

Dunedin School Improvement Plan 2019-20

DUNEDIN SCHOOL IMPROVEMENT PLAN 2019-2020

WHOLE SCHOOL PRIORITY 1 Child Protection and Safeguarding		OWNER SP
NIF PRIORITY/DRIVER Improvement in children's and young people' health and wellbeing. Improving outcomes for our most vulnerable children and those with the most significant need.	HGIOS 4 Q.I. 2.1 Child protection and Safeguarding	
CURRENT POSITION (WHERE WE ARE NOW) <ul style="list-style-type: none"> • Nominated CPC and DCPC • Up to date Child Protection Policy • Code of Conduct for Staff (signed yearly) • Safeguarding Committee consisting of the CPC and DCPC and a governor. 		
TARGET/outcome focusing on learning, achievement and wellbeing (WHERE WE WANT TO BE) The school works together to ensure all pupils at Dunedin are safe, well cared for and are able to flourish.		
DESIRED OBSERVABLE, MEASURABLE IMPACT <ul style="list-style-type: none"> • The school has a clear and up to date Child Protection policy and procedures • Staff and a member of the Governors feel well supported and confident in their response to Child Protection and Safeguarding issues • The curriculum promotes safeguarding and well being • An overview is taken of the nature and response to recent causes for concern. • Pupil's views and safeguarding concerns are listened to and acted on effectively. • Parents are aware of Dunedin's policy on Child Protection. • All staff adopt the same 'values' in regard to Child Protection. 	EVIDENCE/MEASURES OF SUCCESS (HOW DO WE KNOW) <ul style="list-style-type: none"> • Whole school child protection training takes place every 2 years • Level 4 Child Protection training for CPC and DCPC • Prevent training for all staff • Scheduled Safeguarding Committee meetings • E safety is part of the curriculum • Cascading from any extra child protection training • All staff employed are fully aware of the 'child' being central to Child Protection. • All parents are well informed of the school's Child Protection policy. • Pupils feel safe and if they do not are well informed about how the staff can help. 	

DUNEDIN SCHOOL IMPROVEMENT PLAN 2019-2020

<p>WHOLE SCHOOL PRIORITY 2</p> <p>Sustainability – Scope what sustainability means to us and how we can appropriately embed it at all levels? Identify what we are currently doing and identify targets as to how can Dunedin can become more sustainable?</p>		<p>Group - VC</p>
<p>NIF PRIORITY/DRIVER</p> <p>To ensure that Learning for Sustainability is considered in planning by subject departments, by activity directors and as a component of Whole School/Cross-curricular themes</p>	<p>HGIOS 4 Q.I.</p> <p>2.2 Learning for Sustainability is embedded across our curriculum</p>	
<p>CURRENT POSITION (WHERE WE ARE NOW)</p> <p>Evidence of Effective practice: Learning for sustainability is already in practice in a variety of ways throughout the school. It is up to this group to collate evidence of this so that good practice can be shared and areas to be improved can be identified</p>		
<p>TARGET/outcome focusing on learning, achievement and wellbeing (WHERE WE WANT TO BE) 2020</p> <p>Promote an awareness of, create a folio of examples of and embed a place in the Curriculum for Learning for Sustainability across the Whole School</p>		
<p>DESIRED OBSERVABLE, MEASURABLE IMPACT</p> <p>A reduction in waste A recognisable ethos of sustainability throughout the school LfS has regular consideration in DIPs and Whole School activities</p>	<p>EVIDENCE/MEASURES OF SUCCESS (HOW DO WE KNOW)</p> <p>Collate views of Staff, pupils and partners Observe DIP evaluations</p>	