

School Improvement Plan

2022 - 2023

School: St Joseph's College Dumfries

Date: August 2022

1. Vision, Values and Aims

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

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

Our Vision, Values and Aims

School Statement

In St. Joseph's College we aspire to work together with parents, carers and partners to reaffirm our commitment to achieving excellence and equity for all learners within an inclusive, caring Catholic Christian community. Within this community each individual is valued, their voice in education heard and their rights protected so that they may achieve their potential. We also aspire to develop as a community of faith, offering formation through the promotion of Gospel values, through celebration and worship and through service to the common good.

Our Values

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

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

Our Aims

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

Review Date: Session 2022/2023

Review Activities:

As we recover from the Covid-19 pandemic, re-ignite and further develop our collaboration with other schools in Dumfries Learning Town, our vision, values and aims will be reviewed. In addition we will reflect on the schools heritage and continue to incorporate Marist values into the life and work of the school. These include Simplicity, Presence, Family Spirit, Love of Work and In the Way of Mary i.e. caring for everyone, especially those who need it most and never giving up on yourself or others.

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

SCHOOL IMPROVEMENT PLAN 2022 - 2023

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

Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
<p>School/NIF Priority</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>NIF Drivers School Leadership Teacher professionalism Parent/ carer involvement and engagement</p> <p>QI Focus 1.3, 3.1</p>	<p>All members of the school community have a knowledge of the UNCRC.</p> <p>All learners know their rights under the Convention.</p> <p>Views of learners across the school are heard and acted upon. All groups feel represented and included.</p> <p>Pupil evaluations confirm that their rights are respected and that the ethos of the school is validated, providing a sense of achievement and satisfaction for the school community.</p>	<p>Raise awareness through Assemblies and SE/RE programmes of the UNCRC.</p> <p>Elect a Pupil Council, representative of all groups through which pupil voice can be heard,</p> <p>Set up an Inclusion and Equity working group to review and implement Draft Policy, disseminate information and further develop opportunities for pupils.</p> <p>Embark on UNICEF's Rights Respecting School Award scheme</p>	<p>HT/DHT's PT's Pastoral Care PT Pupil Support/ PT RE All staff Parents</p> <p>SMT Pupils</p> <p>HT/DHT's PT Pupil Support Staff Pupils Parents/ Carers Input from SCES</p> <p>Authority support through service level agreement with UNICEF Rights Respecting Schools Group Teaching and non-teaching staff Pupils</p>

<p>School/NIF Priority</p> <p>Improvement in Attainment, Particularly Literacy and Numeracy</p> <p>NIF Drivers Curriculum and Assessment Parent/ Carer engagement Performance information Teacher professionalism</p> <p>QIs: 1.5, 2.2, 2.3, 2.6, 3.1, 3.2</p>	<ul style="list-style-type: none"> Insight and ACEL data analysis shows improved attainment in literacy and numeracy in both the BGE and Senior Phase. Individual attainment of FME/ LAC/ EMA/ CE pupils is tracked and shows improvement. All school leavers have a qualification in both literacy and numeracy. Agreed standards for literacy and numeracy levels are shared across DLT schools. More BGE classes are supported by Study Buddies 	<p>Employ additional part-time teachers to support developments in literacy and numeracy.</p> <p>Ensure differentiated resources are available in all curricular areas.</p> <p>Ensure all information regarding pupils requiring additional support is shared with all teaching and support staff and that it is made use of with classes.</p> <p>Engage staff within the Cluster in professional learning directed at implementing good practice and effective intervention strategies in the teaching of numeracy.</p> <p>Engage parents/ carers in training sessions to help them support their children with literacy and numeracy development.</p> <p>Review and further develop Reading Ambassadors and Study Buddy schemes.</p> <p>Engage staff across the Cluster in professional learning associated with moderation.</p> <p>Analyse and act upon ACEL Data. Identify pupils requiring focused support.</p>	<p>HT/ SMT/ PT Pupil Support PEF Funding until June 2023 0.4 fte maths/ numeracy teacher 0.4 fte teacher English/literacy Additional ASN teacher support Additional LA PT's Curriculum</p> <p>Collegiate sessions after school and during Inset days</p> <p>SMT/ PT's (By May 2023) Finance for resources Parent Council representatives Parents/ carers Cluster HT's and staff</p> <p>DHT Personal Support for Pupils PT Pupil Support PT's Literacy/ Numeracy</p> <p>PT Pastoral Care (Study Support) PT Literacy Senior Pupils</p> <p>Local Authority Moderation Lead QAMSO's All Cluster staff</p> <p>SMT PT's Numeracy and Literacy Teaching staff</p>
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<p>School/NIF Priority</p> <p>Closing the Attainment Gap Between the Most and Least Disadvantaged Children and Young People</p> <p>NIF Driver Performance information Parental engagement School improvement Teacher and Practitioner Professionalism Curriculum and Assessment</p> <p>QIs: 1.3, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2</p>	<ul style="list-style-type: none"> • The attainment and achievement of the 20% most disadvantaged is improved. • The motivation of all learners is enhanced and they are supported to achieve ambitious targets. • There is equality of opportunity for all with regard to access to educational experiences within and outwith the formal curriculum. • Resources are made available to all pupils to assist with completion of work at home, especially those most affected by the poverty crisis. • Pupils from most deprived areas have equal access to Wi-fi facilities. 	<p>Robust analysis of Insight data to identify area of strength and weakness in attainment including that of LAC.</p> <p>Further develop tracking and mentoring scheme to provide individual support for LAC pupils, Care Experienced and those entitled to FME.</p> <p>Provide funding for most deprived pupils to ensure that there are no barriers to their participation in activities both within and outwith school, including school trips and supported study classes.</p> <p>Develop robust tracking and monitoring systems to monitor impact of teaching and learning.</p> <p>Improve access to school library and librarian/ ICTsupport services.</p> <p>Increase engagement of Parents/ Carers in their child/ children's Learning through information Sessions, electronic communications and individual/ group help with Satchel One and Rigour maths.</p> <p>Improve communication with parents/ carers regarding positive changes in their child's attainment, behaviour or attitude.</p>	<p>SMT All Principal Teachers Subject teachers</p> <p>DHT Personal Support for Pupils PT Pupil Support PT's Pastoral Care Authority Care Experienced Supporting Learners staff</p> <p>PT Pastoral Care (Study Support) School and PEF Funding</p> <p>DHT Personal Support for Pupils DHT Curriculum (Attainment) PT Pastoral Care (T&M) PT 's Curriculum</p> <p>PT Languages and Communication SSM</p> <p>SMT Parent Council Parents/ Pupils/ Staff Curricular PT's</p> <p>SMT Parent Council Parents/ Pupils/ Staff Curricular PT's</p>
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<p>School/ NIF Priority</p> <p>Improve Children and Young People's Health and Wellbeing</p> <p>Improve staff wellbeing</p> <p>NIF Driver School leadership Parent/ carer involvement and engagement</p> <p>QIs: 1.3, 2.1, 2.4, 2.7, 3.1, 3.2</p>	<ul style="list-style-type: none"> • Pupils and staff benefit from increased opportunities to participate in activities which improve their sense of wellbeing. • The confidence and self-esteem of those most deprived, affected by the poverty crisis or the war in Ukraine is improved. • It is recognized that it is the responsibility of all staff to help promote positive health and wellbeing. • Involvement in extra-curricular activities promotes inclusion and builds confidence and positive physical and mental wellbeing. • Attendance data for extra-curricular activities shows an increase over the session. 	<p>Restart breakfast club to offer a welcoming atmosphere and place where homework can be completed.</p> <p>Audit the participation of pupils in extra-curricular activities and Award Schemes (eg Dof E, Saltire Awards, Caritas, School Show) and target those not involved to ensure that there are no barriers to their participation which can be overcome.</p> <p>Provide resources for FME pupils where necessary eg sports equipment, lpads, art materials, musical instruments.</p> <p>Provide opportunities for parents/ carers and students to cook, do artwork and/ or physical activities together.</p> <p>Review and develop a consistent Praise system across the school.</p> <p>Develop a robust attendance tracking and monitoring system for all learners.</p>	<p>PT Pastoral Care (HWB) Staff and pupil vounteers D Murray (Catering) PEF Funding (Dec 2022)</p> <p>DHT's PT's Pastoral Care SSM Pupils Parents/ Carers</p> <p>School and PEF funding Funding from external sources</p> <p>PT Curriculum (HE/PE) PT Curriculum (Expressive Arts) PE/ HE staff Parents/ Carers PEF Funding</p> <p>All teaching and support staff Parents/ carers Pupils</p> <p>PT's Pastoral Care DHT Personal Support for Pupils Opportunities for All Officers</p>

	<ul style="list-style-type: none"> • Reduction in the number of referrals for poor behaviour/ reduction in the use of the Focus Room by pupils. • Increase in the number of commendations for positive behaviour being communicated to pupils and parents. • Evaluation of SE programme shows pupils have benefited from cookery classes in terms of enjoyment and positive impact on health and wellbeing. • Positive impact on school community of work being recognized with a Sports Scotland Award. • Increased participation rates in various events by all pupils, with a focus on encouraging the most deprived. 	<p>Review policy and procedures for 'Promoting Positive Behaviour'. Review and implement consistent electronic based Praise system across the whole school.</p> <p>Review of SE programmes to include introduction of practical cookery into S6 programme.</p> <p>Engage more fully in education for sustainability and the Eco-schools scheme, working towards Green Flag status.</p> <p>Work towards Sports Scotland School Award.</p> <p>Among learners promote a sense of belonging to their House Group via Assemblies and Inter-House competitions and activities.</p> <p>Revive pupil social activities such as Christmas Ceilidhs and Christmas Lunches.</p> <p>Develop and implement a Food and Drink in Schools Policy in line with the Food and Drink in Schools Scotland Act.</p> <p>Continue to liaise with CLD to enhance opportunities for pupils to improve their Mental health and wellbeing</p>	<p>DHT Personal Support for Pupils PT Pupil Support Working group including staff, pupil and parent representatives.</p> <p>PT Curriculum (HE/PE) PT Pastoral Care (Health and Wellbeing) PT Pastoral Care (S6 Remit) Pupils</p> <p>DHT (AB) and Working Group All staff Partners and Parents/ Carers/Pupils By June 2023</p> <p>DHT's/ PT Curriculum (HE/PE) Pupils Staff Pupils (June 2023)</p> <p>School Captains, House Captains Sports Leaders</p> <p>Pupil Leadership Team PT Health and Wellbeing Ceilidh Committee Darren Murray (Catering)</p> <p>Input from Catering staff PT Health and Wellbeing PT Curriculum (HE/PE) Working Group of staff Pupil and parent representatives</p> <p>Partners in CLD Youthwork Services Mental Health Counsellor School Nurse</p>
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<p>School/ NIF Priority</p> <p>Improvement in Skills and Sustained positive school-leaver destinations for all young people</p> <p>NIF Drivers Performance information Parent/ carer involvement and engagement Teacher and practitioner professionalism</p> <p>QIs: 1.1, 2.2, 3.2</p>	<ul style="list-style-type: none"> • Pupils are well informed about a wide variety of careers. • SDS monthly monitoring reports show positive trends for all key performance areas. • Pupils benefit from developing their employability skills such as communication and leadership. • Pupils enjoy a broader range of opportunities in employment settings. • Learners are able to apply skills in a range of contexts, including in unfamiliar settings. • Self-evaluation leads to overall improvement in school experience for pupils. 	<p>Increase opportunities for outdoor learning both on the school campus and further afield.</p> <p>Support and encourage pupils and staff to work together to put on a school Musical , developing and showcasing talent and skills.</p> <p>Continue to build links with Skills Development Scotland staff and Authority Supporting Learners Staff.</p> <p>Actively seek partnerships with local employers who can support pupils gain employment.</p> <p>Audit curriculum to develop progression of ICT skills from BGE to Senior Phase.</p> <p>Work towards developing Digital Leaders and gaining Digital School status.</p> <p>Review SQA courses in light of changes to National Qualifications due to Covid. Engage in the latest SQA Understanding Standards Courses.</p>	<p>DHT (PSP) PT Pupil Support Wonderwoods Education Autism Outreach Officer DoE Coordinators/ Staff volunteers</p> <p>Expressive arts Faculty All staff Pupils, Parents/ Carers Community sponsors</p> <p>DHT/ PT Pastoral Care (DYW) J Collins/ A Kinley (SDS) SDS Partners DYW Partners M Ward (CE Supporting Learners SO) L Maxwell (CE SL teacher) Staff volunteers Pupils Parents</p> <p>DHT CfE PT Curriculum (Maths/ ICT/ Bus Mgt) PT's Curriculum All Staff Collegiate time</p> <p>DHT (CfE) PT Faculty (Maths/ ICT/Computing) Cluster Primary staff and Secondary staff</p> <p>PT's Curriculum Teaching staff</p>
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	<ul style="list-style-type: none"> Increased numbers of pupils involved in various leadership programmes. 	<p>Further develop Marist Leadership, Caritas and MPV programmes to help pupils develop leadership skills and provide service in the school community.</p> <p>Encourage staff participation in professional learning such as Setting Out on the Road (CREDL), Introduction to School Leadership, Masters level courses and national CPD for Middle Leaders.</p> <p>Continue to collaborate with partners across DLT to ensure maximum use of resources and increased access to a wider range of vocational opportunities.</p> <p>Develop and document learner pathways from BGE to Senior Phase qualifications in line with the Dumfries and Galloway Senior Phase Vision and Strategy.</p> <p>Review and promote SCQF Ambassador School status.</p> <p>Review and implement self-evaluation policy taking into account use of QI's for evaluating performance across DLT and Dumfries College courses.</p> <p>Engage S3 pupils in the Youth Philanthropy Initiative.</p>	<p>PT RE PT Pastoral Care (HWB) Marist Leadership Team</p> <p>SCES/ University of Glasgow Local Authority staff School staff</p> <p>DLT Working groups By February 2023 SRUC (Barony) Dumfries College</p> <p>SMT/ PT's Time for development DLT staff</p> <p>Authority training SMT All teaching staff</p> <p>DHT/ SMT All staff DLT working group All stakeholders By May 2023</p> <p>YPI National Staff PT RE RE teachers Holywood Trust</p>
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	<ul style="list-style-type: none"> Achievement of the full STEM Nation Award. More pupils are actively involved as MWow ambassadors. Pupils are aware of the Skills Framework and are involved in updating their own profiles. 	<p>Target achievement of final 2 areas of STEM Nation Award (Family Learning and Equity and Equality)</p> <p>Plan STEM event for 2023/24 on the theme of Challenging Stereotypes.</p> <p>Trial Level3/4 STEM Achievement Awards in BGE.</p> <p>Increase engagement with My World of Work programme including MWow Ambassadors scheme.</p> <p>Engage new staff in training related to the Careers Education standard and embed this in all curricular areas.</p> <p>Focus on developing and sharing a Skills Framework with staff and pupils across the whole school.</p> <p>Provide staff training on Skills Profiling and implement an electronic system to track Skill Development from P7 Transition to S6.</p>	<p>PT Curriculum (Science and Tech) PT Curriculum (Maths, ICT) All staff Pupils SMT Support</p> <p>PT Pastoral Care (Careers/ DYW) SDS Officer (J Collins) Pastoral Care staff/ PSE teachers Parents/ Carers Pupils</p> <p>PT Pastoral Care/ DYW SMT SDS staff All teaching staff</p>
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