

<p>Increased pupil participation in self-evaluation and school improvement (HGIOURS)</p>	<p>Professional development of staff: QAHS 'New Professionals' & 'Leadership of Change' Programmes</p>
<p>Collective understanding of protected characteristics & wellbeing</p>	<p>Learning, Teaching & Assessment. Focus on: lesson structure, formative assessment, curriculum & Learning Tracker</p>

QAHS Improvement Priorities 2019/20

Queen Anne High School

School Improvement Plan 2019-20

Our vision and values are encapsulated within three key concepts: **Self-worth, Human-Aspect of our School and Personal Best.**

We aim to ensure the highest quality learning experience for all learners within QAHS. Our school community is dedicated to creating a productive, healthy, safe and enjoyable learning environment where every effort is made to develop the personality, talents and abilities of each learner. We aspire to become a school where every learner has a strong sense of **'self-worth'**. We are committed to nurturing the **'human-aspect of our school'** by building positive relationships based on mutual respect and equality. It is important to us that everyone within our community is treated fairly, respectfully and without discrimination. We are committed to the promotion of equality through the appreciation and celebration of diversity. We promote responsible citizenship within our school community and also encourage learners to be responsible global citizens. We have the highest expectations of all learners to deliver their **'personal best'** with pride and confidence. We support all learners in choosing a personalised pathway to enable them to achieve their personal aspirations.

Pupil Equity Funding (PEF):

We agreed three strands of development using PEF which we believe to be sustainable and will help to build capacity:

1. **Wellbeing Strategy:** Raise awareness of and better support young people and families with mental & emotional challenges, marginalised individuals/groups and increase pupil engagement/connectedness with QAHS to increase the chances of achievement of 'Personal Best'.
2. **Development of QAHS staff:** Investment in leadership and pedagogical practice in order to improve outcomes for learners.
3. **Develop a Digital Infrastructure:** Investment in the infrastructure required to facilitate high quality & engaging learning and to better support additional support needs (ASN).

We evaluated all interventions using 'Dilts model of neurological change' and believe that those selected provide the highest level of sustainability by investing primarily in the development of people and wellbeing.

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National Improvement Framework priority: Improvement in children and young people's health and wellbeing. Closing the attainment gap between the most and least disadvantaged children and young people.		Fife Priorities/ Local Plan Priorities: Developing better learning and teaching in the classroom and beyond.		
Focused Priority: Leadership Professional Learning Programmes			SLT Lead: Ruth McFarlane	
QI (HGIOS4): 1.1 Self-evaluation, 1.2 Leadership of Learning, 1.3 Leadership of Change & 1.4 Leadership & Management of staff		NIF Drivers: School leadership, teacher professionalism & school improvement.		
Action/Task	Timescale	Responsibilities	Measure of Success	Expected Impact/ Outcome
Development and implementation of an 'Excellence through leadership of learning programme' (OSIRIS – Mark Burns) to support professional learning and leadership of the new T1 PTCs & T2 PT/PTCs.	Nov 2019 – Feb 2020 in QAHS <u>Day 1:</u> 28 Oct twilight (16.00 – 18.00) <u>Day 2:</u> 15 Nov in-service (11.30 – 17.30) <u>Day 3:</u> 6 Jan in-service (11.30 – 17.30) <u>Day 4:</u> 12 Feb (11.30 – 17.30) <u>Day 5:</u> 4 March (11.30 – 17.30) <u>One day QAHS Leadership Conference:</u> 21 October in-service. 09.15 – 15.00	RMcF to work with appropriate providers (OSIRIS: Mark Burns) and coordinate dates/times in-line with the school calendar and operational aspects of the working week.	Evaluation exercise on completion of the programme by all involved to ascertain views of extended PTC Team but also views of staff within faculties. RMcF to gather views of PTCs. PTCs to gather views within their faculties.	<ul style="list-style-type: none"> • Shared clarity, relational trust, accurate self-perception & effective learning design. • Strong team approach going forward. Relentless commitment to model the agreed expectations. • Staff across the school feel there is a clear and improved shared focus on expectations regarding learning.
Coordination of a one-day leadership conference to support leadership of change and evidencing impact. All promoted staff: PT1s whole school responsibility (x5), PT/PTCs T2 (x6), PTCs T1 (x7), PTPS: Guidance, ASN & Nurture (x8) DHT (x5), YHs (x2) & HT (x1).		RMcF to coordinate with Fife Education Service Managers (Deborah Davidson, Angela Logue and Jackie Funnell) to plan programme appropriate to the context of QAHS.	Evaluation exercise to evidence impact on afternoon of conference.	<ul style="list-style-type: none"> • Clear understanding (100%) of team approach, expectations and QAHS collective values. • Staff feel valued. • Staff note improved communication of core QAHS information.

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<p>Coaching leadership programme for DHTs & YHs (x7)</p>	<p>6 x Thursday afternoon sessions: (14.15 – 17.15) 19 Sept, 24 Oct, 28 Nov, 12 Dec, 16 Jan & 23 Jan.</p>	<p>RMcF to coordinate with Fife Professional Learning & Leadership Development Officer (Lesley Henderson) & Education Service Manager (Angela Logue)</p>	<p>DHTs/YHs increasingly confident (100%) in this use of leadership style to motivate and assist others to develop their skills i.e. link PTCs.</p>	<p>Use coaching style to enable the alignment of QAHS goals and culture with the new team.</p>
<p>School Leaders Scotland Conference and extended Senior Leadership Professional Learning</p>	<p>Thurs 14 – Sat 16 November</p>	<p>RMcF to coordinate</p>	<p>100% positive evaluation of conference. Debrief session to link presentations/speakers with DHT/YH remits & improvement priorities.</p>	<p>All of extended SLT have shared understanding of national context. Networking opportunity with senior leaders across schools nationally. Extended SLT feel valued.</p>
<p>Ongoing evaluation:</p>				

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National Improvement Framework priority: Improvement in employability skills and sustained, positive school leaver destinations		Fife Priorities/ Local Plan Priorities: <u>Attainment:</u> Young people have better levels of <u>achievement</u> . More effective engagement and participation of young people in their learning		
Focussed Priority: Development of increased pupil participation across the BGE and Senior Phase (S1-S6)			SLT Lead: Pam Davie	
QI (HGIOS4): 1.1 Self-evaluation		NIF Drivers: School Improvement & parental engagement		
Action/Task	Timescale	Responsibilities	Measure of Success	Expected Impact/ Outcome
<ul style="list-style-type: none"> Measure readiness for further development of Pupil Participation within QAHS Assign one Vice Captain and one teacher responsibility for each of the five themes outlined in HGIOURS Part 2 	Ongoing with targeted evaluation in: Oct, Jan & April	General overview and point of contact: Pam Davie & Gail Nisbet Theme 1: Our Relationships (Pupil Leader - Krishna Alkanti. Teacher – Pippa Barton & Charmaine Schlemmer) Theme 2: Our learning & teaching (Pupil leader – Caitlin Sands & Mathew Leitch. Teacher – Euan Williamson) Theme 3: Our school & community (Pupil leader - Abbie Macdonald. Teacher – Elaine McRae) Theme 4: Our health & wellbeing (Pupil leader – Eilidh Jones. Teacher – Andrea Reid) Theme 5: Our successes & achievements (Pupil leader – Gregor Campbell. Teacher – Craig Masson)	Triangulation of evidence: data, views and direct observations.	Views of young people are taken into consideration and drive school improvement planning Young people feel their views are genuinely listened to and considered by staff Young people involved develop their employability & leadership skills Professional development for staff involved
Ongoing evaluation:				

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National Improvement Framework priority: Improvement in attainment, particularly literacy & numeracy		Fife Priorities/ Local Plan Priorities: Attainment: Young people have better levels of <u>achievement</u> . More effective engagement and participation of young people in their learning		
Focused Priority: Launch of the revised ‘Better Relationships, Better Learning, Better Behaviour’ guidelines. For use with all young people in the BGE and senior Phase (S1-S6).		SLT Lead: Pam Davie		
QI (HGIOS4): 3.1 Ensuring wellbeing, equality and inclusion		NIF Drivers: School Improvement & teacher professionalism		
Action/Task	Timescale	Responsibilities	Measure of Success	Expected Impact/Outcome
<ul style="list-style-type: none"> Involve all staff in collaboration workshop and discussion around ‘Positive Behaviour Supports’ and ‘Ready, Respectful, Safe (RRS)’. Involve all staff in moderation activities with regard to positive behaviour management & de-escalation strategies Launch the revised BRBBBL guidelines and share expectations with parents/carers, young people, external partners and our wider community 	June In-service day: Workshop 1 August In-service day: Workshop 2 August In-service day and ongoing throughout session. Targeted evaluation in: Oct, Jan & April.	Pam Davie leading workshop 1 Pam Davie leading workshop 2 with Educational Psychologists and Morag Martindale Pam Davie	Direct observation of staff discussion (June & Aug) Completion of evaluation exercise by staff at the end of the workshop (June & Aug) Successful implementation of ‘RRS’ at faculty level & Positive Behaviour Supports across the school Triangulation of evidence: data, views & direct observation.	Staff have a clear, shared understanding of ‘Positive Behaviour Supports’ and ‘RRS’ which allows for coherent implementation and enables greater consistency of approach of the BR, BL, BB guidelines across the school Shared understanding of our BRBBBL guidelines throughout our community All relevant parties feel supported by the BRBLBB guidelines and associated professional development
Ongoing evaluation:				

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National Improvement Framework priority: Improvement in attainment, particularly literacy & numeracy		Fife Priorities/ Local Plan Priorities: <u>Attainment</u> : Young people have better levels of achievement. Developing better learning and teaching in the classroom and beyond.		
Focused Priority: Revision and rebranding of our 'New Professionals' programme			SLT Lead: Pam Davie	
QI (HGIOS4): 1.4 Leadership & Management of staff, 2.2. Curriculum, 2.3 Learning Teaching & assessment & 2.7 partnerships.		NIF Drivers: Teacher professionalism, school leadership & school improvement		
Action/Task	Timescale	Responsibilities	Measure of Success	Expected Impact/Outcome
<ul style="list-style-type: none"> Revision of existing 'QAHS Probationer Programme' to include SIR students, GTCS 'Generalists', provisionally registered teachers, flexible route probationers and student teachers. Rebranded as 'QAHS New Professionals Programme'. Expansion of 'QAHS New Professionals Programme' to include new Administration staff, new teachers and new Pupil Support Assistants. 	<p>May – June</p> <p>June - Oct</p>	<p>Pam Davie: Regent Jacqueline Sweeney: Probationer Coordinator Colin Graham: Student Coordinator</p> <p>Pam Davie: Regent Douglas Sinclair: DHT Pupil Support Kerry Gibson: Admin Coordinator Jacqueline Sweeney: Probationer Coordinator Colin Graham: Student Coordinator</p>	<p>Triangulation of evidence: data, views & direct observation. 90%+ agree with the expected outcomes.</p>	<p>All relevant staff engage in a whole-school programme which enhances their professional learning. Staff involved feel supported with their pedagogical practice. New staff to QAHS: feel welcome, feel supported, all have a main point of contact, all are updated regarding QAHS processes and procedures</p>
Ongoing evaluation:				

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<p>National Improvement Framework priority: Improvement in children and young people’s health and wellbeing. Closing the attainment gap between the most and least disadvantaged children and young people.</p>		<p>Fife Priorities/ Local Plan Priorities: <u>Equality and Equity</u>: Enhancing opportunities for our most vulnerable groups and individuals.</p>		
<p>Focused Priority: Enhancing awareness of protected characteristics through Pupil Working Groups and associated staff. Tracking and recognising achievements. QAHS Equalities Policy.</p>		<p>SLT Lead: Laura Martin</p>		
<p>QI (HGIOS4): 3.1 Ensuring Wellbeing, Equality and Inclusion, 3.2 Raising Attainment and Achievement</p>		<p>NIF Drivers: School Leadership (all staff). Assessment of Children’s Progress (quality and consistency of data collections for attainment and health and wellbeing)</p>		
Action/Task	Timescale	Responsibilities	Measure of Success	Expected Impact/Outcome
<ul style="list-style-type: none"> Development of a QAHS Equalities policy: in-line with national guidelines and in consultation with QAHS community (PWG, PC and key staff). Sub-groups of QAHS Equalities WG established with key staff and pupil leaders. Achievement of RRSA Bronze & Silver Award Achievement of LGBT Scotland Bronze & Silver Award MVP Programme: relevant staff trained, pupil mentors trained and programme implemented 	<p>Oct</p> <p>Sept</p> <p>December</p> <p>April</p> <p>May 2019- June 2020</p> <p>Oct</p>	<p>Laura Martin. Consultation findings shared with QAHS community via the weekly E-Bulletin.</p> <p>LGBTi WG: TBC</p> <p>Anti- Poverty WG: C Dickson</p> <p>Disability WG: TBC</p> <p>Race WG: TBC</p> <p>RRSA: S Alcorn Barclay</p> <p>MVP Trained Mentors: J Main, P Barton, C Blythe, C McKendry, L Martin & P Davie</p> <p>Laura Martin</p>	<p>Pupil feedback on ethos and equality from evaluation exercise in Sept & June.</p> <p>90%+ staff and young people can identify at least five protected characteristics from the Equality Act.</p> <p>90%+ staff and young people can define wellbeing and can identify the 8 wellbeing indicators.</p> <p>90%+ staff and young people can state 3 articles/rights from UNCRC</p> <p>Bullying data from SPOC and evaluations from young people clearly note (90%+) that QAHS deals effectively with bullying.</p> <p>30 Senior Phase Pupil Mentors trained. Residential completed. HWB sessions delivered to all Senior Phase pupils. S1/2 class sessions delivered.</p>	<p>Better understanding of protected characteristics and wellbeing leading to an inclusive experience for all at QAHS.</p> <p>All staff and young people know the procedures associated with reporting bullying.</p> <p>All staff and young people are confident that bullying is dealt with.</p> <p>There is an equity of achievement and participation in extracurricular activities across each year group or targeted interventions are put in place to enable achievement and participation by all.</p>

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<ul style="list-style-type: none">The percentage of S1 & S3 young people engaged in 1+, 2+ and 3+ extracurricular activities is to be collected as a measure of achievement. Comparisons between averages and QAHS' At Risk' Groups to be explored and tracked to identify any trends.				
Ongoing evaluation:				

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<p>National Improvement Framework priority: Closing the attainment gap between the most and least disadvantaged young people. Improvement in employability skills and sustained, positive school leaver destinations.</p>		<p>Fife Priorities/ Local Plan Priorities: <u>Attainment:</u> Young people have better levels of achievement. <u>Employability:</u> Young people are equipped for better life chances.</p>		
<p>Focused Priority: Development of a QAHS Curriculum Rationale illustrating all available learning pathways.</p>		<p>SLT Leads: Ken Robertson & Douglas Sinclair</p>		
<p>QI (HGIOS4): 2.2. Curriculum</p>		<p>NIF Drivers: School improvement & assessment of children’s progress</p>		
Action/Task	Timescale	Responsibilities	Measure of Success	Expected Impact/Outcome
<ul style="list-style-type: none"> Create a QAHS Curriculum rationale in line with QI 2.2 encompassing the available learning pathways from arrival in QAHS into a range of positive destinations at the point of exit. 	Oct	K Robertson & Douglas Sinclair	<p>The production of a user friendly QAHS Curriculum Rationale & Learning Pathways document to be shared across the community. Increased understanding across the community of the totality of learning experiences within the curriculum. Evaluation exercise with staff reflects this (90%+ teachers have a clear understanding of what we mean by curriculum in-line with HGIOS4). Positive, sustained destination data for QAHS At-Risk groups shows improvement.</p>	<p>The needs of all young people will be in the centre of QAHS curriculum design and development. This should lead to improved outcomes.</p>
<p>Ongoing evaluation:</p>				

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National Improvement Framework priority: Improvement in attainment, particularly literacy & numeracy.		Fife Priorities/ Local Plan Priorities: <u>Attainment:</u> Young people have better levels of achievement. <u>Employability:</u> Young people are equipped for better life chances.		
Focussed Priority: Development of QAHS Assessment and Reporting Policy. Further development of Learning Tracker.		SLT Lead: Ken Robertson		
QI (HGIOS4): 1.1. Self-Evaluation, 2.3 Learning, Teaching & Assessment, 3.2 Raising Attainment & Achievement		NIF Drivers: School improvement, assessment of children’s progress & parental engagement		
Action/Task	Timescale	Responsibilities	Measure of Success	Expected Impact/Outcome
<ul style="list-style-type: none"> • Develop Assessment & Reporting Policy: <ul style="list-style-type: none"> a. QAHS expectations regarding a variety of assessment approaches and moderation in-line with QI 2.3 should be noted b. QAHS expectations regarding Reporting through the Learning Tracker should be noted in-line with the QAHS L&T Policy and the QAHS Achievement Policy • Enhance the tracking abilities of the Learning Tracker 	<p>Draft outline by Oct</p> <p>Oct</p>	<p>K Robertson to produce policy To complement with J Watson’s L&T Policy PTCs to provide assessment & moderation details across faculties</p> <p>K Robertson and R Pennel along with Didbook. Working with D Sinclair and GPTs.</p>	<p>Production of Policy Clear outline of QAHS expectations A wider range of formative assessment approaches are evident via observations within the BGE. Pupil evaluation notes an increase in the range of assessment. Monitoring shows an improvement in the quality of staff feedback in the Tracker with regard to constructive learning feedback.</p> <p>Increased frequency of tracking achievements of key groups (including all 5 At Risk groups) of young people: attendance, on-track/off-track, L3...</p>	<p>Assessment approaches are matched to the learning needs of learners and are used to support them with their learning. Increased staff confidence and regularity of learning feedback via the Learning Tracker.</p> <p>GPTs and SLT are better supported with up-to-date evidence/information of progress to enable early intervention where required.</p>
Ongoing evaluation:				

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National Improvement Framework priority: Improvement in employability skills and sustained, positive school leaver destinations for young people.		Fife Priorities/ Local Plan Priorities: <u>Employability</u> : Young people are equipped for better life chances.		
Focussed Priority: Develop an appendix to the L&T Policy regarding Digital Literacy in Learning.			SLT Lead: Ken Robertson	
QI (HGIOS4): 3.3 Increasing Creativity and Employability		NIF Drivers: School improvement		
Action/Task	Timescale	Responsibilities	Measure of Success	Expected Impact/Outcome
<ul style="list-style-type: none"> Develop a brief guide on how digital literacy in QAHS can be used to enhance learning 	May	K Robertson alongside J Watson and Digital Literacy WG.	Development of Digital Literacy Guide 80%+ young people note that they are able to make informed choices about the way digital technology can and should be used to support their learning. 80%+ staff and pupils know that digital literacy is an employability skill as noted in the QAHS Employability Framework. Observations show an increase in the planned use of digital technology to support learning.	Young people know how to stay safe on-line Young people understand and can articulate the link between their confidences in the use of digital technologies as an employability skill.
Ongoing evaluation:				

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National Improvement Framework priority: Improvement in attainment, particularly literacy & numeracy.		Fife Priorities/ Local Plan Priorities: <u>Attainment:</u> Young people have better levels of achievement.		
Focused Priority: Develop QAHS L&T Policy			SLT Lead: Jackie Watson	
QI (HGIOS4): 2.3 Learning, Teaching and Assessment		NIF Drivers: School improvement & teacher professionalism		
Action/Task	Timescale	Responsibilities	Measure of Success	Expected Impact/Outcome
<ul style="list-style-type: none"> Develop and launch QAHS Learning and Teaching policy Focus on consistency of lesson structure (clear learning intentions, success criteria, plenaries) Focus on supporting learning through differentiated activities 	<p>Launch on Nov In-service Day. Use of ASN/SEBN Communication Sessions to deliver workshop on differentiation to support learners (English Teachers/ members of L&T WG? J Watson to identify staff)</p>	<p>J Watson lead Supported by L&T Working Group. Lead role of PTC Science (Robert Mackenzie)</p>	<p>Feedback from staff post-launch - indicates high level of staff satisfaction: 90%+ staff find document user-friendly and relevant. 90%+ note it has positively impacted on their practice. Baseline data gathered by PTCs through lesson observations term 1. Jan – March – sampling shows 20% improvement. SLT observations (BGE) term 3 confirm improvement. Staff feedback notes that 90%+ staff understand that use of the same curricular material/resources for an entire class is inappropriate. Resources and pedagogy must be differentiated to meet the learning needs of all young people.</p>	<p>All young people experience high quality and engaging learning experiences in which they are actively involved. Learner experiences enhanced through consistency of lesson structure across the school. Learners understand and can articulate the purpose of what they are learning. They can evaluate their progress and understand what their next steps should be. Needs of all learners met through carefully planned lessons ensuring appropriate levels of support and challenge for all.</p>
Ongoing evaluation:				

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National Improvement Framework priority: Improvement in young people's health and wellbeing.		Fife Priorities/ Local Plan Priorities: <u>Attainment</u> - developing better learning & teaching in the classroom and beyond		
Focused Priority: Review and maximise Pupil Support Assistant skills base to support learners: (i) Nurture, (ii) personalised support & learning and (iii) de-escalation, restorative approaches and relationships.		SLT Lead: Douglas Sinclair		
QI (HGIOS4): 1.4 Leadership and management of staff, 1.5 Management of resources to promote equity, 2.4 Personalised Support & 3.1 Ensuring wellbeing, equality and inclusion		NIF Drivers: School leadership, Assessment of children's progress & School improvement		
Action/Task	Timescale	Responsibilities	Measure of Success	Expected Impact/Outcome
<ul style="list-style-type: none"> Engage PSAs in a new programme of Professional Review and Development (PRD). Develop a programme of planned professional learning opportunities for PSAs. Review and redesign how PSAs deliver pupil support entitlements in order to maximise pupil impact and outcomes. 	<p>Initial PRD meetings to take place in June. New PRD programme embedded by end of Session.</p> <p>On-going throughout session</p> <p>On-going throughout session</p>	<p>PRD process led by D Sinclair. PSAs take ownership of own PRD/CLPL including ongoing review and reflection of their own professional learning.</p> <p>D Sinclair liaising with colleagues & partner agencies to develop programme.</p>	<p>All PSAs actively engaged in PRD process as part of their ongoing CLPL. 90%+ evaluate this as a positive experience impacting positively on their practise. PSAs actively engaged in professional learning opportunities throughout the session. PSAs self-evaluating against improvement priorities and aspects of GTCS Standards. 90%+ PSAs evaluate increased and enhanced confidence and practice in response to the professional learning programme.</p>	<p>Increased and enhanced PSA skills base with a focus on nurture, personalised support and positive behaviour approaches.</p> <p>Increased confidence in managing and leading on aspects of school improvement.</p> <p>Greater opportunities to work with young people across the school and in different contexts.</p> <p>Increased and enhanced PSA skills base with a focus on nurture, personalised support and positive behaviour approaches.</p>
Ongoing evaluation:				

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National Improvement Framework priority: Closing the attainment gap between the most and least disadvantaged children and young people.		Fife Priorities/ Local Plan Priorities: <u>Equality and Equity</u> : Enhancing opportunities for our most vulnerable groups and individuals. <u>Wellbeing</u> : Supporting physical & emotional wellbeing of all young people, particularly those most at risk		
Focused Priority: Identify young people within the five 'At-Risk' groups: 1. Attendance, 2. Care Experienced, 3. Young Carers, 4. ASN/SEBN & 5. SIMD 1-2 & FMR. Create a framework to track and share evidence/data on these groups with SLT/GPTs & review progress each week.		SLT Lead: Douglas Sinclair		
QI (HGIOS4): 3.1 Ensuring wellbeing, equality and inclusion		NIF Drivers: Assessment of children's progress & school improvement		
Action/Task	Timescale	Responsibilities	Measure of Success	Expected Impact/Outcome
<ul style="list-style-type: none"> Weekly faculty/review meetings with Pupil Support PTs (ISA1 & ISA2) to share evidence/ data including: attainment (levels), achievement (on-track/off-track) and attendance of the five 'At-Risk' Groups against average comparator data. Specific targeted interventions put in place where negative trends are identified. 	<p>Tuesday DM/Faculty times as per the Communication Strategy calendar</p> <p>On-going</p>	<p>D Sinclair lead. Supported by R Pennel & K Robertson</p> <p>D Sinclair lead with PT Pupil Support: Nurture, ASN & Guidance.</p>	<p>90%+ staff are aware of and can name the five 'At-Risk' groups of young people.</p> <p>90%+ staff know where to find information</p> <p>Young people positively evaluate the impact of any intervention.</p>	<p>All young people are supported to achieve their Personal Best.</p>
Ongoing evaluation:				