

# Notre Dame High School



## School Improvement Plan

2014 – 2015

Curriculum for Excellence  
Planning for Implementation  
Year 3

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## **Introduction**

A Curriculum for excellence remains the significant priority for development in schools over the coming session with the focus being on both the consolidation of previous development work, particularly the implementation of the National 3 – 5 course materials culminating in the presentation of candidates in the first of the revised National Examinations in May 2014.

The main development priority for this session, however, is the development of the revised National 6 (Higher) course structures and materials, which will be delivered over session 2014 – ’15 with students being presented for the revised examinations in May 2015.

For Inverclyde secondary schools, the other significant development is the development of a revised curriculum structure in the Senior Phase which will take account of national guidelines and advice. With the new structure to be implemented in August 2015 it is essential that a programme of wide-spread consultation takes place From August 2013. This development will provide a curriculum structure for Inverclyde schools that will separate the Broad General Education (BGE) from a single-cohort Senior Phase which provides students with additional time for learning.

By reviewing and further developing a robust and coherent assurance and self-evaluation processes which puts at the centre the identification of excellence and areas for development, while taking account of the paradigm shift in teaching methodologies we will ensure that improvement is manageable and, importantly, effective in continuing to allowing better opportunities for all of the young people in Notre Dame High School. We will do this by improving our partnership working with students, parents/carers and the wider community.

The review and development of a fully integrated approach to promoting positive behaviour, underpinned by the principle of Restorative Practices, will centre our ASN support framework and Staged Intervention model on the needs of the individual child and provide opportunities for Personal Learning Pathways (PLP) that will ensure that the curriculum structure and course development priorities outlined above delivers the highest possible level of support and education to the young people of Notre Dame High School.

### **National Priorities;**

National priorities continue to include:

Achievement and Attainment  
Framework for Learning  
Inclusion and Equality

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Values and Citizenship  
Learning for Life

**Local Priorities**

Priorities identified by Inverclyde Council include:

Raising Attainment;  
Green Charter Action Plan;  
Equalities and Global Citizenship;  
Developments in a Curriculum for Excellence, particularly:  
    Assessment and Moderation: Sharing the Standard  
    Curriculum Structure;  
    Links with Primary: Level 2/Level 3 Articulation  
    Learning and Teaching: IDL, Active Learning and AifL.

**School Priorities**

As mentioned previously the continuing improvement in Self-Evaluation procedures has allowed identification of the improvement priorities listed below. These priorities, identified by audit of the self-evaluation data gathered throughout this session (see Audit section, p.6), will inform departments of those that should be reflected at departmental level. These priorities are outline in Inverclyde’s Planning structure:

1. Principles of Curriculum Design
2. Values
3. Experiences and Outcomes/Expectation for Learning
4. Totality of the Curriculum
5. Entitlements
6. Learning and Teaching/Assessment
7. Personal Support

Each of the above priorities will generate individual Action Plans that will identify the process to be followed, the resources needed to achieve success and the individuals or groups who will lead each development.

### **National & Local Context**

The following advisory documents and reports have provided a context and guidance for school improvement priorities:

#### **Building the Curriculum Series:**

BtC 3: A Framework for Learning and Teaching;  
BtC 4: Skills for Learning, Skills for Life and Skills for Work;  
BtC 5: A Framework for Assessment

#### **HMIe/Education Scotland**

Improving Learners Outcomes through Self-Evaluation  
Learning Together: Lessons About School Improvement  
Learning Together: Improving Teaching, Improving Learning

Curriculum for Excellence Briefing Papers - Various

HMIe: Increased Expectation Document

GTC Standard for Registration (2013)

#### **National Qualifications**

National 4 Course and Assessment Specifications (May 2012);  
National 5 Course and Assessment Specifications (May 2012);  
National 6 Course and Assessment Specifications (May 2012).

National engagement seminars

#### **Inverclyde Council: Education Services**

Standards and Quality Report 2011 – ‘12;

### **Curriculum Advisor Groups**

Assessment & Moderation;  
Curriculum Structure;  
Self-Evaluation;  
High Level Planning;

### **Audit**

The priorities for the school improvement plan have been identified through the on-going process of self-evaluation at whole school level. This process is mirrored at departmental level allowing subject leaders to consult with teachers and support staff to identify appropriate priorities and action plans to address the needs to their individual subject area. The audit of information and data has included:

- STACS Analysis;
- Monitoring of Learning and Teaching;
- Themed Audits (ASN, CfEx: Learning and Teaching)
- Self-Evaluation Calendar;
- Review of progress towards targets identified in SIP 2011 – ’12;
- Tracking Information;
- Minutes of meetings:
  - Departmental;
  - Student Support Team;
  - SMT
  - Cluster Meetings
- Final progress reports from Improvement Planning Groups 2011 – ‘12

Feedback from:

- Local Authority Quality Visits
- Parents
  - Information Evening Questionnaires;
  - Consultations;

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- Focus Groups;
- Parent Council meetings.
- Partner Agencies
  - Primary Partners
  - Support services, including Psychological Services, LAC Support Team; LCB Support Team.
- Student Council Meetings
  - Various consultations;
  - Event evaluations.

### **Standards and Quality Report**

Progress toward priorities, at whole school and departmental level, are outlined in NDHS’s Standards and Quality Report. Also included in this audit are considerations from on-going developments arising for Departmental Improvement Plans for session 2011 – ‘12 as there may be appropriate reasons for continuing improvement priorities over two sessions. Should this be necessary this should be identified and justified within the Standards and Quality report.

### **VISION, VALUES and AIMS**

Notre Dame High School is a Roman Catholic School and as such aims to provide conditions and experiences which promote the spiritual, moral, physical, social and intellectual development of both staff and pupils.

#### **1 Curriculum**

The school will offer a curriculum which will provide breadth, balance and choice for all in a planned, progressive and structured way.

#### **2 Attainment**

The school will provide opportunities for the total development of the pupils, enabling them to attain and achieve their potential.

#### **3 Teaching and learning**

The school seeks to provide high quality teaching that meets the needs of all pupils and promotes effective learning.

#### **4 Support for pupils**

The school will provide personal, curricular and vocational support for pupils through teaching, guidance and close links with parents and the community.

**5 Ethos**

The school seeks to foster an effective partnership between home, school and parish which promotes a Catholic ethos within the school and a positive image of the school within the community.

**6 Resources**

The school will strive to make the most effective use of the resources at its disposal: staffing, accommodation and financial.

**7 Management, leadership and quality assurance**

The school is committed to ensuring that appropriate managing systems and procedures operate effectively in accordance with the mission of a Catholic school to promote gospel values.

We comply and actively engage with statutory requirements and codes of practice [QI 1.2 Fulfilment of statutory duties]



# A curriculum framework to meet the needs of all learners 3 – 18

## A schematic guide for curriculum planners

### Values

Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

### The curriculum: 'the totality of all that is planned for children and young people throughout their education'

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

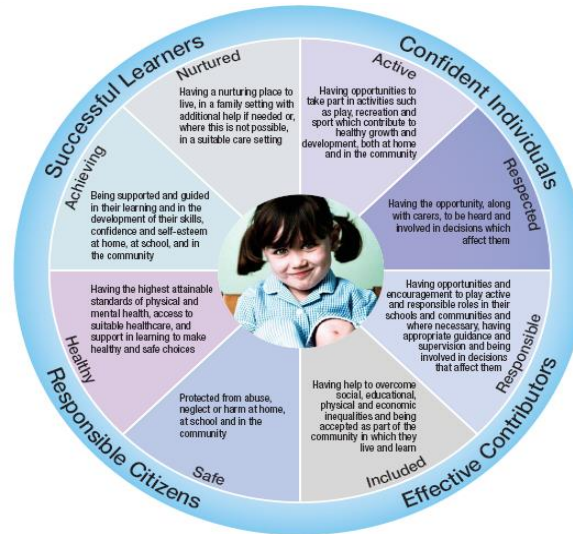
### Learning and teaching

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

### Experiences and outcomes set out expectations for learning and development in:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and development.



### All children and young people are entitled to experience

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

### Personal Support

- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

### Principles of curriculum design:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

### Arrangements for

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

**support the purposes of learning**

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**Values**

- Further develop Caritas Awards Programme and S6 Citizenship and Community Programme fully linked to work experience programme;
- Extending responsibilities of and consultation with Student Council;
- On-going development of RE programmes S1 – S6.
- Inclusive Community – Rights Respecting School, Mentoring in Violence Prevention (MVP) Restorative Practices, Alternative to Exclusions (Inclusion – Personal Support)

**Experiences and Outcomes**

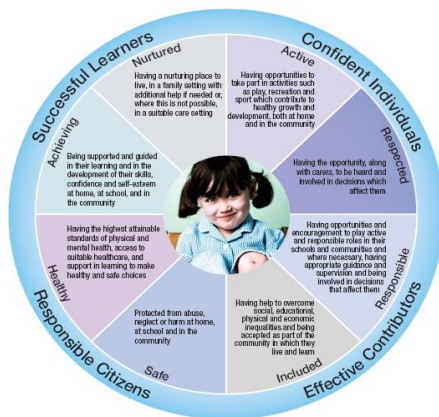
- BGE: Review of S1/2 course materials and resources
- Implement S3 revised curriculum structure – access for all to Level 3 outcomes
- Verification of Literacy, Numeracy and Health & Wellbeing across BGE.
- Review of H&Wbeing resources and materials taking account of revised Senior Phase curriculum model 2015 – ‘16
- Increase breadth of learning opportunities: IDL (4 Aspects), Out-of-class, Primary Liaison.

**Personal Support**

- Development of NDHS’s Student Support framework inc: Restorative Practice; Alternative to Exclusions, increase attendance
- Development of S3 profile/E-Profolio to support skills progression and transition to Senior Phase;
- Tracking of identified groups P7 – S6 – LAC, YC, U/L 20%, etc
- Curriculum Flexibility - Further develop links with MCMC, Careers, Scotland, CLD and other external partners;

**Totality of the Curriculum**

- Review, evaluate and consolidate developments in National Qualifications (N4/N5);
- Continue development of revised Senior Phase (2015 – ‘16) with implementation of National 6 Courses for identified subject with first presentation in May/June 2015;
- Development of National Qualifications at all levels including accreditation for wider achievement;
- Continue to develop opportunities for curriculum flexibility to develop skills for life, work and learning



**Principles**

- Implement revised S3 curriculum structure: Challenge, depth, personalisation and choice
- Development of 4 Aspects of IDL, out-of-class,– application of skills, relevance;
- Coherence through transition —review of Primary Liaison programme, BGE to Senior Phase, Post-16 provision
- Progression – tracking from Level 2/3 through to attainment and achievement in Senior Phase

**Learning & Teaching**

- Professional Learning and the further development of Learning Strategies, Aifl, Higher Order Thinking Skills, Differentiation.
- Building capacity and support to allow creativity and innovative in lesson planning; Active, Co-operative and Reciprocal Learning strategies.
- Opportunities for sharing of excellence - development of learning trails/visits, themed audits, QIs, etc
- Target Setting/Goals – Mentoring programme

**Entitlements**

- Review and develop Senior Phase – N3/4/5 and N6
- Implement S3 revised curriculum structure – access for all to Level 3 outcomes;
- Implement procedures to ensure accreditation for wider achievement;
- Inclusion: Curriculum allows development of skills for learning, skills for life and skills for work;
- Further develop Flexible Work Experience Programme;
- Review of PSE/Health & Wellbeing provision to align with revised curriculum structure

**Supporting the Purposes of Learning**

1. Assessment: AifL, Benchmarking CAT4 Verification & moderation, tracking, Standardisation of tracking at department level
2. Qualification: National 6, Accreditation of wider achievement
3. Self-Evaluation – Use of Insight, , Use of QIs, Student Voice, Parental engagement;
4. Learning Visits – professional dialogue
5. Professional Update: Inverclyde PRD; CPD opportunities through IP groups, in-house delivery.

### Year 3: Priorities for Implementation

#### Values

1. Further develop Caritas Awards Programme and S6 Citizenship and Community Programme fully linked to work experience programme;
2. Extending responsibilities of and consultation with Student Council;
3. On-going development of RE programmes S1 – S6.
4. Inclusive Community – Rights Respecting School, Mentoring in Violence Prevention (MVP) Restorative Practices, Alternative to Exclusions (Inclusion – Personal Support)

In line with our Vision, Values and Aims and as a Catholic faith community, Gospel Values remain at the centre of every aspect of life in Notre Dame High School. It is our aspiration that all students are able to access a curriculum that is inclusive and provides opportunities for achievement as well as personal and spiritual growth through development of:

1. S6 Citizenship and Community Programme continues to develop and more effectively aligned to flexible work experience programme through better links with CDL to continue development S6 Caritas Awards Programme including:
  - Further links with Servant Leadership programme;
  - opportunities to work with local community groups including Little Sisters of Poor, Ardgowan Hospice, Fitzgerald Centre and other local support providers;
  - Implementation of Pro-Life, Justice and Peace Groups;
  - Continue develop and enhance prayer life of school and other aspects of Faith DevelopmentStudents will have opportunities to develop recognition of achievement through accreditation through SQA National Qualifications.
2. Continue to develop Student Council, including better opportunities for involvement in:
  - Self-Evaluation and Improvement Planning policy;
  - Achievement of Rights Respecting School status;
  - Involvement in Mentoring in Violence Prevention (MVP) programme; and
  - Involvement in Global citizenship including further of school's Fairtrade and Eco-School status
3. Further development This is Our Faith and development of revised S4 – S6 RE programme
4. As an inclusive Catholic Faith Community, we will continue to review wider inclusion by the further development of Inverclyde's Positive Behaviour Positive Learning through:
  - Implementation of Restorative Practices; and
  - Provision appropriate alternative strategies to exclusions from school – see **Section 6: Personal Support**

### **Totality of the Curriculum**

1. Review, evaluate and consolidate developments in National Qualifications (N4/N5);
  2. Continue development of revised Senior Phase (2015 – ’16) with implementation of National 6 Courses for identified subject with first presentation in May/June 2015;
  3. Development of National Qualifications at all levels including accreditation for wider achievement;
  4. Continue to develop opportunities for curriculum flexibility and individual Personal Learning Pathways to develop skills for life, work and learning
- 
1. With initial presentation in National Qualifications now complete at N3, N4 and N5, departments will:
    - Review and evaluate courses and assessment/verification procedures at National 3/4/5 to take account of national advice;
    - Review timescales for Added Value Unit assessments at all levels to take account of workload issues for students;
    - Continue to develop departmental tracking procedures to ensure presentation at appropriate level;
    - Review and evaluate on arrangement for exam practice including consultation with students and parents/carers;
    - Review and evaluate articulation and progression between Level 4 and National 4/5 courses
  
  2. Development of National Qualifications at all levels
    - Implementation of National 6 courses in identified subjects:  
Mathematics; History; Modern Studies; Graphic Communication; ....
    - Other subjects will use session 2014 – ’15 to further develop National 6 courses and resources for implementation 2015 – ’16
    - Review and evaluate articulation and progression from National 4/5 courses to Higher/National 6 courses
    - Continue preparation for implementation of “5/6 Subject” Curriculum Model in August 2015 including consultation with stakeholders on develop on support framework for transition to Senior Phase (Options Programme);
  
  3. Continue to embed opportunities for accessing and accreditation of wider achievement, including;
    - Implementation of NQ Personal Achievement and Personal Development Awards for In- and Out-of-school achievements – Scouts/Guides, DoE, Community Support, Choir, Orchestra, Sport, Citizenship, Caritas, Servant Leadership, etc

- Scottish Award, Personal Belief & Values, ASDAN, etc;

4. Continue development of curriculum flexibility through use of Personal Learning Pathways through improved links with:

- Community Learning and Development (CLD),
- More Choices More Chances (MCMC) and Opportunities for All Co-ordinator;
- College liaison;
- Skills Development Scotland; and
- Careers Scotland.

### **Learning & Teaching**

1. Professional Learning and the further development of Learning Strategies, Aifl, Higher Order Thinking Skills, Differentiation.
2. Building capacity and support to allow creativity and innovative in lesson planning; Active, Co-operative and Reciprocal Learning strategies.
3. Opportunities for sharing of excellence - development of learning trails/visits, themed audits, QIs, etc
4. Goals – Mentoring, Target Setting

The quality of Learning and Teaching remains the significant factor in both student engagement and motivation and providing teachers with the capacity to use a wide range of methodologies and AifL strategies confidently will ensure that they are able to meet the needs of individual learners. Over the course of session 2014 – ’15 we will review the school’s existing Learning & Teaching policy including the structure of “A Good Lesson”.

1. Through access to a range of professional learning opportunities, staff will access both CPD and work together to share excellence in existing practice in the following:
  - AifL strategies;
    - OLI; Skills development and Formative Assessment strategies become fully embedded and everyday practice.
  - Higher Order Thinking Skills (HOTS); and
  - Strategies for Differentiation.
2. Staff will also engage in a range of INSET opportunities to share excellence in:
  - Active Learning Strategies;
  - Co-operative Learning; and
  - Reciprocal Learning.
3. We will continue to develop existing practice to share excellence through learning visits including opportunities for professional dialogue.
4. Through developments in tracking across the BGE and Senior Phase teachers will negotiate individual learning targets and learning goals through further development of Learning Logs and Learning Profiles.

### **Experiences and Outcomes**

1. BGE: Review of S1/2 course materials and resources
2. Implement S3 revised curriculum structure – access for all to Level 3 outcomes
3. Verification of Literacy, Numeracy and Health & Wellbeing across BGE.
4. Review of H&Wbeing resources and materials taking account of revised Senior Phase curriculum model 2015 – ‘16
5. Increase breadth of learning opportunities: IDL (4 Aspects), Out-of-class, Primary Liaison.

1. Departments will review and evaluate current course provision in BGE taking account of revised curriculum structure to ensure progression and coherence. This will include:
  - Continued development of use of Learning Logs and completion of S3 profiles (E-Portfolios) in all subject areas throughout BGE to support Personalisation and Choice;
  - Review and evaluate articulation and progression between Level 4 and National 4/5 courses;
  - Tracking of progress through Es & Os and levels in each curriculum area (see **Supporting the Purposes of Learning**)

Through consultation and collaborative working departments will continue to develop courses that ensure that all students are able to engage in all curriculum areas and access the Outcomes and Experiences to Level 3 with a minimum of 80% accessing all Es&Os to Level 4.

2. The implementation of the revised S3 curriculum structure will ensure that all students have access to full entitlements, including:
  - Access to Es & Os at Level 3 for all students;
  - Personalisation/Specialisation and choice;
  - Coherent progression to Senior Phase;
  - Depths, application and challenge.
3. Literacy, Numeracy and Health & Wellbeing will continue to be embedded across the curriculum and departments supported through moderation and verification in sharing of standards.
4. Implementation of revised Senior Phase curriculum model requires revision of PSE/Health & W’being course content, structure and delivery model. This will include:
  - Curriculum inserts;
  - Year group activities;

- Review of content mapped against Es & Os and IDL developments;
- Support from partner providers (CLD, etc)

See **Entitlements** below.

5. Consultation and planning of framework for IDL to allow embedding across BGE and to be integral to course planning. This will require departments and teachers to review course structure and planning to enable IDL delivery through 4 agreed aspects (see NDHS L & T Policy). Other areas for development will include:
  - Development of opportunities for out-of-class learning; and
  - Integrated approach across curriculum areas to development of primary links to provide planned progression from Level 2 and Level 3 in preparation for transition.



### Entitlements

1. Review and develop Senior Phase – N3/4/5 and N6
2. Implement S3 revised curriculum structure – access for all to Level 3 outcomes;
3. Implement procedures to ensure accreditation for wider achievement;
4. Inclusion: Curriculum allows development of skills for learning, skills for life and skills for work;
5. Further develop Flexible Work Experience Programme;
6. Review of PSE/Health & Wellbeing provision to align with revised Senior Phase curriculum structure

- Review and develop Senior Phase – N3/4/5 and N6

Departments will review and evaluate existing NQ course materials and resources to take account of:

- Experience of implementation of N3 N4 and N5 courses in session 2013 – '14; and
- Changes and developments in national and local authority advice

Identified departments will implement new National 6 courses with others taking session 2014 – 15 to further develop course materials and resources. (see Appendix 1)

- Implement S3 revised curriculum structure – access for all to Level 3 outcomes
- The implementation of the revised S3 curriculum model will ensure that students have access to a coherent and progressive curriculum delivering a broad general education through S1 – S3 with access to O&Es for all students at Level 3 and some (85%) at Level 4;
- Departments will continue to be supported in the continuing focus on literacy, numeracy and health and wellbeing (see 6. below)
- The development and implementation of a Senior Phase Options Programme to support and inform students and parents/carers is a significant development priority for Student Support.
- Departments will continue to develop use of Learning Logs to support student progress and further improve use of S3 E-Portfolio and S3 profiles.
- Implement procedures to ensure accreditation for wider achievement
- We will further develop existing tracking of wider achievement for all students to ensure SQA accreditation where appropriate.
- Continue to develop opportunities for outdoor learning and wider achievement, including:
  - Curriculum related visits - Rome, Berlin, Morocco, New York, Youth to Lourdes, etc;
  - Development of existing programme of Faith Retreats for all year groups;

- Theatre Group and other trips;
  - Sports activities;
  - Widening access to Duke of Edinburgh Award, etc.
- The integration of the tracking of wider achievement with existing tracking of progress and attainment will ensure that Student Support Team and Senior Managers are able to identify and support individuals or vulnerable groups that do not access wider opportunities. This may include:
    - LAC;
    - Young Carers;
    - Stella Maris;
    - Lowest Attaining 20%; and
    - Students with attendance issues.
  - Inclusion: Curriculum allows development of skills for learning, skills for life and skills for work
  - With the implementation of the revised Senior Phase curriculum structure the Student Support Team will review and evaluate support and provision for skills for learning, skills for life and skills for work – see 2. above and 5. and 6. below.
  - Further develop Flexible Work Experience Programme
  - The further development and implementation of Inverclyde’s flexible work experience programme provides an opportunity to further rationalise options available through both the S6 Citizenship and Community programme and Personal Learning Pathways (PLPs) to ensure that students have full access to opportunities to further develop their learning in skills for work.
  - Review of PSE/Health & Wellbeing provision to align with revised Senior Phase curriculum structure
  - The implementation of the revised Senior Phase 6:5 curriculum model in session 2015 – ’16 will impact on the delivery of PSE/Health & Wellbeing across the Senior Phase. A significant priority for the development for Student Support will be the review and development of the structure of the H&W’being curriculum across S4 – S6 with consultation on the development of units/inserts into curriculum subject areas courses.

### **Personal Support**

1. Development of NDHS’s Student Support framework inc: Restorative Practice; Alternative to Exclusions, increase attendance
2. Development of S3 profile/E-Profolio to support skills progression and transition to Senior Phase;
3. Tracking of identified groups P7 – S6 – LAC, YC, U/L 20%, etc
4. Curriculum Flexibility - Further develop links with MCMC, Careers, Scotland, CLD and other external partners;

See also **Principles, Entitlements** above.

- Development of NDHS’s Student Support framework inc: Restorative Practice; Alternative to Exclusions, increase attendance

Developments in universal and individual support will continue through:

- Integration of Restorative Practices into schools Better Behaviour Better Learning Policy
- Student Support Team to identify and address the needs of individual students with further development of NDHS’s Student Support and Inclusion framework, particularly:
  - Students with identified support needs;
  - LAC students;
  - Young Carers;
  - Students with Personal Learning Pathways;
- Review of current PSE provision against requirements of H&W’being curriculum.
- Development of process to ensure that each student has identified key teacher.
- Widen access to alternatives to exclusion including further flexibility in use of Inclusion Base
- Development of S3 profile/E-Profolio to support skills progression and transition to Senior Phase
  - Departments will further develop use of Learning Logs to identify student progress and skills progression to support students at transition particularly at S2 Specialisation and Choice and in preparation for entry to Senior Phase.
- Tracking of identified groups P7 – S6; LAC, YC, U/L 20%, etc

- Review policy in use of statistical data, including:
  - Review and evaluate tracking procedures at times of transition, including
  - Use of SQA INSIGHT package at whole school and departmental level
  - Wider Achievements (see **Entitlements** above)
  - For identified individuals or vulnerable groups, including:
    - LAC;
    - Young Carers;
    - Students on PLPs
    - Upper/Lower 20%
- Consult and evaluate advantages of implementation of baseline testing (e.g. CAT4)
- Curriculum Flexibility - Further develop links with MCMC, Careers, Scotland, CLD and other external partners
  - Continue to develop existing links with partner agencies and expand provision available to support pupils;
  - Increase opportunities for CLD involvement in curriculum delivery and support for identified groups or individual students, including:
    - Duke of Edinburgh Award;
    - Literacy and Numeracy support
    - Girl Power, etc Groups
  - Develop opportunities for regular meetings with partner agencies and other external providers to improve self-evaluation and joint planning.

## **Principles**

In planning and designing our curriculum, the following principles are taken into account:

- Challenge and Enjoyment;
- Breadth;
- Progression;
- Depth;
- Personalisation and Choice;
- Coherence;
- Relevance.

Areas for priority for session 2014 – '15 are:

1. Implement revised S3 curriculum structure: Challenge, depth, personalisation and choice
2. Development of 4 Aspects of IDL, out-of-class,– application of skills, relevance;
3. Coherence through transition —review of Primary Liaison programme, BGE to Senior Phase, Post-16 provision
4. Progression – tracking from Level 2/3 through to attainment and achievement in Senior Phase

Continue develop curriculum to meet principles of CfEx with particular focus on:

1. Implementation of revised S3 structure: Challenge, depth, personalisation and choice
  - Implementation of revised S3 curriculum model thereby consolidating principles of CfEx curriculum design by allowing all students access to Experiences and Outcomes at Level 3 while providing opportunities for challenge and depth through specialisation and choice
2. Development of 4 Aspects of IDL, out-of-class,– application of skills, relevance
  - Departments will build on developments in IDL in line with school policy, particularly:
    - Teachers being creative and innovative in course design and lesson planning;
    - Departments working together in planned deliver of Es & Os through IDL and out-of-class learning;

- Curriculum Areas working together in planned deliver of Es & Os through IDL and out-of-class learning;
  - Whole school or year/stage events developed as opportunities for planned IDL
3. Coherence through transition — review of Primary Liaison programme, BGE to Senior Phase, Post-16 provision
- Whole school and departmental review of coherence across curriculum, particularly at transition points. This will include:
    - Review of Primary liaison programme to include all curriculum areas providing opportunities for:
    - Cross-sector planning;
    - Wider access to NDHS resources
  - Review and evaluation of processes for transition, including:
    - BGE to Senior Phase (see **Entitlements** above)
    - Post-16 and curriculum flexibility (PLPs)
4. Progression – tracking from Level 2/3 through to attainment and achievement in Senior Phase
- Tracking of identified groups P7 – S6; LAC, YC, U/L 20%, etc
  - Review policy in use of statistical data, including:
    - Review and evaluate tracking procedures at times of transition, including
    - Use of SQA INSIGHT package at whole school and departmental level
    - Wider Achievements (see **Entitlements** above)
    - For identified individuals or vulnerable groups, including:
      - LAC;
      - Young Carers;
      - Students on PLPs
      - Upper/Lower 20%
  - Consult and evaluate advantages of implementation of baseline testing (e.g. CAT4)

### **Supporting the Purposes of Learning**

1. Assessment: AifL, Benchmarking CAT4 Verification & moderation, tracking
  2. Qualification: National 6, Accreditation of wider achievement
  3. Self-Evaluation – Insight, Standardisation of tracking at department level, Use of QIs, Student Voice, Parental engagement;
  4. Learning Visits – professional dialogue
  5. Professional Update: Inverclyde PRD; CPD opportunities through IP groups, in-house delivery.
- 
1. Assessment: AifL, Benchmarking (CAT4), verification & moderation, tracking
    - Continue to access advice and support at local and national level on verification of NQ assessment
    - Continue to develop opportunities for moderation:
      - Across transition points including Cluster – Level 2/Level 3;
      - Of Literacy and Numeracy and H’W’being across learning
  2. Self-Evaluation – Insight, Standardisation of tracking at department level, Use of QIs, Student Voice, Parental engagement;
    - Review of SE Policy will include a range of views and discussions on both policy and methodologies and will involve:
      - Parents/Carers;
      - Student Voice through Student Council;
      - Staff (Teaching and clerical/Admin support)
      - Other Providers (Social Work, LAC Team, MCMC, NDHS Learning Community);
      - Local Authority.
    - We will continue to develop and improve opportunities for Parental Engagement in light of CfEx developments, particularly the full implementation of the Senior Phase. We will also consult on:
      - Opportunities for engagement in Planning for Improvement
      - Wider Involvement in Self-Evaluation
      - Sharing of Methodologies in Learning and Teaching;
      - Learning Styles;
      - Revision and Study Skills;
      - Faith Life of the School;

- Communication strategies, etc

3. Learning Visits – professional dialogue

- Teachers continue to become more experienced in use of co-operative and active learning methodologies by:
  - Sharing and witnessing excellence through on-going developments in Self-Evaluation;
  - Continuing to be creative and innovative in their approach to lesson planning;
  - Further development of out-of-class learning experiences and IDL activities.
  - Continued development of school’s programme of Self-Evaluation and sharing of excellence led by L&T group.

4. Professional Update: Inverclyde PRD; CPD opportunities through IP groups, in-house delivery

- Implementation of GTC Professional Update procedures
- Review process for tracking and monitoring teacher INSET
- Widen in-house access to CPD for staff through development of leadership personal development opportunities



**SIP 2014 – ‘15: Summary of Priorities**

Priority	Action Plan(s)
1. Principles of Curriculum Design	
2. Values	
3. Experiences and Outcomes	
4. Totality of the Curriculum	
5. Entitlements	
6. Learning and Teaching/Assessment	
7. Personal Support	

**Notre Dame High School**

**National 6 - Implementation**

The table below identifies those curriculum areas that will implement or defer N6 level courses over the course of session 2014 – 15.

<b>Notre Dame High School</b>			
<b>National 6 - Implementation Audit</b>			
<b>Department/Faculty</b>	<b>Subject</b>	<b>Defer 2015 - 16</b>	<b>Implement 2014 - 15</b>
English		Y	
Maths			Y
Modern Languages		Y	
Science	Physics	Y	
	Biology	Y	
	Chemistry	Y	
History/Mod St	History		Y
	Modern Studies		Y
Geography		Y	
Business Ed & Computing	Admin	Y	
	Business Man	Y	
	Computing Stuies	Y	
Technical Ed	Product Design	Y	
	Graphic Comm		Y
Art & Design		Y	
Music			Y
Health & Food Technology		Y	
Physical Education			Y

# Notre Dame High School



## Curriculum for Excellence School Improvement Plan 2014 – 2015 Action Plans

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Priority	Curriculum for Excellence: Course Development			No.	1.1
Impact on Learners	Lead Staff	Timescale	Resources	CPD	
<p>Students will continue to work through National 3/4/5 courses towards presentation at appropriate levels in new National Qualifications by end of S4, including:</p> <ul style="list-style-type: none"> <li>➤ All students complete required Added Value assessments at appropriate levels to ensure opportunities for “safety net”;</li> <li>➤ Moderation and verification of assessment levels both Nationally and locally (Inverclyde);</li> </ul>	<p>Subject Leaders Departmental Staff Link SMT</p>	<p>Concluded April 2014</p>	<p>National Support materials; Photocopying</p>	<p>Engagement seminars – supply/cover costs</p>	
<p>Through development of coherent, well-planned National 6 (Higher) courses throughout session 2013 – ‘14 students will have access to materials and resources that will prepare them for appropriate progression from National 5 examinations to revised Higher examinations in May 2015.</p>	<p>Subject Leaders Departmental Staff Link SMT</p>	<p>On-going throughout session – ready for implementation May 2014</p>	<p>As above</p>	<p>As above</p>	
<p>Review, evaluation and restructure of existing S3 course materials will allow better articulation with revised curriculum Senior Phase model ensuring that students have the opportunity to complete Es&amp;Os to appropriate depth prior to course choices at</p>	<p>Subject Leaders Departmental Staff Link SMT</p>	<p>As above</p>	<p>As above</p>	<p>As above</p>	

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<p>the end of S3.</p> <p>Through consultation with parents/carers, students and staff agreed revised arrangements for “prelim” exams will be put in place that will allow students to have sufficient opportunities to prepare for National 5 examinations in may 2014.</p>	<p>Head Teacher SMT Subject Leaders IP Working Group Student Council Student Focus Group Parent Council Parent Focus Group</p>	<p>Consultation concluded by November 2013</p>	<p>School Lets Photocopying</p>	
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<p><b>Evidence to measure impact:</b> IP Working Group formed to consult on rationale for prelim/mock exams and to lead on revised structure and format. HT/Subject Leader discussions; Review of course materials; Minute of: Departmental Meetings; Focus Group Meetings (Student and Parent consultative groups); SQA results analysis; Feedback from Parent Information Evenings; Feedback from S4 final Progress Reports (March 2014)</p> <p><b>Quality Indicators:</b> <b>TioF Indicators:</b> <b>SIP Priority:</b> P, ToC, A, Ent <b>GIRFEC/Well-Being Outcomes:</b> 4.3 Achievement <b>Corporate/Directorate IP:</b> SOA 2,4,7; CP 1,4,5.</p>
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<b>Priority</b>	Curriculum for Excellence: Curriculum Structure	<b>No.</b>	<b>1.2</b>
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<b>Impact on Learners</b>	<b>Lead Staff</b>	<b>Timescale</b>	<b>Resources</b>	<b>CPD</b>
Through consultation with parents/carers, students and staff the development throughout session 2013 – '14 of agreed Inverclyde's Senior Phase "6:5 Subject" Curriculum Model in August 2015 will allow students access to a curriculum that allows full separation of BGE from Senior Phase while ensuring appropriate progression routes.	Head Teacher SMT Subject Leaders IP Working Group Student Council Student Focus Group Parent Council Parent Focus Group	Concluded by October 2013	Education Scotland support staff  School Lets Photocopying  Supply Staff /cover costs	As available from Education Scotland; SQA, Inverclyde Council, etc
Through consultation with parents/carers, students and staff the development and implementation of an S3 curriculum structure that gives students their entitlement to Personalisation and Choice within the curriculum in areas of identified strengths, will allow them to take learning pathways appropriate to their needs, interests, talents and aspirations.	Head Teacher SMT Subject Leaders Project Leader (TBC) IP Working Group External Partners, inc Careers Scotland, CLD/MCMC Team. Student/Parent Councils.	Consultation concluded by November 2013. Implementation May 2014	Photocopying Supply/staff cover costs Project Leader costs (TBC)	

<p><b>Evidence to measure impact:</b> IP Working Group formed to consult on rationale for:</p> <ul style="list-style-type: none"> <li>➤ Senior Phase Curriculum Structure;</li> <li>➤ S3 Curriculum Structure; and</li> </ul> <p>Working Groups to lead on implementation of agreed structure and underpinning support framework.</p> <p>Review of: Support materials Minute of:</p>
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- Student Support Team Meetings;
- SMT Meetings;
- Focus Group Meetings (Student and Parent consultative groups).

Analysis of data, including student choices;

Sampling of S3 Profiles cross-referenced with Senior Phase option choices.

Feedback from parents/carers

Feedback from students

**Quality Indicators:**

**TioF Indicators:**

**SIP Priority:** P, ToC, Ent

**GIRFEC/Well-Being Outcomes:** 4.3 Achieving; 4.6 Respect & Responsibility

**Corporate/Directorate IP:** SOA 2, 4, 7 ; CP 1, 4

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Priority	Curriculum for Excellence: Universal Support			No.	1.3
Impact on Learners	Lead Staff	Timescale	Resources	CPD	
<p>With the restructure of existing S3 curriculum developments and course materials as described above, students will access a curriculum that allows better articulation to the revised curriculum Senior Phase “6:5” model. Students will require an appropriate framework for universal support as outlined in national guidance and that includes the review and restructure of current PSE/H&amp;W’being arrangements to allow for:</p> <ul style="list-style-type: none"> <li>➤ Learning Styles;</li> <li>➤ Study Skills;</li> <li>➤ H&amp;W’Being Outcomes;</li> <li>➤ Tracking of Skills Progression;</li> <li>➤ S1 – 2 E-Portfolios and S3 Assessment &amp; Achievement Profiles S3</li> </ul>	<p>DHT (SST) Student Support Team SLWG QIO</p>	<p>On-going throughout session. Implementation May 2014</p>	<p>Photocopying Supply Staff /cover costs</p>	<p>As available</p>	
<p>Further, through consultation with parents/carers, students and staff, the development and implementation of appropriate support and advice strategies (Options Programme) for students as they progress from the BGE to the Senior Phase will allow them to make appropriate curricular choices in the revised Senior Phase for session 2014 – ‘15</p>	<p>DHT (SST) Student Support Team Project Leader (TBC) SLWG</p>	<p>Consultation concluded by November 2013. Implementation circa. March 2014</p>	<p>Photocopying Supply Staff /cover costs Project Leader costs (TBC)</p>	<p>As available</p>	
<p>By reviewing and developing existing</p>	<p>Head Teacher</p>	<p>For implementation</p>	<p>Photocopying</p>	<p>N/A</p>	



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<p>arrangements to support learning and help prepare students for SQA examination, e.g. Supported Study, exam revision (pre-exam tutorials) and the school’s existing homework policy; students will have access to an integrated framework of support which will reinforce learning including subject specific skills and knowledge &amp; understanding and provide opportunities for exam practice.</p>	<p>Supported Study co-ordinator. Subject Leaders Finance Support Staff SLWG: Homework and Supporting Learning</p>	<p>early 2014</p>	<p>Supply Staff /cover costs</p>	
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**Evidence to measure impact:**  
SLWGs formed to consult on rationale for:

- Universal Support Framework (revised PSE in line with national guidance on Health & Wellbeing);
- Revised S3 Options Programme and associated support materials, including Universal Support: Senior Phase Options Programme
- Homework and supporting personal study and revision

Groups to lead on implementation of agreed structure and to develop agreed policies and associated support material for use in class.

Review of:  
Support/course materials  
Minute of:

- Student Support Team Meetings;
- SMT Meetings;
- SLWG meetings

Feedback from staff delivering course materials  
Feedback from parents/carers  
Feedback from students

**Quality Indicators:**  
**TioF Indicators:**  
**SIP Priority:** Es&Os; PS; E; ToC.  
**GIRFEC/Well-Being Outcomes:** 4.3 Achieving; 4.7 Included  
**Corporate/Directorate IP:** SOA 2, 4, 7; CP 1 – 5.

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Priority	Self-Evaluation & Planning for Improvement – The Impact of Self-Evaluation on School Improvement			No.	2.1
Impact on Learners	Lead Staff	Timescale	Resources	CPD	
<p>Ensure consistency at departmental level on range of strategies to review performance – Focus Groups, parental contact, measure against QIs; Learning visits</p> <p>Reciprocal Teaching, Active Learning, Co-operative Learning</p> <p>More consistent use of AifL strategies</p> <p>The publication of both the revised GTC Standard for Registration (2013) and of HMIE’s Increased Expectations guidelines (revised June 2013) emphasises the significant developments in methodologies and teaching practice as a result of the development and implementation of the Curriculum for Excellence over the past few years. – professional dialogue</p> <p>Consequently a review and development of our self-evaluation policy and practice will result in a restructured approach that will integrate the sharing of good practice in all aspects of lesson planning, assessment &amp; moderation and, in particular, learning and teaching with the revised responsibilities for teachers, subject leaders and senior managers to ensure excellence in the</p>	<p>Head Teacher SMT Project Leader (TBC) Subject Leaders Self-Evaluation Steering Group</p> <p>Head Teacher SMT Subject Leaders Self-Evaluation Steering Group</p>	<p>Concluded October 2013</p> <p>Concluded October 2013</p>	<p>Revised Standard for Registration Increased Expectations Guidelines INSET time as available Access to Coop Learning Acad</p> <p>Supply Staff /cover costs; Project Leader costs (TBC) Print costs</p> <p>INSET time Supply Staff /cover costs; Print costs</p>	<p>As available through Inverclyde Education Services – QIO/QIM</p> <p>Visit to other establishments</p>	

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<p>classroom.</p> <p>This will include: A review of and consultation on strategies used to share excellence in learning and teaching, including:</p> <ul style="list-style-type: none"> <li>➤ Learning Walks/Trails;</li> <li>➤ Formal Classroom visits;</li> <li>➤ Themed Audits;</li> <li>➤ Sampling of coursework/homework; etc</li> </ul> <p>Consultation will include taking the views of:</p> <ul style="list-style-type: none"> <li>➤ Parent/Carers;</li> <li>➤ Student/Learners</li> <li>➤ Partner Providers</li> <li>➤ Support Staff</li> <li>➤ NDHS Learning Community</li> </ul> <p>This will include consultation on how we how we gather the views of stakeholders on the quality of learning and teaching, methodologies and strategies and the impact of priorities within the SIP as well as on-going national developments, including the Curriculum for Excellence and the new National Qualifications.</p> <p>With the implementation of the new National Qualifications in session 2013 – ’14, the use of SQA data analysis (STACs) will be amended accordingly. The use of a range of statistical data, including the revised benchmarking toolkits and “Virtual Comparators”, will provide a more detail and flexible approach to the use of</p>	<p>Student Council Parent Council Partner providers, inc Social Work, MCMC, CLD, etc.</p> <p>Head Teacher; Self-Evaluation Steering Group; Student Council Parent Council</p> <p>SQA co-ordinator; Subject Leaders QIO SQA support staff</p> <p>IT co-ordinator; School Business Manager Student Support Team CLD/MCMC Team</p>	<p>Concluded October 2013</p> <p>As above</p> <p>On-going throughout session</p> <p>On-going throughout session – to parallel above</p>	<p>INSET time Supply Staff /cover costs;</p> <p>INSET time Supply Staff /cover costs;</p> <p>INSET time</p> <p>INSET time/costs</p>	<p>As above</p> <p>As above</p> <p>As available – National engagement seminars Inverclyde INSET provision</p> <p>As available – National engagement seminars Inverclyde INSET provision</p>
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<p>statistical data and tracking information.</p> <p>Consequently by continuing to develop and refine NDHS’s tracking and mentoring programme to allow teachers to make decision based on information that is as accurate as possible will allow them to ensure that students are placed on appropriate learning pathways and provided with the best available guidance and advice to ensure that they are able to make curriculum choice that best suit their individual needs and aspirations.</p>				
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<p><b>Evidence to measure impact:</b></p> <p>Self-Evaluation Steering Group to consult on:</p> <ul style="list-style-type: none"> <li>➤ Integrated approach to self-evaluation, sharing of excellence and active, collaborative and cooperative learning strategies</li> <li>➤ Agreed format for sharing and witnessing good practice and sharing excellence</li> <li>➤ Agreed strategies for incorporating views of all stakeholders, including student, parents/carers, partner providers and wider NDHS community in quality assurance and self-evaluation process</li> </ul> <p>Steering Group and SLWG to lead on implementation of agreed self-evaluation policy, reporting documentation and pro-forma and associated support material for use in class.</p> <p>Review of:</p> <p>Revised Policy on Quality Assurance and Self-Evaluation          Sample of QA and SE folders and other collated evidence.</p> <p>Minute of:</p> <ul style="list-style-type: none"> <li>➤ Self-Evaluation Steering Group;</li> <li>➤ SMT Meetings;</li> <li>➤ Departmental Meetings</li> <li>➤ SLWG meetings</li> </ul>
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**Quality Indicators:**

**TioF Indicators:**

**SIP Priority:** L&T; A; P; PS.

**GIRFEC/Well-Being Outcomes:** 4.3 Achieving; 4.6 Respect & Responsibility.

**Corporate/Directorate IP:** SOA 7; CP 1, 5

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Priority	Faith Development			No.	3.1
Impact on Learners	Lead Staff	Timescale	Resources	CPD	
Review of This in Our Faith in S1 and S2 and further development S3 remains a priority while the Senior Phase TioF programme remains under development.	JP McGovern RE Teachers	On-going	Print costs	N/A	
Caritas Awards Programme structure continues to develop to allow aspects of Servant Leadership with students leading Pro-Life, Justice and Peace Groups, etc.	Caritas co-ordinator Caritas Team S6 Students	Commences August 2013-06-17	Registration fees Transport Guest speaker expenses	N/A	
The implementation of SQA qualification in Religious Belief and Values through the existing RE course for S4/5/6 students will be piloted this year.	JP McGovern Link SMT	Information to parents June 2013 Implementation August 2013 1 <sup>st</sup> presentation May 2014	Assessment costs Print costs	N/A	
Higher Religious, Moral and Philosophical Studies (RMPS) will be included on the option choices for S5/6 students this session.	JP McGovern SQA co-ordinator Timetabler	Available on Options programme June 2013 for implementation August 2013 1 <sup>st</sup> presentation May 2014	Enrolment costs Textbooks	N/A	

**Evidence to measure impact:**

Caritas Group will provide a range of opportunities for S6 candidates to be involved in faith development in NDHS through Servant Leadership, including:

- Pro-Life;
- Fairtrade;
- Parish Links;
- Prayer life of the school
- Alms Giving/Charity
- Support for those in need in the community(Hospice work)

Review and further development of TioF course materials;  
Review of development materials form Senior Phase;

Minute of:

- Chaplaincy Group Meetings
- SMT meetings
- RE Dept Meetings;

Feedback from:

- Caritas and whole school events;
- Caritas students.

Data and statistical information, including

- SQA information;
- Tracking data

**Quality Indicators:**

**TioF Indicators:**

**SIP Priority:** H&W'Being; ToC; V

**GIRFEC/Well-Being Outcomes:** 4.2 Health & Wellbeing; 4.6 Respect & Responsibility

**Corporate/Directorate IP:** SOA 2, 4, 5, 7; CP 1, 2, 5.

Priority	Opportunities for Parental Engagement			No.	4.1
Impact on Learners	Lead Staff	Timescale	Resources	CPD	
<p>The many significant developments in CfEx, including those outlined in this document, emphasise the importance of having excellent arrangements for wider parental engagement. The proposed developments outline in Priority 2 above (Self-Evaluation and Planning for Improvement), provide further context for ensuring that the views of parents/carers are taken account of when planning and implementing change.</p> <p>By enhancing and developing existing parental engagement strategies we will ensure that allow parents/carers to be fully aware of the work of the school, on-going curriculum development and advice and guidance on how to best support their child’s education and progress. This will include:</p> <ul style="list-style-type: none"> <li>➤ Improved communication through social media, e.g. facebook;</li> <li>➤ Access and links to on-resources through the NDHS website;</li> <li>➤ Development of Focus Group and other discussion forums;</li> <li>➤ Flexible strategies to deliver developmental information specific to age/stage, e.g. NQs; CfEx; Transition</li> </ul>	<p>Head Teacher                      SMT                      IT Co-ordinator &amp;                      Inverclyde IT Support staff;                      QIO                      Parent Council                      Parent Forum</p>	<p>On-going throughout session</p> <p>Focus groups – as appropriate to development timescales outlined above</p> <p>Development/engage ment events as appropriate to development timelines outlined above</p>	<p>IT resources</p> <p>Print costs</p> <p>School Lets                      Print costs</p>	<p>N/A</p>	



points, etc.				
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**Evidence to measure impact:**  
 Increase opportunities for parent/carers views to be heard, including use of on-line feedback (school website), Facebook page.

Review of:  
 Questionnaires  
     Parental Engagement pro-forma (August 2013);  
     Information Evenings;  
     Progress Reports  
 Evaluative feedback

Minute of:  
     ➤ Parent Council;  
     ➤ SMT meetings;

**Quality Indicators:**  
**TioF Indicators:**  
**SIP Priority:** All aspect/Priorities  
**GIRFEC/Well-Being Outcomes:** 4.3 Achieving; 4.6 Respect & Responsibility.  
**Corporate/Directorate IP:** SOA 2, 7; CP 1, 5

<b>Priority</b>	Ethos: Restorative Practices/Promoting Positive Behaviour	<b>No.</b>	<b>5.1</b>
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<b>Impact on Learners</b>	<b>Lead Staff</b>	<b>Timescale</b>	<b>Resources</b>	<b>CPD</b>
<p>The continuing impact of ASN and Equalities legislation and the increasing impact of national guidelines, including GIRFEC, make this an appropriate time to review and develop NDHS’s current Behaviour &amp; Discipline Policy and Procedures.</p> <p>Recent developments in our Inclusion and ASN Policy and Practice along with the move toward Restorative Practice further emphasise the need to develop and implement a policy that promotes positive behaviour based on the ethos and values of a Catholic faith community.</p>	<p>Head Teacher SMT Subject Leaders Student Support Team Project Leader (TBC) Partner Agencies, inc Psychological Services Parent/Student Council QIO/QIM Educn Psychologist</p>	<p>Review concluded December 2013</p> <p>Revised Policy final consultation by February 2014 Implemented April 2014</p>	<p>INSET time</p> <p>Supply staff/cover costs</p> <p>Print costs</p> <p>Restorative Practices Training costs</p>	<p>Visits to other establishments</p> <p>Restorative Practices Training</p> <p>Other as available</p>

<p><b>Evidence to measure impact:</b></p> <p>IP Working Group to review existing policies in light of recent development and legislative changes, including:</p> <ul style="list-style-type: none"> <li>➤ Equalities Legislation;</li> <li>➤ ASN Legislation;</li> <li>➤ GIRFEC;</li> <li>➤ Child Protection; etc</li> </ul> <p>Group consult and lead on implementation of fully integrated Discipline and Promoting Positive Behaviour policy that centres on Catholic Values underpinned by the use of Restorative Practices. These developments should be considered in the light of fundamental changes in teaching methodologies through development and implementation of a Curriculum for Excellence and recent publications, including:</p>
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- GTC Standard for Registration (2013)
- HMIe Increased Expectation document

Review of statistics, including:

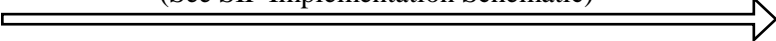
- Exclusion rates;
- Behaviour referrals;
- Violence against staff ;
- Letters to parents/carers

**Quality Indicators:**  
**TioF Indicators:**  
**SIP Priority:** V; PS; P; Ent.  
**GIRFEC/Well-Being Outcomes:** 4.2 Health & Wellbeing; 4.6 Respect & Responsibility; 4.7 Included.  
**Corporate/Directorate IP:** SOA 2, 3, 4, 5, 7, 8; CP 1- 5.

**GIRFEC/QI Outcomes/TioF**

QIs/Outcomes	Values	Principles	Curriculum	Entitlement	Assessment	Personal Support	Es & Os	Learning & Teaching
Safe & Healthy 2.2, 5.1, 5.3, 5.7, 5.8, 5.9, 9.4	√		√			√	√	
Achieving 1.1, 5.1, 5.2, 5.3, 5.4, 5.9, 9.4	√	√	√	√	√		√	√
Nurtured 2.1, 5.1, 5.2, 5.3, 5.9, 9.4	√					√		
Active 1.1, 2.1, 5.1, 5.2, 5.9, 9.4	√		√				√	√
Respected/Responsible 2.1, 3.1, 4.1, 5.3, 5.6, 5.7	√	√	√	√	√	√	√	√
Included 1.1, 2.1, 5.1, 5.2, 5.3, 5.9, 9.4	√		√	√		√		√

**Section 3: Self-Evaluation Calendar**

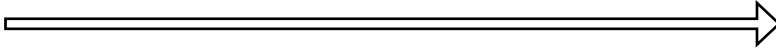
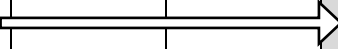

	September	October	November	December	January	February	March	April	May	June
Monitoring of Learning & Teaching	Diary Planners Monitoring	Senior Phase Learning Visits		Diary Planners Monitoring		BGE Learning Visits	Diary Planners Monitoring		S1/2 Learning Visits: CfEx	
Themed Audits		Lowest 20% Analysis	LAC Analysis. S6 - Vision, Values and Aims	As identified by Self-Evaluation Working Group (See SIP Implementation Schematic)  Partnership Working; CLD Review; Parental Communication					Review of PLPs	
Local Authority	STACs Analysis A Fyfe	Quality Visit					Quality Visit		ASN Review: Exclusions Inclusion	
Review of Departmental QA Evidence			Music Maths History/ Modern Studies		Technical Science PE		Art & Design Student Support English		Modern Lang Home Ec Geography	
Data Analysis (See Interim and Full Report Dates)	STACs Analysis – Whole School Department Presentation	S4 Interim Reports  Tracking and Mentoring 1	S2, S3 and 5/6 Interim Reports  Tracking and Mentoring 2  Attendance	Exclusions	S1 Interim Reports  Tracking and Mentoring 3	S4 Reports  S2 Reports  S Phase Prelim Analysis – HT/PTs meet  Attendance	Tracking and Mentoring 4. S5/6 Reports S3 Reports	S5/6 Options Data  Exclusions	S1 Reports	Attendance

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Curriculum for Excellence		Review: Literacy Numeracy	PTs Focus Groups: S3 Curriculum Structure		IDL: Dept Progress	Review: Health & Wellbeing	PTs Focus Groups: N6 Devel Progress			
Focus Groups		Student Council		Student Council		Student Council		Student Council		
SIP/DIP Progress Report		Standards and Quality Report: Parent Council	S & Q Report: Parent Summary Issued	SIP/DIP Interim Progress Reports		DIP Progress at DMs			Final Progress Report	SIP 2014 – '15 Issued
Parent Consultation & Information	S5/6 Course Information – All subjects	S1/2 CfEx Curriculum Structure Parental Commc'n Survey	Focus Group: Study Support Strategies	Focus Group: S3 Curriculum Structure	TBC	Focus Group: S3 Options		S4 Options Improv'm't Planning Priorities	Focus Group: SIP Priorities	

**School Improvement Plan 2012 –‘13 – Implementation Schematic**

Development and implementation of SIP Priorities operate in a combination of Short-Life Working Groups (SLWG) and longer term Improvement Planning Groups.

<b>IP Group</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	
CfEx: Steering Group		INSET 3	Curriculum Structure	Prelim Exams						INSET 5	
CfEx: Assessment/Moderation						INSET 4			Primary Transition		
CfEx: Curriculum Structure	Consult	INSET 3	SLWG								
CfEx: L&T Policy Review						INSET 4					
CfEx: IDL, Literacy & Numeracy, Skills Devel		IDL Audit									
CfEx: Senior Phase National Qualifications			Levels of Present'n			INSET 4					
Student Council		INSET 3	See SC Calendar								
PRPB/Restorative Practices ASN: Inclusion		INSET 3 Intro				INSET 4					
H'Wk & Supp Study/Revision			Student Council	Student Council		Prelim Exams			SQA Exams		
Self-Evaluation Group	L&T Proc	L&T Proc	SE Calendar				INSET 4	SE Calendar			INSET 5
S3 Profile/Achievement						INSET 4			Completed		
Health & Wellbeing Group						INSET 4 (Staff?)	Health Week?				
Chaplaincy Group			Advent				Lent				

Notre Dame High School: School Improvement Plan 2013 – ‘15  
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Faith & Learning: Caritas Group										
Faith & Learning: Malawi										
Eco – Group FairTrade Group										

**INSET & Staff Meeting: Forward Planning**

21 <sup>st</sup> Oct - INSET 3	SIP: Self-Evaluation: Monitoring of Learning and Teaching Review of Policy and Procedures GTC: Professional Update Positive Relationships Positive Behaviour & Restorative Practice: NDHS PRPB Policy CfEx: Nat 4/5 Development PTs Meeting – STACs Analysis, Curriculum Structure									
12 <sup>th</sup> Feb - INSET 4	Moderation & Assessment Restorative Practices Training Collaborative/Active Learning & Reciprocal Teaching: Training E-Portfolios/S3 Profiles/Learning logs Review & Development SQA –Nat 4/5 Presentation Levels; Added Value Assessments Development of course materials: N6									
3 <sup>rd</sup> June - INSET 5	Review progress, self-evaluation of curriculum planning/SIP Development of course materials: N6 SIP/DIPs Activities day prep									
Staff Meetings	SE: L&T Consult'n	See INSET 3	IP Working Groups Meetings	N/A	Reciprocal Teaching - Introduction	See INSET 4	Nat Qual'ns	N/A	Self-Eval: SIP Priorities	CPD/PRD DIPs
PT Meetings	Senior Phase Assessment Curriculum Structure	STACs SE: L&T review	SS/Revision Self Evaln Prelim Exams	N/A	DIP Interim Progress Interviews	See INSET 4	Nat Qual'ns Nat Levels	N/A	SIP DIP	N/A
	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>