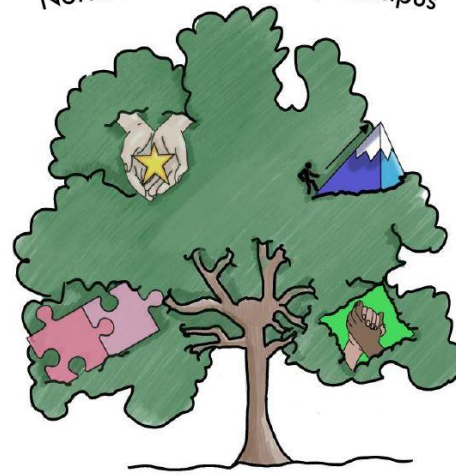


# Education and Learning Directorate

## School/ELC Annual School Improvement Planning

### 2023-2024

North West Community Campus



Relational ~ Self-Motivated ~ Resilient ~ Embracing Challenge

School: NWCC

Date: May 2023

## SCHOOL IMPROVEMENT PLAN 2023 – 2024

School Priority /Improvement Area		Outcomes for Learners/School Community		Key Tasks	
2-18 Curriculum development and refresh		All children and young people in our school develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future, and to appreciate their place in the world.		Complete and share our inclusive curriculum rationale (vision for the curriculum).  Establish high level curriculum pathways for Literacy/Numeracy/HWB 2-18.	
NIF Priority		NIF Driver		HGIOS?4 / HGIOELC QIs/National Standard Criteria	
Improvement in employability skills and sustained, positive school leaver destinations for all young people.		Curriculum and Assessment		QI 2.2 Curriculum	
Responsible/Lead Person	Time Allocations		Funding – including PEF		Expected Completion Date
Julie Morrison (Secondary) Bradey Maxwell (Primary)	TBC through Working Time Arrangements.		NA		Key Tasks completed by May 2024
Parental and Learner Engagement Opportunities			Linkage to Framework for Inclusion		
Consultation ongoing with parents, staff, young people and partners.			Relationships and Rights/Policy and Procedure		

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks	
<p><b>Learning, Teaching and Assessment approaches</b></p>	<p>Learners experience consistency of expectations and approach in all lessons and learning episodes.</p> <p>Learners and staff understand and can talk about Children’s Rights, including in the context of school.</p> <p>Our Learning Powers are known and celebrated by staff and students and associated pro social behaviours can be articulated and demonstrated by young people.</p>	<p>Develop a culture of Rights and Respect through incorporation of UNCRC in all lessons. (eg ‘Right of the Fortnight’)</p> <p>Contribute to realising our school vision by incorporating learning powers (school values) into all lessons. (eg Learning Power focus per term)</p> <p>Clarify roles and responsibilities for all staff to ensure consistency and quality of practice wherever learning takes place. Link roles and responsibilities to GTCS professional standards.</p> <p>Implement learning, processes and procedures from Classroom Culture staff training.</p>	
NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria	
<p><b>Placing the human rights and needs of every child and young person at the centre of education</b></p>	<p><b>Teacher and practitioner professionalism</b></p>	<p><b>QI 2.3 Learning, Teaching and Assessment</b> <b>QI 1.3 Leadership of Change</b></p>	
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date

<b>Joanne Pullen (Secondary) Bradey Maxwell (Primary)</b>	TBC in relation to Working Time Arrangements	As necessary through DSM for any classroom materials. No PEF Funding allocated at this stage.	Full implementation by June 2024
<b>Parental and Learner Engagement Opportunities</b>		<b>Linkage to Framework for Inclusion</b>	
<b>Engagement with parents regarding UNCRC and ongoing with Learning Powers/Merits/Celebration of success</b>		<b>Rights and Relationships Workforce development</b>	

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p><b>Health and Wellbeing of All - Clarify roles and responsibilities, processes and procedures in relation to PRF/Framework for Inclusion, at all levels</b></p>	<p>Young people feel listened to and co-create approaches with staff to address areas which have been identified, resulting in learners reporting improved Health and Wellbeing in school.</p> <p>Staff Wellbeing is prioritised. Staff report an improved sense of wellbeing at work and reduced instances of workplace stress.</p> <p>A shared understanding of staff responsibilities in relation to statutory guidance (ASL Act) has been developed and implemented.</p> <p>Learners experience a consistency of support in relation to targeted and universal support and roles and responsibilities of staff. Our evaluation ensures consistency of approach in all places where learning happens.</p>	<p>Establish baseline data – learners – Glasgow Motivational Wellbeing tool</p> <p>Establish our baseline – staff – creation of 2-18 HWB group – Clarify the culture we desire and agree on short, medium and long-term steps towards achieving this culture, including responsibilities of all staff.</p> <p>Clarify roles, responsibilities processes and procedures in relation to the effective implementation of the Positive Relationships Framework. Develop clear guidance for staff and students.</p>
NIF Priority	NIF Driver	HGIOS?4 / HGIOELC Qis/National Standard Criteria
<p><b>Improvement in children and young people's health and wellbeing</b></p>	<p><b>School/ELC Leadership &amp; Teacher/practitioner professionalism</b></p>	<p><b>QI 1.3/3.1</b></p>

Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
Kirsty Templeton (Secondary) Emma Henry (Primary)	Detailed plan to include allocation of time and reflect Working Time Arrangements	PEF Funded Nurture provision, PEF Funded Inclusion Teacher, PEF Funded Home School link worker to be appointed	Completion date (year 1 – June 2024)
<b>Parental and Learner Engagement Opportunities</b>		<b>Linkage to Framework for Inclusion</b>	
Opportunities for engagement with parents regarding our policy and processes relating to the Positive Relationships Framework, as well as staff and learner wellbeing.		Workforce Development Policy and Procedure	