

# Dunedin School Improvement Plan 2017-18

## PART A - TEACHING AND LEARNING

For each action – owner to lead, manage progress of working group and ensure updates on progress/evaluation are communicated to other staff.

Q.I. (HGIOS4)	TARGET	DETAILED ACTIONS	TIMESCALES	DESIRED IMPACT OF ACTION	OWNER/ POINT OF CONTACT	STAFF INVOLVED	PROGRESS / EVALUATION OF ACTION
2.2 Curriculum	1. To develop a strategy to give Dunedin S1-3 pupils as much of a 'Broad General Education' as possible whilst still preparing them for the senior phase (covering skills based pathways as well as Nat. Qual. pathways as appropriate).	<p>Continue to develop a whole school approach to delivering a 'BGE' by</p> <p><b>(1.1)</b> Review the approach developed last session in the context of the new session. The approach should detail how Dunedin can best develop the BGE phase with clear rationale for areas not developed &amp; proposals for those areas to be taken forward.</p> <p><b>(1.2)</b> Implement any changes to the school approach in all departments.</p> <p><b>(1.3)</b> Review the approach after the school session</p>	<p>Complete by October break</p> <p>Nov / Dec 2017 : : : : :</p> <p>Complete beginning of 2018-19 session</p>	<p>The approach is fine tuned to ensure it is an appropriate, proportionate and workable approach that all staff can have confidence in, is agreed.</p> <p>Individual department responsibilities and approaches to collaborative work adjusted and agreed as required.</p> <p>Any changes/developments required are identified &amp; can be addressed.</p>	Vicky	(Vicky) Helen Sheila Elaine Sam	An approach is being developed following feedback from the Link Inspector. Will be Fed back to staff at Feb inservice.

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<b>2.2 Curriculum</b>	<b>2.</b> To improve quality assurance and moderation of the Broad General Education Phase.	<p>Develop appropriate moderation practices -</p> <p><b>(2.1)</b> Develop our understanding of what moderation is and what is being developed at council/National level.</p> <p><b>(2.2)</b> Develop an approach to be used in Dunedin applying the principles of 'Quality Assurance and Moderation' into the teaching and assessment of the BGE. Present and agree approach with all staff.</p> <p><b>(2.3)</b> Implement agreed approach into school procedures at whole school and department level.</p> <p><b>(2.4)</b> Review approach after a session of implementation</p>	<p>By Christmas 2017</p> <p>By Easter 2018</p> <p>Easter 2018</p> <p>Sept 2018</p>	<p>Recommended practice for moderation and assessment to aid development / delivery of BGE courses is understood.</p> <p>A workable approach to meet these requirements in Dunedin (with its unique structure) is developed and staff have confidence in the proposed approach.</p> <p>Dunedin has QA &amp; moderation procedures in place for the development and delivery of the BGE (that takes note of BTC5 and the challenges of our particular school structure)</p> <p>Changes required to the approach can be addressed.</p>	Helen	Elaine Helen Anne	Focus for this has changed slightly. Will re-evaluate once BGE working group has completed their work – as they are closely linked.
<b>1.1 Self-Evaluation for Self-Improvement</b>	<b>3.</b> To improve quality assurance and moderation of the school self-evaluation process.	<p>Address the need for quality assuring lesson delivery and subject teaching.</p> <p><b>(3.1)</b> Staff to meet during the February in-service to review Learning and Teaching challenges and successes. A specific scope for the meeting will be agreed beforehand.</p>	Feb In-service 2018	<p>Staff learn from each other's experiences of classroom management and lesson planning and delivery.</p> <p>The schools QA process is enhanced to ensure standards are maintained.</p>	Gill	Gill Vicky	Will be discussed at the Feb in-service

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<p><b>2.2 Curriculum</b></p> <p><b>3.3 Increasing creativity &amp; employability</b></p>	<p><b>4.</b> Ensure we provide suitable opportunities for young people to develop Career Management Skills and can achieve especially with regards to 'developing the Young Workforce'.</p>	<p>Update all staff on last sessions CMS developments.</p> <p><b>(4.1)</b> Working group feedback to staff on progress made last session on the piloted approach to the development of student "Career Management Skills"</p> <p><b>(4.2)</b> Implement annual review of the process and adjust for the current cohort.</p> <p><b>(4.3)</b> Evaluate impact of implementation of Career Management Skills and make recommendations for any future changes.</p>	<p>August In-service 2017</p> <p>End September 2017</p> <p>End June</p>	<p>School has a better knowledge of transition practices and links with outside companies/colleges. All staff are aware of their responsibility in fulfilling pupils entitlement for developing workplace skills and agree a way forward.</p> <p>Students continue to develop a CMS 'profile' and acquire a range of Career Management skills, ensuring that the pupils are better prepared for the world of work and have more successful transitions.</p> <p>Continue to develop and improve the delivery of of Careers Management Skills.</p>	<p>Gill</p>	<p>Sam, Elaine, Gill</p>	<p>This is developing well and is ongoing</p>
<p><b>2.3 Learning, teaching &amp; assessment</b> <i>(Planning tracking &amp; monitoring)</i></p>	<p><b>5.</b> To be able to better track and demonstrate "Added Value" to Dunedin's pupils.</p>	<p>Having started to collate information we now need to</p> <p><b>(5.1)</b> Assess best practise for storing and analysing data.</p> <p><b>(5.2)</b> Implement suitable solution for Dunedin</p>	<p>Christmas 2017.</p> <p>Easter 2017</p>	<p>A clear picture is developed of what information is required from the data we gather. Then a way to store the data in order to provide this information in an efficient manor is developed</p> <p>Data can be easily extracted and analysed each session to demonstrate "Added Value"</p>	<p>Sam</p>	<p>Sam Jen</p>	<p>This was addressed in the Annual report to the Governors and was received well.</p>

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		<b>(5.3)</b> Review and update the current student tracking forms	Christmas 2017	The student tracking form reflects student progress through BGE and the Curriculum for Excellence	Helen	Sheila Helen Rosie	The tracking form has been updated in light of recommendations from HMIE. Will be presented to staff at a staff meeting.
<b>3.2</b> <b>Raising attainment &amp; achievement</b> <i>(Attainment in literacy and numeracy)</i>	<b>6.</b> Promote a collective approach to the development of Literacy within the BGE,	Literacy coordinator to - <b>(6.1)</b> Share examples of literacy from Curriculum areas other than just English (where available) in order that all staff can develop their own understanding and ability to judge literacy levels.  <b>(6.2)</b> Continue to promote literacy across the curriculum and collate evidence. Staff to continue to use existing record sheet in students folders.  <b>(6.3)</b> Report on levels. Progress is reported on in March report, levels reported to staff and levels reported to the Scottish Government in June.	Sept in-service 2017  Ongoing  March, June	Staff become more confident of the levels students are working at and what standard to expect.  All staff consciously promote literacy development in their courses and enable the literacy coordinator to maintain a full picture of the learner's literacy experience.  Pupils, parents and teachers are aware of how the pupils are progressing in Literacy. The government receives the data it requires.	<b>Elaine Foulner</b>	Elaine to all teaching staff  All staff  Elaine Foulner	Audit issued to all staff. New approach being developed in BGE group following link inspectors visit .

Q.I. (HG10S4)	TARGET	DETAILED ACTIONS	TIMESCALES	DESIRED IMPACT OF ACTION	OWNER/ POINT OF CONTACT	STAFF INVOLVED	PROGRESS / EVALUATION OF ACTION
<b>3.2 Raising attainment &amp; achievement</b> <i>(Attainment in literacy and numeracy)</i>	<b>7. Promote a collective approach to the development of Numeracy within the BGE.</b>	<p>Numeracy Coordinator to -</p> <p><b>(7.1)</b> Communicate finalised benchmarks &amp; sig aspects for Numeracy to all staff and discuss how they should be used.</p> <p><b>(7.2)</b> Share examples of Numeracy from Maths and other curriculum areas (where available) to enable staff to start to develop their own understanding of numeracy levels.</p> <p><b>(7.3)</b> Pilot the development of some sample 'holistic' numeracy assessments for Mathematics and collaborate with a couple of other departments to develop a couple of sample cross curricular holistic assessments.</p> <p><b>(7.4)</b> Promote Numeracy across the curriculum and collate evidence.</p> <p><b>(7.5)</b> Report on levels. Progress is reported on in March report, levels reported to staff and levels reported to the Scottish Government in June.</p>	<p>Sept in-service 2017</p> <p>Sept in-service 2017</p> <p>Christmas 2017</p> <p>Ongoing</p> <p>March, June</p>	<p>Staff are made aware of the new focus on benchmarks and sig aspects and how they differ from the experiences and outcomes.</p> <p>Staff become more confident of the levels students are working at and what standard to expect.</p> <p>For the num coord to gain a working knowledge of how holistic assessments are developed and hence start to consider whether they could be of use to Dunedin students and staff.</p> <p>All staff consciously promote Numeracy development in their courses and enable the Numeracy coordinator to maintain a full picture of the learner's Numeracy experience.</p> <p>Pupils, parents and teachers are aware of how the pupils are progressing in Literacy. The government receives the data it requires.</p>	<p><b>Helen Oglesby</b></p>	<p>Helen to all teaching staff</p> <p>Helen to all teaching staff.</p> <p>Helen Sheila Sam</p> <p>All staff</p> <p>Helen Oglesby</p>	<p>Audit issued to all staff. New approach being developed in BGE group following link inspectors visit .</p>

## PART B – MANAGEMENT AND LEGAL

For each action – owner to lead, manage progress of working group and ensure updates on progress/evaluation are communicated to other staff.

Q.I.	TARGET	DETAILED ACTIONS	TIMESCALES	DESIRED IMPACT OF ACTION	OWNER/ POINT OF CONTACT	STAFF INVOLVED	PROGRESS / EVALUATION OF ACTION
<b>1.3 Leadership of Change</b> (Implementing improvement and change)	<b>8.</b> Revise & update school policies, evidence and documentation as required.	<p>Identify top priorities from a rolling plan and update/revise as required. This session:</p> <p><b>(8.1)</b> Look at the impact to Dunedin of the General Data Protection Regulation (GDPR) EU-Wide update to Data Protection Re-write the Dunedin School Data Protection Policy to make it in line with GDPR Update any necessary consent forms, the website etc</p> <p><b>(8.2)</b> Update Dunedin's "Behaviour" policy.</p>	<p>May 2018</p> <p>June 2018</p>	<p>Dunedin is fully aware of how the changes to legislation will affect school documentation and its procedures A new Data Protection Policy is produced to make it in line with GDPR All necessary documentation and the website if necessary are updated</p> <p>It is ensured that the policy is relevant to the current and forever changing cohort of Dunedin students.</p>	Paul	Paul, Sheila, Rosie	<p>A plan has been drawn up and will be progressed in May. The Lifecycle of Personal information has been reviewed in light of Data Protection updates.</p> <p>Information Security will be looked at after the Feb in-service</p>

## PART C – REVIEW OF SIP - IMPACT OF TARGETS

Impact of high level targets to be gathered through working group/all staff discussions.

<b>TARGET &amp; IMPACT HOPED FOR</b>	<b>EVALUATION OF THE <u>MEASURABLE IMPACT</u> THAT ADDRESSING THIS TARGET HAS HAD ON THE SCHOOL</b>
1. To develop a strategy to give Dunedin S1-3 pupils as much of a 'Broad General Education' as possible whilst still preparing them for the senior phase.	
2. To improve quality assurance and moderation of the Broad General Education Phase.	
3. To improve quality assurance and moderation of the school self-evaluation process.	
4. Ensure we provide suitable opportunities for young people to develop skills and achieve especially with regards to 'developing the Young Workforce'.	

<b>TARGET &amp; IMPACT HOPED FOR</b>	<b>EVALUATION OF THE <u>MEASURABLE IMPACT</u> THAT ADDRESSING THIS TARGET HAS HAD ON THE SCHOOL</b>
<b>5.</b> To be able to better track and demonstrate “Added Value” to Dunedin’s pupils.	
<b>6.</b> Promote a collective approach to the development of Literacy within the BGE.	
<b>7.</b> Promote a collective approach to the development of Numeracy within the BGE	
<b>8.</b> Revise & update school policies, evidence and documentation as required.	