



BISHOPBRIGGS ACADEMY PARENT COUNCIL
MINUTES FOR THE MEETING OF THE PARENT COUNCIL
HELD ON TUESDAY 27th AUGUST 2024

Present: Jonathan Campbell, Allison Lunan, Kirstie Mendham, Sam McLean, Jane McIntosh, Cllr Collette McDiarmid, Linda Lumsden, Jo Whittet, Lynn Armour, Steph Fowler, Melodie Crumlin, Melanie McKendrick, Sudhakov Satyavolu, Peter Tracy, Julie Dey, Kate Ferguson, Ian Donaghey

Apologies: Cllr Alan Moir, Julie Watson, Ashwathy Rajagopal.

1 WELCOME

JC extended a warm welcome to all attending meeting.

2 MATTERS ARISING AND NEXT STEPS FROM PREVIOUS MEETING

Minutes had been circulated electronically prior to the meeting and were accepted as an accurate record. To be uploaded onto school website.

3 HEAD TEACHER'S REPORT

ID welcomed the significant growth in numbers attending PC, clarifying the objective of driving forward the school in order to make it the best it can be, urging parents to be vocal in the best interests of all stakeholders, pupils, parents and staff. PC role was clarified and members were reminded that any personal issue, relating to their own child, must be raised in the normal manner with PT Guidance, Year Head or directly with HT.

School Vision & Improvement Plan

ID outlined the new school vision and its alignment with the school improvement plan. Objectives shared with staff over two in service days at start of term. Targets are to be met in either a two or three year plan. Meta Skills are displayed in each classroom as are School Vision (A-C) and Values: Respect, Effort and Resilience.

- A) Together we care: CIRCLE Training and Mental Health Training for staff.
- B) Together we learn: Behaviour Points and B8 Learning and Teaching.
- C) Together we thrive: Achievement and development of Meta-Skills and SQA attainment

- A) CIRCLE framework (Child, Inclusion, Research Into, Curriculum, Learning & Education).

Aim – Authority wide initiative sharing good inclusive practices to support all children in classrooms. Set up inclusive physical and social environments, with structure and routine, so young people know what to expect with nothing unpredictable and motivated staff adapting learning and teaching style, enthusing pupils and enabling collaborative learning.

30.9% young people with ASN and a school workforce, with mindset and practical skill to respond positively is needed. ID clarified following member query, that ASN can be

identified, a small number of parents are scared of YP being 'labelled,' teachers need to amend their expectations, needs to be recognised and built on.

Role as teacher is to have a positive relationship with young person first in order to facilitate learning and teaching.

Staff training for SCQF Level 6 award in Mental Health First Aid, twelve staff at a time. Be-Inn Unity external training provider being utilised.

- B) Promoting Positive Behaviour. PPR Policy is set up to support positive classroom behaviours. School has to try and establish consistent routines and transitions, equipping staff to challenge inappropriate behaviour. Meeting expectations not lowering expectations. Being able to challenge inappropriate behaviour, protect the learning environment and support young person to still access learning through engagement. Getting it right – YP earn positive points, praise postcards, pupil of the month, extra privileges, reward trips, school dances, leadership opportunities, school awards. Old merit system was not really known on system. Now pupils get a positive point with explanation. Allows flexibility and also parents can view too via Satchel.
- Made wrong choice – Non verbal warnings, verbal warnings, moved or swapped, restorative conversation, negative behaviour point, PT involvement.
- Nurture relationships – celebrate pupil achievement, recognise specific efforts, positive reinforcement, clear communication between pupils, parents and staff. See from leaderboard who is missing out on praise, identify why and work on changing this. Manage behaviour patterns.
- Positive points – rules, minimum points, each teacher must award 1 positive point per lesson to whoever deserves specific praise. Maximum points, there is no cap but do not want to devalue points system. Merits and demerits are not completed in SEEMIS. This is all about transparency.
- Negative points – Only issued and shared negative points after going through PPR steps and discussed with PT first. Remembering parents will see comments section, important to involve parents as they play a crucial role in creating consistency in behaviour expectations between home and school. All aligned with values. ID was asked whether this is yet another thing for teachers to deal with, he clarified that this is lightening their load as it replaces the need to issue every child a merit for every lesson if they meet expectations. Behaviour points are just one element.
- Learning and Teaching B8
- ID presented the eight features of effective practice, providing structure in lessons.
1. Link - to prior learning
 2. Aim – displayed clearly and referred to throughout.
 3. Success Criteria – making clear what this looks like with pupil involvement and discussion for shared understanding.
 4. Skills – incorporating meta skills at any point in lesson.
 5. Pupil centred learning – PPR, pupil led learning, pupil responsibility, developing literacy & numeracy, health & well being.
 6. Engaging pupil centred learning – ensuring YP active, creative and cooperative.
 7. AiFL (Assessment is for learning) – Recording progress, opportunities for feedback whether whole class or individually.
 8. Plenary – Review of pupil progress.
- C) Meta Skills Framework – ID explained that these are timeless higher order skills that create adaptive learners and promote success in whatever context the future brings. Innate universal meta skills – these are skills born with eg, self management, social intelligence, innovation.

Learned transferable skills – skills applied in many contexts eg literacy, numeracy, digital literacy.

Learned technical skills – skills specific to subjects and courses, jobs and occupations and leisure opportunities.

ID clarified that the age of Artificial Intelligence calls for honing meta skills in order to ensure jobs for humans, referencing the World Economic Forum, future of jobs report 2023, ID detailed that 44% of workers core skills are expected to change in the next five years. School are wanting to ensure that YP can thrive in the future and will be tracking meta skills.

Gen + is an online skills development platform delivered throughout BGE across curriculum. Allows for skills tracking and BGE profiling.

SQA Results

ID presented members with the exam results for pupils for the last five years, excluding COVID affected years 2020 and 2021, where exams were not physically sat.

Seven subjects taken in 4th year at Nat 5

	% 1+	% 3	% 5+
2018	90	87	67
2019	94	90	76
2022	98	81	67
2023	96	85	73
2024	98	89	74

ID expressed the average across EDC was 66%, (BA at 74%) at Level 5. 123 (55%) S4 pupils passing Nat 5 with A-C in every subject, in comparison to 115 (52%) in 2023. 24% of S4 pupils receiving straight A's.

ID advised that presentation at Nat 5 level increased for 2024 session. Clear comparisons shown to display attendance has significant impact on results, attendance when dropping below 95% has negative impact on results. ID also informed members that those in receipt of free school meals had done very well and ASN pupil presentation & results had also increased.

ID detailed the figures for S5 Higher results

	% 1+	% 3	% 5+
2018	86	75	46
2019	80	62	42
2022	79	67	45
2023	79	62	41
2024	80	66	43
EDC Avg	78	59	38

31 pupils passing with 5 or more Highers. For the 2024 session 815 exams in total were sat with a pass rate of 86.1%. This is the best result school has achieved.

S6 Highers – 84 pupils in S6 achieved pass rate of 84.5%

S6 Advanced Highers – 104 pupils (49%) passed 1 or more Advanced Highers, an increase on the last two years results. 197 presentation total with a pass rate of 86.3%.

ID advised members that an Authority review would be taking place in the school during October as preparation for full Inspection review, last one being in 2012. Questionnaires will be put out to all parents, staff and pupils. PC encouraged to spread the information to encourage participation, so Authority gets relevant feedback. Parents will be invited to focus groups. In respect of the Inspection review ID advised that two- or three-weeks notice would be provided and, although not anticipated until 2025 at the earliest, he is keen to ensure that correct learning and teaching practices are embedded, striving for excellence.

4 AOCB

School Roll

SMcL expressed concern that year on year school roll is increasing beyond the previously 'capped' yearly intake of 220 maximum with S1 intake at 240, S2 at 240 and S3 at 260. Scottish Government School Estates detail is only available for 2022 presently and BA exceeding that capacity, alongside most of the other secondary schools in authority. Upon examination, the current manner of establishing capacity has not been able to be established. ID advised FOI request for attention of Gavin Hare who would be able to advise as Head of Estates. Discussion took place among members regarding selection criteria for the school. It was discussed that some known individuals living outwith catchment, currently in school. ID advised there were active cases with the authorities' fraud squad in respect of this, he also advised that the Enhanced Learning Resource has individuals who live within EDC but live outwith catchment area of school.

Guidance Staff

SMcL advised that a parent had requested whether it was possible to have both male and female staff representation as a Guidance teacher for each year group, following a recent staff amendment. ID informed members that there is very much a blended approach. Guidance teacher is assigned at S1 and remains with YP throughout school life. There is a different year group head which changes as the YP progresses through the school. There is simply insufficient staffing in order to have 12 Guidance teachers or Year Heads. Both sexes are represented and no Guidance Teacher would insist that a YP spoke to them alone. There are also two teachers of well being. ID assured that the YP concerned would still be able to speak with the adult spoken to and reiterated that the Year head could always be spoken to if not Guidance.

Introductions

LA suggested that at commencement of next meeting introductions of everybody might be beneficial.

Parking

Discussion took place in respect of parking issues around the school site at school drop off and pick up. The problem has been exacerbated by the increased numbers attending the school. ID advised there has been discussion ongoing in respect of alternative measures, but is encouraging the park and stride approach presently.

Awards Ceremony

This has again not been published in local newspapers and discussion took place in respect of alternative options, such as the Bishy Bulletin in order to ensure that due recognition is received.

JC thanked everyone for their attendance.

Next Meeting Date:

AGM Tuesday 29th October 2024 – Assembly Hall