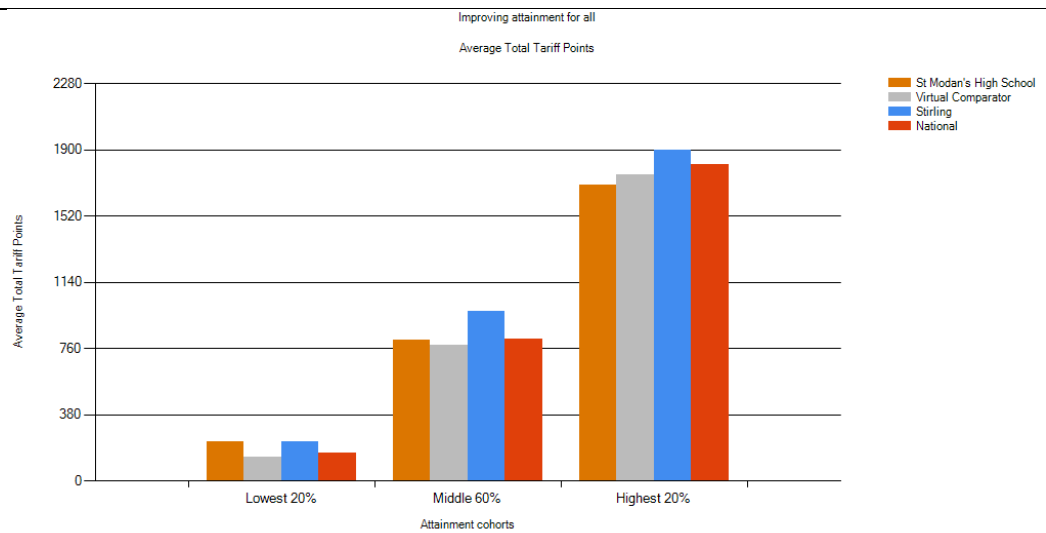
S4 Total Tariff Scores 2019

- The attainment of young people in S4 (as measured by their total tariff scores) for the lowest 20% and middle 60% has been above our virtual comparator (VC) since 2014. This year the highest 20% is above the VC for the first time since 2015.



S5 Total Tariff Scores 2019 (based on S4 roll)

- Attainment of young people in S5 in the lowest 20% and middle 60% attainers continues to be greater than the VC
- Performance of the lowest 20% is significantly greater than the VC
- Performance of the Top 20% attainers continues to be slightly lower than the VC although this difference is not statistically significant. Nevertheless, stretching the attainment of the Top 20% remains a school priority for session 2019-20.



S6 Total Tariff Scores (based on S4 roll)

- The pattern of attainment for our S6 cohort is broadly similar to that of S5 when compared to the S4 roll
- S6 data has been improving over the past few years with the lowest 20% and middle 60% remaining above the VC and the highest 20% generally in line with the Virtual Comparator.

Attainment Summary for 2019

S4 SQA attainment summary...

- The percentage of young people achieving 5 or more awards at SCQF Levels 3, 4 and 5 has been better than the VC for the past five years.
- In almost every measure in 2019 young people's performance was greater than the VC
- Numeracy @Level 4 is significantly much greater than the VC
- Numeracy @ Level 5 is significantly greater than the VC
- Literacy @Level 4 is below the VC (although 23 pupils were certificated late and are not included in the data at this stage)
- Literacy @Level 5 is in line with the VC
- When comparing attainment against deprivation, young people in S4 performed well across all areas and in almost all SIMDs, above the VC
- Attainment at SIMD 1,3,4 is significantly greater than the VC
- Increasing numbers of young people are being certificated in vocational and skills for work courses not recognised in the above data

S5 SQA attainment summary...

- All measures, with the single exception of 5@level 6 are above the VC.
- The percentage of pupils gaining 5 @ level 6 remains only very slightly below the VC but this is not statistically significant and remains a school priority for improvement
- The percentage achieving 1 award at level 6 has improved in the past 4 years.
- Literacy @Level 4 is significantly greater than the VC
- Numeracy @Level 5 is significantly greater than the VC
- When comparing attainment with deprivation young people in St Modan's performed well across almost all SIMDs (including 9&10) with no significant exceptions

	<p>S6 attainment summary...</p> <ul style="list-style-type: none"> • All 2019 performance measures for S6 are improved on last session • All measures except 1@Level 7 are above the VC and this difference is not statistically significant • 5@Level 4 continues to rise and has done so significantly • 5@level 5 is up 7%. • 1@Level 6 continues to be above 60% and above the VC for 4 years. • 3@Level 6 and 5@level 6 have both increased significantly on last session • 5@Level 6 has increased by 12% and is the highest for 5yrs. • Literacy and Numeracy @Level 5 are both significantly above the VC • Attainment v Deprivation shows St Modan’s young people performing well across most SIMDs • The SIMD distribution shows that pupils in the lower SIMD deciles perform well.
<p>Next steps:</p>	<p>Data</p> <ul style="list-style-type: none"> • Identify data which is of the highest value – assess how this is shared and accessed throughout the school year. • Ensure all departments discuss Target Groups as a standing item on Department Meeting agendas <p>Tracking and Monitoring</p> <ul style="list-style-type: none"> • Review of tracking interventions in the senior phase • Review of tracking procedures in the BGE, simplify how progress in tracked and reported. <p>Raising attainment</p> <ul style="list-style-type: none"> • Stretching the attainment of the most able students. New procedures identified and strategy in place. • Continue to focus on improving effective pedagogy for raising attainment to benefit all of our students.

School Priority: Employability	
National Improvement Framework Priority <ul style="list-style-type: none"> • Closing the attainment gap between the most and least disadvantaged children. • Improvement in children and young people's 	HGIOS4 Quality Indicators and HGIOELC <ul style="list-style-type: none"> • 2.7 Partnerships • 3.2 Raising attainment and achievement • 3.3 Increasing creativity and employability
Key drivers for improvement <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement 	Integrated Children's Services Plan Outcomes <ul style="list-style-type: none"> • The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.

Planned Key Actions:	<p>Plan for the full implementation of the Career Education Standard in session 18-19:</p> <ol style="list-style-type: none"> 1. Complete whole-school audit of entitlements outlined in CES. 2. PT DYW to attend Faculty meeting once per term to lead DYW focus. 3. Faculty reviews of BGE Curriculum -identify opportunities young people can progress with 'I can' statements 4. Develop My WoW Ambassador Programme 5. Embed Stirling Council's Skills framework across the Learning Community. 6. Profiling includes learner reflection on progress with "I can" statements and Skills framework 7. HWB Curriculum- review and development of lessons/resources for planning for choices and changes in BGE. <p>Continue to develop partnership links and collaborative arrangements with FVC, employers and commerce to enhance the curriculum across the school:</p> <ol style="list-style-type: none"> 8. Continue to review the Senior Phase curriculum to develop alternative curriculum pathways including provision within the Vocational Training Centre: <ol style="list-style-type: none"> a. SQA Approval for Skills for Work National 4 Construction b. Develop staff capacity to deliver SfW Construction c. Faculty review of SQA suite of qualifications 9. Continue to develop DEC within Technologies curriculum and the partnership with WSP 10. Further develop Careers Week to include Construction Takeover event and increase pupil, parent and teacher participation 11. Work in partnership with Faculties to establish business links to enhance curriculum delivery 12. Further develop Careers Event during Options evening 13. Further develop partnership with Historic Environment Scotland <p>Baseline our current approach to work placements and plan actions to achieve the ambitions set out in the Work Placement Standard:</p> <ol style="list-style-type: none"> 14. Improve systems in place for S4 Work Placement programme. 15. Development of materials to support SQA Work Placement qualification at SCQF 4,5,6 16. Pilot presentation of SQA Work Placement with S6 pupils undertaking work experience.
Progress:	<p>Plan for the full implementation of the Career Education Standard in session 18-19:</p> <ol style="list-style-type: none"> 1. Whole-school audit of the entitlements outlined in CES has been undertaken and reviewed to plan next steps for session 2019-20. Some progress has been made at faculty level but significant development required in most departments. 2. PT DYW attended meetings in almost all Faculties to offer support in planning for Build Your Future Week and again to offer support with the CES audit,

3. Some Faculty areas have conducted robust reviews of their curriculum and have begun the process of development to include a careers focus within the curriculum. All Faculty areas have an increased awareness of their responsibilities with regard to the CES.
4. The My World of Work (WoW) Ambassador Programme has been implemented and a cohort of S3 pupils have taken on the role of My WoW Ambassadors.
5. Stirling Council's Skills framework was not published and a change of direction was taken with schools being encouraged to develop their own skills framework. The DYW team have adopted the 4C's – skills of Collaboration, Critical Thinking, Communication and Creativity and have shared this with St Modan's staff. All staff were issued with a 4C's card. The skills framework has been shared with our learning community and has been included as a target in our Learning Community Improvement Plan.
6. Profiling resources have been reviewed and now include a learner reflection activity on the development of their employability skills. However, further review is now required following adoption of the 4C's and a desire to utilise Chromebooks to allow for more meaningful profiling - reflection and evidence gathering at the time rather than annual review.
7. PTs DYW, PTs PSD and SDS staff worked in partnership to review lessons/resources for Planning for Choices and Changes. New lessons and materials have been developed and are now included in the HWB programme.

Continue to develop partnership links and collaborative arrangements with FVC, employers and commerce to enhance the curriculum across the school:

8. **a)** We have been successful in gaining approval for the delivery of National 4 and National 5 Skills for Work Construction. Verification of the work of our National 4 cohort was extremely positive and aspects of our work were highlighted as good practice. **b)** We are planning for the introduction of National 5 Construction next session. Two members of staff have worked in partnership with FVC to develop a sound understanding of assessment standards and are, as co-teachers, confident in their delivery of the plumbing, joinery, painting and decorating units. They are continuing to work in partnership with FVC towards gaining the skills to deliver the brickwork element of the course. Our Apprentice Technician will undertake the National 4 Construction course alongside pupils next session to further develop the ability of our technicians to support delivery. **c)** The Senior Phase curriculum continues to be reviewed in every Faculty area to look for opportunities to further improve our curricular offer. Pupils within the Autism Provision are now achieving SQA Volunteers Award, Enterprise & Employability Award, Steps to Work Awards, Work Placement Units. Pupils within the Autism Provision are now achieving Youth Achievement Awards, John Muir Awards and Hi-Five Awards. Active Stirling delivered NICAS Rock Climbing Award to a mixed mainstream and provision group.
9. Technologies are making excellent progress. A strong partnership is developing with WSP through the Design, Engineer, Construct (DEC) programme with all BGE pupils participating in a DEC project and working directly alongside employers. The department and WSP have co-created an S1 and S2 course which are now firmly embedded in the Technical curriculum. The department and WSP are now working towards co-creating a Senior Phase course which will meet the standards required in the new National 5 Built Environment qualification.
10. Our Build Your Future Week took place in November 2018 and built on our tradition of an annual 'Careers Focus Week'. This was a pioneering week-long event exploring the world of work, in support of the Developing the Young Workforce agenda. The event aimed to support our young people to explore career pathways linked to every curricular area and to encourage our Faculties to source and develop business links; supporting them on their journey towards fully implementing the Career Education Standard. We worked in partnership with local business partners, Stirling Council, Skills Development Scotland and Developing the Young Workforce, Forth Valley, to create opportunities to inspire young people to expand their horizons as they consider how to build their futures. Over the course

of the week, every year group in St Modan's High School was given the opportunity to get involved in activities provided by a host of industry partners. All of the activities offered during 'Build Your Future' week were designed to test pupil's creativity, collaboration, communication and critical thinking skills and, ultimately begin to develop the strengths and skills needed to take advantage of future employment opportunities. We launched the programme of events with Construction Scotland's Educator Insight presentation on Thursday 1st November. As key influencers of young people, educators, careers advisors and parents from across Forth Valley were invited to attend. This presentation highlighted the vast array of career options and demonstrated that the construction industry should be looked upon as a career destination of choice. Young ambassadors from the Construction industry co-delivered this presentation and attendees felt better informed and equipped to discuss career pathways, and offer up-to-date and relevant advice and guidance. Takeover Thursday saw the entire school community including parents as well as other local schools, immerse themselves in the world of construction. Supported by local industry partners, professional bodies, further and higher education establishments we had traditional building skills demonstrations, a bridge-building activity for our partner primary schools, a pop-up cafe run by our Retail class and an interactive construction fayre.

11. Some Faculty areas have made excellent progress with this. In ACH, a strong partnership has been developed with Forth Valley College and the Home Economics department to plan and deliver two Teen Takeover events aimed at developing an understanding of the skills required in the Hospitality Industry. A total of 35 pupils worked with school and FVC Hospitality staff to plan, prepare and deliver a three-course meal to parents and staff in two functions hosted at Forth Valley College. In Art, Senior pupils have worked alongside a local artist to further develop their artistic techniques and skills and gain an insight into a career as an artist. In Music links have been developed with Central FM which includes a site visit to enhance the Music Technology course and offer a career insight. In PE, close links have been fostered with Active Stirling to highlight a clear pathway for Sport Leader course into Active Stirling Modern Apprenticeship and employment opportunities in Sports coaching. In Social Subjects, links have been fostered with Tunnocks, Zoolab, the Mulraney Group, Police Scotland, COPFS, Stirling Sheriff Court, The Scottish Parliament and the Army to enhance the curriculum, widen understanding of potential career paths and relate employability skills to pupils learning. The Autism provision have increased their links with business partners – Recyke-a-bike, Stirling City Radio, ComTech, RHET, Food Bank, Money Matters, Youth Achievement Scotland. Creation of ASN/ASD Positive Destinations Partner Network Group – 2 meetings. Work based learning delivered at Callander Youth Project and Camphill. Skills Development Scotland supporting young people in the Autism Provision through career learning sessions. A regular drop in session with Rachel Dorman from Forth Valley Developing Young Workforce has been established to support Faculties to seek and develop business links. To date, Modern Languages and the Autism Provision have met with Rachel to review current practice and seek advice and support.
12. We decided to change the format of the Careers input into the Senior Phase Options Evening this session. Our 'Evolving Futures, Changing Landscapes' input aimed to educate parents and young people about the variety of pathways open to young people today. It included the following elements: Planning for Choices and Changes: The Options Process; The Evolving Labour Market – Julia Mitchell, Skills Development Scotland; My World of Work – My WoW Ambassadors; Foundation Apprenticeships – Ernie Romer, Forth Valley College; Modern Apprenticeships and Graduate Level Apprenticeships – Craig Peoples, Skills Development Scotland; Flexible Curriculum – Caradh Pert, DHT and, University Admissions: The Implications – Tracey Kerr, University of Stirling. The plan is for this input to alternate each year with a more traditional careers fayre.
13. A group of eight S6 pupils who had identified an interest in a future pathway in the craft or technical fields of the Construction industry participated in a pilot

	<p>programme in partnership with Historic Environment Scotland this session. Our HES pilot was timetabled for a double period two mornings per week, lesson delivery primarily took place in school and within a small construction site on the school grounds. This meant that our young people could be in a Maths lesson one minute and be in PPE and on site in a matter of minutes. The group also benefited from visits to the Engine Shed and the HES Apprenticeship facility at Forth Valley College. Partnerships continue to be sought, nurtured and developed through the FAST group, ME programme and ACE group</p> <p>Baseline our current approach to work placements and plan actions to achieve the ambitions set out in the Work Placement Standard:</p> <ol style="list-style-type: none"> 14. All staff involved in managing Work Experience input met to review our current processes and agreed a timeline and more coherent system. This will be reviewed again for next session. Workshops introducing S4 pupils to the benefits of work experience and the Work It system were delivered to all S4 pupils. 15. Materials have been developed to support the SQA Work placement qualification at SCQF 4, 5, 6. 16. The pilot presentation of pupils undertaking flexible work placements did not take place.
<p>Impact:</p>	<p>Plan for the full implementation of the Career Education Standard in session 18-19:</p> <ul style="list-style-type: none"> • Almost all staff are aware of the Career Education Standard (CES) and understand their responsibilities. Audit indicates that some progress has been made at faculty level in ensuring readiness for full implementation of CES but significant development is required in most departments. • PT Developing the Young Workforce (DYW) input at faculty meetings successfully raised the profile of CES with staff. It led directly to Faculties contributing to the Build Your Future week programme and has encouraged almost all Faculties to either establish, or begin to explore, links with business partners. • The 'My World of Work Ambassador programme' has been very successful. Twelve S3 pupils have undergone training and have supported a number of key events including Parent Information Evenings, Options information evenings, our Construction Take-Over Day and HWB lessons prior to Option choices. 85% of pupils are now registered on My WoW and the Ambassadors received an SDS Award in recognition of their work. • Some staff are aware of the 4Cs Skills Framework and it has been introduced to our Learning Community. A few staff are using this to inform lesson planning. Significant work requires to be undertaken to ensure that the 4Cs are embedded across the curriculum and that young people are able to articulate their progress and achievements in respect of these skills. • HWB lessons for 'Planning for Choices and Changes' are now more in line with the requirements of the CES and better prepare young people for the world of work. <p>Continue to develop partnership links and collaborative arrangements with FVC, employers and commerce to enhance the curriculum across the school:</p> <ul style="list-style-type: none"> • 20 pupils have successfully achieved their National 4 Construction qualification. 10 presented by FVC and 10 presented by our staff. • The following courses will be offered in next session: Personal Finance, Maths Applications, N5 Construction, Personal Development, • Design, Engineer, Construct evaluation data shows that S1-S3 pupils enjoyed the experience delivered in partnership with WSP. The majority of pupils felt that it developed their skills in the 4Cs and gave them a better understanding of the careers available in the construction industry. (See pupil comments below). • Build Your Future week: This week was very successful and was a real highlight of our year. In evaluations 100% partners stated they enjoyed the week and it was

	<p>beneficial to the business. 96% young people stated they enjoyed the week and 94% learned about new career pathways. Take-Over Thursday was very well-received by pupils, parents, business partners and visiting schools. Our highly successful 'Engagement Loyalty Cards' and Treasure Hunt activity gave a real focus to the day's activities and ensured that over 1000 primary and secondary pupils from across Forth Valley were able to take full advantage of the opportunity. The huge support that we received from business partners gave a full sense of the breadth of possibility for our young people to build their futures within construction.</p> <ul style="list-style-type: none"> • Our young people are gaining a wider insight into the range of careers open to them and a better knowledge of the range of future pathways. Our learner journeys indicate that the activities arranged by our DYW team, FVC Partnership and exposure to business links within departments is supporting them to make more informed choices about their future. Some young people are beginning to be able to link the skills that they are acquiring through the curriculum to the key skills being sought by employers. • The format was well received by parents and young people who felt better equipped to make their subject choices and more aware of the range of pathways open to young people. • We cannot underestimate the impact that having our very own building site on campus has had on raising the status of vocational education within our school community. Younger pupils have been excited by the project and watched keenly our build progress throughout the year - often asking questions about what work has been taking place. HES provided a vast range of experiences throughout the pilot to enhance their experience including educating the group on the traditional building methods prevalent in the local area. They enjoyed a walking tour of Stirling examining the building techniques evident in the city, a site visit to Stirling Castle to find out about lime washing and a visit to the Lighthouse in Glasgow to explore different building materials. The pupils involved will receive a HES Young Person's Diploma and are guaranteed an interview for a HES Apprenticeship should they choose to apply. <p>Baseline our current approach to work placements and plan actions to achieve the ambitions set out in the Work Placement Standard:</p> <ul style="list-style-type: none"> • Low uptake of S4 pupils participating in work experience in 2017-18 (48.7% non-participation rate). Through our work this session, we have successfully reduced the number of pupils not participating in work experience in 2018-19 to 26%. This is particularly pleasing given the large size of the S4 cohort this year. • We have increased the awareness of the opportunity to complete the SCQF 4 and 5 qualification with pupils and their parents. An increased number of pupils have been presented for the SCQF 5 Work Placement unit this year. • Target not yet achieved.
<p>Next steps:</p>	<p>Continue implementation of the Career Education Standard in session 19-20</p> <ul style="list-style-type: none"> • Establish appropriate systems to make better use of Data Hub to inform improvement planning for Employability strategy. • A planned, termly, DYW focus for Faculty meetings to be included within Faculty Calendars. • Carry forward target for Faculties to conduct reviews of BGE curriculum and identify/develop opportunities for explicit reference to where young people can progress with the 'I can' statements. • Update profiling resources to include 4Cs and pilot use of Google Classroom for profiling with a group of S2 pupils. • Continue to develop the My WoW Ambassador programme- training new cohort and developing a progression pathway for current Ambassadors. • Embed the 4Cs Skills Framework within St Modan's HS and across our learning community.

Continue to develop alternative curriculum pathways including provision within the Vocational Training Centre and Tiny Farm:

- Continue to develop staff capacity to deliver SfW Construction through increasing the number of St Modan's staff involved in the delivery of Construction qualifications within the Vocational Training Centre.
- Provide CLPL opportunities for staff to support delivery of bricklaying unit within SfW Construction
- Plan for the delivery of the following additional qualifications:
 - SCQF Level 5 Volunteering Award
 - SCQF Level 5 Mental Health Award
 - SCQF level 4 in Principles of Animal Care
 - National 4 Skills for Work -Rural Skills
- Continue to explore the range of vocational qualifications that can be offered through utilising the facilities available in the Tiny Farm and VTC.
- Evaluate current practice with regard to Gender balance and equalities across the curriculum

Continue to develop partnership links and collaborative arrangements with FVC, employers and commerce to enhance the curriculum across the school

- Participate in SDS SCQF Level 4 Construction Craft Technician pilot in partnership with Forth Valley College and HES
- Work in partnership with new and established partners to develop and deliver a new programme, Gearing Up for FAST, to provide early intervention and additional support for young people considering an apprenticeship pathway.
- Continue to foster and develop partnerships with HES, WSP, CECA, Construction Scotland, Contract Scotland and CITB.
- Explore and establish partnerships within the agricultural and hospitality sector to support development of vocational skills.
- All Faculties to establish at least one partnership with an employer to enhance the curriculum in their respective areas.

Continue to develop our approach to work placements and implement actions to achieve the ambitions set out in the Work Placement Standard:

- Implement improved timeline and work experience procedures.
- Develop tracking and monitoring system for work experience from S3-6 to ensure all young people experience at least one work placement during the Senior Phase.
- Identify barriers to taking up a work placement in S4 and explore early intervention strategies including introduction of Gearing Up for FAST and further development of ACE programme.
- Explore the use of google classroom to support pupils to complete the SQA Work Placement unit.
- Carry forward target to pilot SCQF Level 6 Work Placement unit presentation of pupils undertaking work experience in S6.
- Liaise with Stirling Council DYW link to establish a working group to explore barriers to work experience and the quality assurance of a young person's experience during a work placement

Wider Achievement

St Modan's High School aims to develop young people in a holistic manner, spiritually, intellectually, socially, morally.

In order to do so we recognise the importance of a strong support culture across all areas of the school and the need to provide more for young people than academic attainment.

Throughout session 2018-19 young people at every level were provided with a wide array of opportunities for wider achievement – a small number of which are captured below. We also improved our record with regards to recognising and celebrating achievements using our school Twitter account, individual department twitter accounts, highlighting successes over the school tannoy and celebrating individual successes through assemblies, newsletters and our annual Awards Ceremony where awards for personal achievement equal the number given for academic attainment. We have also introduced our St Modan's 'Wall of Wonder'(WoW). Pupils are nominated for the WoW by their friends, teachers or parents through the #stmwow hashtag on Twitter.

Modern Languages

- Senior pupils support young people in classes across the department
- Young people attend lunchtime clubs, supported by seniors
- Senior pupils aim to organise a parent information session with our partner primary schools.
- The department organises an annual cultural trip to Paris for approximately 45 of our S2 pupils. This trip is always very popular and the young people who attend always have an exceptional experience.
- "Pupil of the Month" awards recognise pupils for their talent, participation and positive attitude towards Modern Languages.
- Pupils' talent and achievement is always recognised at the annual Awards Ceremony.
- We are creating a specific Modern Languages themed award and will work with SCILT and our new business links to do so

Arts, Culture and Health

Our ACH Faculty will continue to enhance the opportunities for pupils to engage in learning out of the classroom.

Opportunities include...

- Primary Transitions, IDL Projects, Open Afternoon, Trips and excursions, Discos, Ceilidh, Life Skills, Leadership Programme.
- **Music:** Ukulele, Choir, Links with Big Noise, School concert, Music Tec. Club.
- **Art:** Textiles club, Photography, RSA Art Competition, Junk couture P6/7, Art link, Glasgow Museums Art competition
- **PE:** Sports Days, Junior Games Girls' Sports Club – Increasing S1/2 participation in sport, Race for Life, Rugby, Athletics, Dance - Dance Leaders in S6, Forth Valley Dance Competition, Basketball, Badminton, Gymnastics – participation in Gymfest, Judo, Football
- **Home Economics:** Cookery Club, Health week, Healthy Breakfast.

English and RE

- Pupils participate in the wider life of the Faculty.
- Many attend lunchtime clubs and afterschool activities including: Into Film Club, Denny Homework Club, Supported Study, Book Fair, Stirling Uni/ Mitchell Library trip, Theatre events.
- Many are members of our school chaplaincy teams
- Annual Faculty prizes give particular recognition for talent or participation in our faculty.
- Platinum reading prize is awarded in S1/2.
- All S3 pupils participate in the Youth Philanthropy Initiative
- Senior pupils can achieve the Caritas Award.

Social Subjects

Our Social Subjects faculty has put into practice the broad definition of the curriculum as “the totality of the learning experiences”, within the classroom and in the wider school community. Our Social Subjects faculty has played an important role in...

- Trips to the Battlefields of WW1
- London Theatre visits
- Leading School Shows/School cabaret
- Trips to Titanic in Belfast
- Visits to Scottish Parliament, Royal Highland Show
- Trips to Edinburgh German Market/Dungeons
- First World War IDL experience in school
- Rwanda Day IDL
- After-school badminton and five-a-side football participation

Maths and Technologies

- Senior ambassadors are working with younger pupils to enhance their skills in Numeracy, Computing and Graphic Communication.
- Pupils' achievements are recognised at the annual awards ceremonies and work is displayed in the faculty.
- Many pupils attend lunchtime or afternoon support clubs and supported study classes.
- We work closely with major employers WSP (Design) and Heriot Watt University in delivering a “Design, Engineer, Construct” day for our S2 pupils, something that we are continuing with in our new S2 courses.
- We have a robotics club and STEM clubs that run.
- We have close links with primary schools and have had two competitions running for P7 pupils this session; the Primary Maths Challenge and the Primary Engineer's competition.
- Pupils visited the engine shed to experience traditional building skills.
- Pupils in Technical (particularly the BGE) have produced excellent pieces of work that show their wider skills, working within plumbing and other areas which has shown that pupils are gaining excellent skills for work and life.
- Staff in this faculty support developments and courses in our new Vocational Training Centre

The Sciences

- The department has an Eco club with members from all year groups in the school. They meet regularly and are working towards a green flag for the school.
- The chemistry department take part in ‘Top of the Bench’ and our team won first place.
- Young people took part in the ‘Nuffield Project’, working with University Professors on investigative work.
- The department organised and educational excursion to Iceland.

Autism Provision and ASN

Wider achievements and examples of good practice...

- Development of Family Support Worker Role.
- Young People winning Stirling Chooses Respect Award £1000
- Young People winning Money Matters Award £1000
- Young People gaining Saltire Awards
- Young People volunteering at community projects – Food Train, Sunlight Cafe
- Young People involved in Money Matters show casing media project at the Tollbooth.
- ASD/ASN Positive Destinations Network,
- Outward Bound Scotland Partnership and Residential
- Recycle-a-bike Partnership
- Food Train Partnership
- Family Learning Events.
- Christmas Family Celebration visit to Grinch at the Cinema

Other Leadership Opportunities

Ambassadors for Scottish Year of Young People, Saltire Awards, Volunteering awards, Leadership qualifications, Pupil Council, S1 Buddies, House Captains.

School events and other opportunities include Royal Stuart Ball, Valedictory Dinner, Cabaret, Charity Fundraising, SCIAF, Let the Children Live, Mary's Meals, Lasallian, S1 Coin Challenge, Chaplaincy events throughout the year. The Dennis Canavan Award, Young Carer's support club, FAST Group, Career Ready, Work Experience, Skills development at FVC, Duke of Edinburgh Awards – Gold, Silver, Bronze. Dalguise.