

Perth Grammar School: High Level Strategic Outcomes 2016-17

Key Outcomes	Strategies for overtaking outcome and how we will measure
<p>Achievement Opportunities for achievement Improve attainment for all 1.1 1.5 2.7 3.2 3.3 Opportunities are in place for all pupils, resulting in improved levels of attainment and achievement for all, particularly in lower SIMD deciles, which in turn leads to sustained positive destinations.</p>	<p>Strategies All available data and information utilised at whole school and department/faculty level to ‘tell the story’ of individual learners and to strive towards ‘Excellence and Equity’. Implementation of Career Education Standards over the next two years. Sustained positive destinations for all learners (DYW / employability). Raise attainment in literacy, numeracy and health and wellbeing across all curricular areas. Plan/recognise wider achievement via effective Profiling. Homestudy – consistency and clear system.</p> <p>How? Identification of ‘the gap’ and agree selected interventions. Build on existing business links. Increasing parental engagement. Moderation and development of identifying levels of achievement in line with National Improvement Framework. Profiling to have a renewed focus in Personal Support time and to be a focus for Mentors. Use of Glow e.g. Microsoft Classroom.</p>
<p>Learning Consolidate our curriculum Enhance experience for all pupils 1.2 2.1 2.2 2.3 2.4 2.5 2.6 Clear progression pathways are embedded in our curriculum to meet the needs of all pupils and this is reflected in improvements to learners’ experiences.</p>	<p>Strategies Refurbishment programme. Improve quality of learning and teaching as a means of <i>raising attainment for all</i>. Further develop our positive Climate for Learning. Review quality and consistency of Personal Support delivery. Learning pathways to encompass skills for learning, life and work / incorporate Significant Aspects of Learning with specific focus on mapping Broad General Education to Senior Phase. Development of family learning programme / offer.</p> <p>How? Participate in consultation and planning. Development and implementation of school (and possible Local Management Group, LMG 3-18) Learning and Teaching Policy. Review PRAISE and further embed Restorative Practice. Coaching and mentoring for pupils through regular learning conversations.</p>

	<p>Emphasise transition through a variety of means including within departments/faculties. Exploring new ways of engaging our community.</p>
<p>Leadership Develop school leadership Embrace change 1.3 1.4 3.1 The ethos of our school community will be significantly enhanced through a range of leadership opportunities for staff and pupils, enabling all to embrace change and improvement.</p>	<p>Strategies Revisit / consolidate shared vision, values and aims Recommence Rights Respecting Schools Award (RRSA). Develop leadership and teamwork at all levels. Enhance digital learning experiences.</p> <p>How? Consult pupils, staff, parent and community on a school motto. Achieve Recognition of Commitment and embark on Level 1 RRSA. GTCS Standards and Scottish College of Educational Leadership (SCEL) engagement on Developing Teacher Leadership. Development of Senior Phase Induction Programme S4-6. Implementation of Mentors in Violence Prevention (MVP). Utilise resources available e.g. Glow. Staff identify with confidence when digital technologies are best to enhance learning. Develop mobile/digital technology use in school.</p>

[How Good Is Our School 4 \(HGIOS 4\) Quality Indicators](#)