

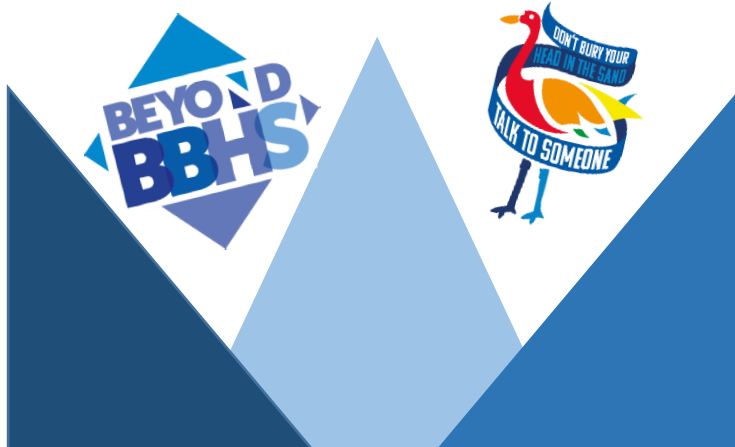
Bannockburn High School



Stirling Council

Standards and Quality Report

Session 2022/23



Head Teacher's Introduction

Welcome to Bannockburn High School's Standards and Quality Report for session 2022/2023.

Upon reflecting on session 2022/23, we have much to be proud of as a school community. Despite another challenging school year our dedicated, hardworking and caring staff team, who have been granted the extraordinary privilege of working with our young people, have demonstrated an unwavering focus on supporting them all to be the best they can be. To our most important partners - our parents and carers – we thank you for your continued support and forbearance throughout this year. We are looking forward to continuing to work with you to shape the brightest future for all of our young people.

In Bannockburn High School, we believe that we should place values first and everything else second - they are the starting point from which all areas of school life and community should grow. We believe that our school should be a community of hope and optimism - we are after all shaping society's future – a dynamic vibrant place brimming full of confidence where our young people, our hope for the future, flourish. Reflecting how a school session has gone inevitably involves examination performance. Notwithstanding the continued recovery period we as a school community face, 2022-23 was a year during which, in many key measures of attainment, SQA performance improved. The percentage of young people gaining 5 or more National 5 qualifications rose by 6.4%. 1 Higher level qualification or more rose by 9% and the percentage of young people gaining 3 or more Higher level qualifications rose by 8%. It is important to remember that we are still recovering from the impact of COVID 19 and our young people thoroughly deserve such high levels of success given the momentous challenges they have had to overcome. Last year we maintained our high positive destination percentage - 96 % of our leavers from S4, S5 and S6 entered a positive destination. Furthermore, within that 96 %, 38% of those young people went off to university.

However, in Bannockburn High School, we celebrate the achievement of our young people: not only academic attainment in subject courses but personal achievement. The official definition of the Scottish curriculum includes the phrase “the totality of all that is planned”. In other words, anything that is planned for young people through the school is part of the “totality” of the curriculum. Thus, school activities of any kind – school trips, school shows, school concerts, school sports, school charities, school events – anything that is planned by the school in or out of the classroom, contributes to the curriculum. The focus on student mental health and wellbeing continues to be a priority for us and during 2022-23, Bannockburn High School offered an impressive range of clubs, events, excursions, dances, shows and activities run on a daily, weekly and termly basis across the school. Our staff team worked extremely hard to provide these experiences for our young people and you will see many examples of these throughout this report.

In this Standards and Quality Report we aim to address some important evaluative questions:

1. How well do the young people in Bannockburn High School learn and achieve?
2. How well do we support our young people to develop and learn?
3. How well do we improve the quality of our work in Bannockburn High School?

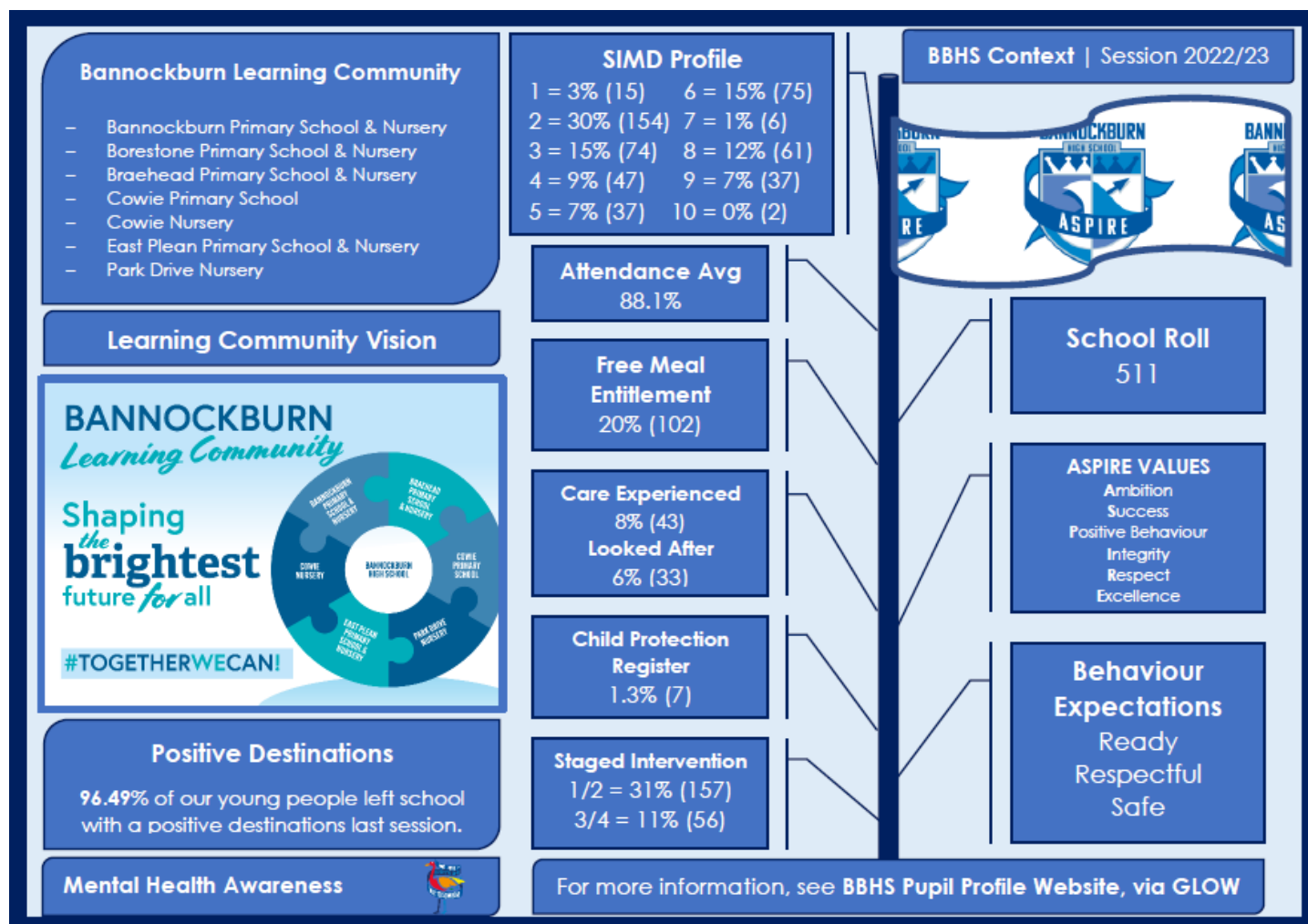
Our report is divided into four key sections including, (a) our school context, aims, vision and values, (b) evaluation comments on improvement priorities from last session including whole school attainment, (c) a statement on the impact of our Pupil Equity Funding spend and finally, (d) our detailed Faculty Standards and Quality Reports.

Our young people are fiercely proud of our school as is everyone who works within or with it. I hope you enjoy reading about our work during session 2022/23 in the pages that follow. We look forward with anticipation and excitement to the year ahead and to taking forward our improvement priorities which will ultimately lead to better outcomes and increased life chances for our young people.

Mrs Karen Hook, Head Teacher

School Context

Our school is a comprehensive secondary school situated in the village of Bannockburn, on the southern side of the historic city of Stirling. At present, our school community has around 540 pupils, with our catchment encompassing our associate primary schools of Bannockburn Primary School, Braehead Primary School, Cowie Primary School and East Plean Primary School. We also have pupils in our school community who join us from Borestone Primary School.



Our School Aims

As a school community, we encourage each other to be **ambitious** and to aim high, to build resilience and self-esteem, in order that we grow and develop as individuals and as a learning community. We ensure our young people are fully prepared for **success** by equipping them with relevant skills for life, learning and work, achieving appropriate qualifications and entering into a sustained positive destination. Our young people make **positive learning choices**, developing an understanding that learning is collective as well as an individual responsibility, and that all members of our school community are responsible for their own achievements and contribute to the achievements of others. We act with **integrity** at all times, doing whatever it takes to remove barriers our young people may face, and are committed to the education of the whole person – moral, intellectual, social and physical. As a school community, we treat each other with **respect**, placing values and the concept of the common good at the centre of everything we do. We welcome all who wish to be part of our school and we aim to create in our school a community of learning in which our values permeate everything we do. Finally, we strive for **excellence**, working together with all members of our school community – young people, teachers, support staff, parents, our partner primaries and the wider community – to ensure our school is a community of hope and optimism, a dynamic, vibrant place, brimming full of confidence and where our young people, our hope for the future, flourish.

Our School Vision and Values

We are committed to the education of the whole person – moral, intellectual, social and physical. We welcome all who wish to be part of our school and we aim to create in our school, a community of learning in which our ASPIRE values permeate everything we do.



We are extremely proud of our school and our positive ethos which promotes community engagement. This is reflected in our Parent Council and Pupil Improvement Teams.

At Bannockburn High School we place values and the concept of the common good at the centre of our school's aims and the formation of character, at the heart of our school's endeavours.

BANNOCKBURN *Learning Community*

Shaping
the
brightest
future *for* all

#TOGETHERWECAN!



Progress for the Session - School Priorities

School Priority:	<p>a. Improvement in attainment, particularly in literacy and numeracy</p> <p>b. Learning, teaching and assessment</p>
Progress:	<p>Demonstrated by colours:</p> <p>Green - completed, Orange - partially completed, Red - not completed</p>
Impact:	<p>Engagement with OSIRIS Teaching Intervention</p> <p>Whole staff training on August INSET. Feedback sought and analysed- next steps identified.</p> <p>Group of 11 teachers (representatives across faculties) have engaged in further deep learning of OSIRIS Teaching Intervention and observation/coaching sessions. This engagement has led to improvements in learning and teaching and the leadership capacity of those staff involved has also been enhanced and further developed. Teacher Learning Communities have been focused on teaching and learning/Osiris. Audit of 2.3 completed and next steps identified.</p> <p>BGE Moderation Focus</p> <p>All departments have undertaken self-evaluation to identify next steps (using QI Machine). All departments using google forms to record moderation of assessments and assessment judgements. Exemplification activities undertaken during February INSET. This has led to improved understanding of BGE levels and consistency across subject areas and an increase in pupil performance through improved tracking of levels in the BGE.</p> <p>Improve BGE Monitoring, Tracking and Reporting Processes</p> <p>Tracking system updated to include sub-division of levels. Monitoring and Tracking Policy shared to improve consistency across departments in reporting on a level.</p> <p>Bannockburn Learning Community focus on Numeracy and Mathematics</p> <p>A Numeracy Lead was appointed within each establishment across our Learning Community, CLPL was provided on monthly basis by Education Scotland for leads which was shared within schools, professional enquiry was undertaken by each lead involving an element of family learning, our secondary Maths team engaged with Education Scotland with a focus on best pedagogical strategies for BGE. This has led to increased confidence by practitioners to use different strategies to teach Numeracy and Mathematics with a focus on Pictorial, Concrete and Abstract approaches. Short term interventions to support improvement in BGE Mathematics teaching have been shared and utilised.</p> <p>Local Authority CLPL focused on Google have supported inhouse CLPL and Digital Learning Group formed in school. Work is being undertaken to evidence requirements of Digital Schools Award.</p> <p>Data for Improvement</p> <p>Class profiles introduced to record all relevant pupil data and to ensure that staff are more confident using data to plan learning and interventions.</p> <p>Our tracking system was further developed to include all available pupil learning data which is fully operational but further staff training is required to ensure that staff are aware of data that can be used to support improvement.</p> <p>Critical Collaborative Practitioner Enquiry (CCPE)</p> <p>Opportunities for teachers to undertake CCPE were explored and contact made with other schools to identify good practice.</p>
Next Steps:	<p>We will continue our learning and teaching focus by developing coaching skills across CLs to improve consistency and there will be a learning and teaching focus on each INSET day. All teaching staff will engage in practitioner enquiry. We will offer further staff training on our tracking and monitoring system. We will continue our numeracy work across the learning community.</p>

School Priority:	Closing the attainment gap between the most and least disadvantaged young people: a. PEF b. Attendance c. Curriculum
Progress:	Demonstrated by colours: Green - completed, Orange - partially completed, Red - not completed
Impact:	<p>PEF Focus Attendance, literacy/numeracy improvement interventions, emotional regulation, breakfast, participation support - see PEF section below for impact.</p> <p>Attendance We explored and developed further strategies to tackle low or non-school attenders. We have strengthened our virtual/out of school learning offer.</p> <p>Curriculum We increased certification options at L5 in S4 and L6 in S5/6, met with SCQF Development Officer and provided a training session with CLs and support links were identified.</p> <p>Learning pathways for each curriculum area have been created and teachers continue to engage with SCQF catalogue to find appropriate courses and learning opportunities for pupils.</p> <p>SCQF Bronze Award achieved and student SCQF Ambassadors have been trained and are supporting partner and parental information events.</p> <p>We explored and developed further strategies to tackle cost of the school day issues, we ran our nurture breakfast and study cafe. Extensive work was completed on establishing The HIVE. Charging solutions available in the senior social.</p>
Next Steps:	We will investigate and provide further charging solutions across the school. We will improve the use of the attendance data tracking system, with a focus on interventions at all levels. Upper primary/secondary school group will be created with representatives from each primary and nursery to focus on literacy pedagogy. Faculties will conduct a review of BGE courses.

School Priority:	Improvement in children and young people's health and wellbeing
Progress:	Demonstrated by colours: Green - completed, Orange - partially completed, Red - not completed
Impact:	<p>Increase parental engagement</p> <ul style="list-style-type: none"> • Parental engagement strategy created to cover all platforms of communication • Increased use of targeted communication to increase wider engagement with the school - Twitter, school app, newsletter • New school newsletter published termly - Belonging to Bannockburn • Family learning opportunities offered that support young people in all aspects of their learning (homework, studying, exam preparation) • Explored adult learning opportunities to support families and the wider community • Consulted with parents (and Parent Council) to improve communication - new Facebook page created • Departmental links added to school app.

	<p>PT Transition appointed and working with faculties and partner primaries across the learning community to coordinate the offer.</p> <p>Developed a wider transition offer from Nursery to P6 across all faculties and school partners which is leading to young people across our learning community building positive relationships with our staff and increased numbers, particularly in our split catchment schools, will attend our school.</p>
Next Steps:	Quality assurance of SKILLS profile will be built into Beyond BBHS learner conversations. Further work is required to link in with P7 profiles and sharing with parents via tracking reports.

School Priority:	Improvement in employability skills and sustained, positive school-leaver destinations for all young people
Progress:	Demonstrated by colours: Green - completed, Orange - partially completed, Red - not completed
Impact:	<p>We maintained the high number of young people achieving a positive destination (96.5%). Last session we closed the gap between our quintile two and quintile five leavers as they all achieved a positive destination.</p> <p>We implemented a systematic approach to pastoral and career learner conversations, integrated into the whole school monitoring and tracking system and the second learner conversation has become a pastoral/career conversation.</p> <p>Steps to Work Programme Pilot for Senior Phase Christmas leavers was rolled out and lessons learned for this current year.</p> <p>We were able to develop opportunities for work- linked/work-based learning for a smaller number of young people than we had planned, and due to a reduced number of available placements, we were unable to align our practice with the Work Placement Standard.</p>
Next Steps:	<p>We will offer a School Apprenticeship Programme in Partnership with Youth Services for our Christmas leavers based on lessons learned from our Steps to Work pilot.</p> <p>We will adapt our learner conversations to make them more pupil focussed and impactful.</p> <p>We will seek to provide more opportunities for work- linked/work-based learning and align our practice with the Work Placement Standard.</p>

School Priority:	To place the human rights and needs of every child and young person at the centre of education
Progress:	Demonstrated by colours: Green - completed, Orange - partially completed, Red - not completed
Impact:	<p>Aspire House (ASN Provision) We regularly communicated with pupils, parents, staff and partners around the development of our new ASN provision. We contributed to the design and construction of Aspire House standalone building and identified mitigation space due to delays in the building works. We led, along with partners, several CLPL sessions for current staff. We led learning sessions for current pupils in mainstream.</p> <p>Learning for Sustainability (LfS) Faculty audit was conducted to ascertain where LfS is already/can be built into course plans. Various whole school LfS projects took place throughout the session involving secondary and primary school pupils from the learning community.</p> <p>The Promise</p>

	<p>We have improved outcomes for care experienced learners through improvements in monitoring and tracking within school and in partnership with Stirling Council Virtual Head Team.</p> <p>UNCRC</p> <p>Our full staff team - alongside a group of pupils - took part in a INSET day CLPL session led by Education Scotland around UNCRC. This helped all staff understand and demonstrate our role as duty bearers of children's rights and understand the UNCRC and how the articles within it relate to the practice in our school. We also made links between the UNCRC and our culture, values and ethos; skills and activities; curricular programmes and targeted support.</p>
Next Steps:	<p>LfS infographic will be created for BBHS to capture all of the good work that takes place.</p> <p>We will refresh our school values based on our learning from our UNCRC CLPL session.</p>

Whole School Attainment

The pages that follow use Insight data to give a rounded picture of initial school performance, broadening out the data that was previously presented nationally.

The Local Measures figures on the pages that follow capture performance for all our pupils who completed assessments and outcomes by June 2023 – with this data published in September 2023. Our 2022/23 National Measures data will be published in February 2024, and this provides outcomes for all leavers from the past session.

Regarding our initial SQA attainment outcomes for 2022/23, S4 results figures indicate that 32.4% of pupils achieved 5 or more awards at National 5 level which is a 6 % increase of the previous year. Our figures for pupils achieving one and three Highers (51.3%, 35.7% respectively), indicate a 6.4 % and 9% increase on the previous year. Our figure for pupils achieving five Highers remains at 10% and this area will be an area of focus for this session.

S4 Literacy and Numeracy

In S4 our performance at level 4 (84%) is sitting above our virtual comparator school (80%). Our performance at level 5 is below the virtual comparator school and will be an area of focus for us this session. Attendance has been a barrier here.

S5 Literacy and Numeracy

In S5 our performance at level 4 (85 %) is sitting above our virtual comparator school (80%). Our performance at level 5 (61%) is slightly lower than our virtual comparator school (63%).

S6 Literacy and Numeracy

In S6 our performance at level 4 (93%) is in line with our virtual comparator school (93%). Our performance at level 5 (76%) compared to our virtual comparator school (83%) has taken a dip and will be an area of focus for us this session.

S4 Improving Attainment for All

In S4 our lowest 20% and middle 60% of group of learners' average total tariff points are above our virtual comparator school. For our highest 20% of learners, we are broadly in line with our virtual comparator school.

S5 Improving Attainment for All

In S5 our lowest 20% group of learners' average total tariff points are above our virtual comparator school. For our middle 60% group of learners we are in line with our virtual comparator school. For our highest 20% of learners there will be a focus on improving the average total tariff point scores to bring us more in line with our virtual comparator school.

S6 Improving Attainment for All

In S6 all group of learners' average total tariff points are below our virtual comparator school and there will be a focus on improving the average total tariff point scores to bring us more in line with our virtual comparator school. Last session we had more young people not completing or leaving school mid-session. Also, S6 performance is always set against the many varied wider achievement experiences that are available for our young people.

S4 Attainment versus Deprivation

Learners across all almost all deciles are performing in line or above our virtual comparator schools. Targeted work with decile 2 and 4 learners has had a positive impact here. The only 2 learners in decile 1 performed below our virtual comparator and decile 1 will continue to be an area of focus for us this session.

S5 Attainment versus Deprivation

In S5 there is more of a mixed picture with strong performance in line with or above the virtual comparator in deciles 1, 3, 6, 8 and 9. COVID recovery and attendance issues have been contributory factors within our other deciles and will be a focus for us as we progress throughout the session.

S6 Attainment Versus Deprivation

In S6 we see solid performance in line or above the virtual comparator within deciles 1, 3, 5, 6 and 7. Our whole school and targeted approaches to raising attainment will support improvement in the other deciles.

S4 Positive Destinations (2022/23 figure is not published until the February 2024 update)

In S4 our 100% of our leavers entered a positive destination compared to virtual comparator of 97%. In this measure in S4 we have seen 4 years of being above or in line with our virtual comparator which indicates a positive trend. The focus this session will be on maintaining this figure.

S5 Positive Destinations (2022/23 figure is not published until the February 2024 update)

In S5 97% of our young people entered a positive destination compared to our virtual comparator figure of 96%. This again indicates a strong performance which has been sustained from the previous year. The focus this session will be on maintaining this figure.

S6 Positive Destinations (2022/23 figure is not published until the February 2024 update)

In S6 97% of our young people entered a positive destination compared to our virtual comparator figure of 96%. This again indicates a strong performance which has been sustained over the past four years. The focus this session will be on maintaining this figure.



Pupil Equity Fund

Last session Bannockburn High School was awarded Pupil Equity Funding which is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017/18.

Social and Emotional Wellbeing

In adding another Principal Teacher to the Pupil Support Team, we continue to see improvements in pupil behaviour, attendance and better communication with our families. We continue to ensure appropriate learning opportunities are in place through bespoke timetabled experiences and we have Increased contact with families in our targeted group.

Our Health and Wellbeing Support Officers (HWSOs) supported 6 young people on a one-to-one basis and all of their engagement was better following the support provided.

Food Parcels

Families who might benefit from support were identified through conversations with pupil support staff, and families directly who were struggling financially. A message was put out on school app for any family who was struggling with food etc to contact the HWSOs. From August to October 2022, 9 families were supported with 19 food parcels, from October to December 2022, 43 parcels were delivered to 13 families and from January to June 2023, 73 parcels were delivered for 14 families.

Some feedback from our families:

'Hi just a wee msg to say the food parcels we receive from Bannockburn High have helped us as a family a lot especially lately with the cost of living being through the roof the help supplied by the staff in charge is really appreciated thanks.'

Christmas Gifts

Christmas gifts were delivered to 116 pupils and 3 parents. These parcels would not have been possible without the generous donations of Secret Santa gifts from staff members at Bannockburn High School and Heart of Braehead community.

Some feedback from our families:

'Thanks so much for gifts for all of the family, this'll help so much as I'll put these away for Christmas day.'

Nearly New Christmas Toy Sale

Approximately 40 families benefitted from our Nearly New Christmas Toy Sale held in school for any family needing support with Christmas gifts for family members. It was advertised on Social media, School App. HWSOs identified families who were phoned/text with reminders. Transport, hot drinks and mince pies were supplied.

Attendance and Parental Engagement

Attendance is improving for our targeted group of young people and appropriate pathways are being mapped out to ensure the best possible chance of positive destinations. Our HWSOs are continuing to support learners with attendance, provide support and strategies to parents/carers in relation to increasing attendance and signpost families to other areas of support such as Start Up Stirling or our local food bank.

Here are some specific examples of their work:

- Led sessions at Mayfield Centre with individual pupils struggling to attend mainstream.
- Supported our SKILLS afternoons
- Daily texts, calls and email intervention to those young people on the attendance list
- Confidential email address set up for parents and carers to access support
- Home visits are occurring for young people who are not attending/engaging after our HWSOs have been unable to contact home after texts/phone calls.
- Our HWSOs have been supporting Family Learning Sessions.
- Transport offered to our families to facilitate meetings.
- Texting before meetings to remind families to attend.
- HWSOs making contact on behalf of PT Pupil Support.

Signposting other agencies/support

A total of 57 families have been signposted to a number of partner agencies including – Parent and Family Support Team, Foodbank, Social Work, Emergency Free School Meals, School Uniform Bank, School Nurse, School Counsellor, Start- Up Stirling, Thrive to Maximise, Opportunities for All, Activity Agreements

Family Cook-alongs

12 families took part in our family cook-along sessions which consisted of 17 young people from 4 of our partner primary schools - Bannockburn, East Plean, Cowie and Braehead.

A further 3 families - 6 adults and 5 young people benefitted from taking part in these sessions run in partnership with Forth Valley College.

Quotes from our families:

‘Thank you so much at Bannockburn High School for inviting us along to the cook-a-long!

The ladies and all staff were so welcoming and fantastic with the kids and even encouraged their siblings to come along and join in which made attending the event so much easier. They answered all questions thrown at them and made the kids feel so comfortable and included.’

‘I genuine feel it gave my son a little taster of what’s to come in secondary school next year and feel the short group sessions starting in P6 is highly beneficial for all the pupils soon to attend Bannockburn High School.

It gives them an insight of what secondary school looks like, whats expected of them and introduces them to adults they can expect to see around the school building.’

‘Looking forward to hearing what’s next and thanks again for such a fun, welcoming and informative event.’

‘Families are really enjoying this and it has been great for my child (older sister in S3) with part of her transition as she will be joining Bluebell House.’

Numeracy

As a result of input from our numeracy SLA working in small group settings with our target group which was identified through ACEL data, 13 young people achieved L5 Numeracy, 2 achieved L4 Numeracy and 1 person achieved National 4 Mathematics and L5 Numeracy.

Access to Wider Opportunities for Young People Impacted by Poverty

2 young people benefitted from bespoke work experience opportunities; 8 young people were supported financially to attend school trips. 7 young people participated in a group work session to build self-esteem and confidence.

Quotes from our young people:

‘Really helped me build my confidence and helped with my CV for college.’

‘Never been to Pleasure Beach before, had a great time.’

‘If I had not been supported with payment, would have been one of the only pupils in my year group not attending.’

Breakfast Club

20 young people regularly attended our Nurture Breakfast Club throughout session 2022-23. Quotes from our young people:

‘Grab and Go means I have more money for my lunch which is great.’

‘I don’t always have time for breakfast as rushing for bus.’

‘I know I can collect something to eat and drink before class.’

Boys' Group

The Mellow Programme is a therapeutic group work programme promoting positive relationships by guiding young people to understand themselves firstly, then others. Topics such as relationships, support, empathy, self-compassion were discussed and why this is important, how the brain works, vulnerability how that can be a positive or a negative and what the difference is using examples from the young people. 11 young people took part in this programme 8 of whom were impacted by poverty. This group was created to increase boys' confidence, build relationship with another trusted adult in school, who they could speak to about general areas of concern.

Girls' Cooking Group

8 girls accessed this group – 4 of whom are impacted by poverty. The girls have enjoyed this group as they love cooking and they have enjoyed making new friends and speaking with peers who they normally would not speak to. They have said that they feel safe as they can trust each other and discuss topics and they have enjoyed building a new relationship with an adult whom they feel that they can trust.



Wider Achievements

During 2022-23, Bannockburn High School offered an impressive range of clubs, events, dances, shows and activities run on a daily, weekly and termly basis across the school. Such activities are genuinely a 'whole school' effort since teachers and other staff who do not themselves go on trips or run activities frequently cover classes or generally help support those who do. Moreover, with the number of young people completing the Duke of Edinburgh Awards Scheme during last year, well into double figures, our Schools of Football, Rugby and Musical Theatre attended by over 60 young people, this is a great illustration of the tremendous level of support our teachers and support staff provide for our young people.

Green Initiatives Award

Bannockburn High School pupils are Clean Up Heroes! Pupils from Bannockburn High School were named as environmental charity Keep Scotland Beautiful's 'Clean Up Scotland Heroes of the Month' for their fantastic climate action – making them the first winners of the title in 2022.

Diversity Group

The Diversity Group have been working hard to organise and plan this year's Pride celebrations. The pupils have selected a few long-term goals that they would like to fundraise for, for example creating a more permanent rainbow sign across the school stairs, attendance at an official Pride March in Edinburgh or Glasgow as well as a bigger focus on fundraising for selected charities.

Last year's Pride celebrations were our first large scale project and they were a great success! The pupils pushed themselves out of their comfort zone and raised over £300 for their charities. This year they have selected to lead a bake sale as well as a dress down day to raise more funds.

However, a big part of our discussion has been about the decision to begin our work towards achieving the LGBT Youth Scotland Charter. The LGBT Schools Charter is a straightforward way to ensure our school proactively includes LGBTQ+ people. The programme has been developed to support schools to undertake training and review policies, practice and resources to make sure that schools are not only meeting legislative needs but are as inclusive as they can be. Being awarded the LGBT Charter enables schools to send a positive message, with confidence, that the school is a champion of LGBTQ+ inclusion where LGBTQ+ staff and learners will be safe, supported and included. The LGBT Charter makes a clear statement that equality and diversity are at the heart of a school. Our team of pupils and staff that are involved in the Diversity Group feel that this is something that they are more than able to do.

Cycle Sisters

During last session the Cycle Sisters were working hard to promote and offer more reusable products. These generally consist of menstrual cups, reusable sanitary towels, and period pants. So far period pants have been the most popular products for students to try and respond to positively.



Another project that the group have been focussing on is our schoolwide order forms. We wanted to give pupils the time, space and freedom of choice to select products that they need, want or are interested in. The order form has been designed to firstly cover pupils across the holiday periods. They can order a range of products for collection in school, to use across the entire summer holidays. This can also be used for family members such as parents and siblings in the Bannockburn Community.

The pupils can simply access the form via their year group google classroom, choose any products they like including hot water bottles, sweets, chocolate and single use products as well as reusable. We hope that this makes a positive difference to the people who menstruate in our community.

Learning for Sustainability 2022-23

Learning for Sustainability - Clothes Upcycling at Bannockburn 2023



Bannockburn High School worked with Bannockburn Primary School to spearhead an engaging educational initiative which supports learning for sustainability. Embracing the lessons from the international 1.5 Max Summit, our pupils pledged to heighten local climate change awareness. As part of this pledge, the award-winning Fashion Waste Warriors from BBHS, led by Mrs Fergus, our Learning for Sustainability Lead, visited Bannockburn Primary School to shed light on the global issue of fashion waste.

The full-day workshop was filled with creative teamwork as students transformed old clothes into innovative fashion pieces. The day culminated in an inspiring fashion show that spotlighted our pupils' creativity and dedication to environmental sustainability.

Our pupils effectively demonstrated the initiative's hands-on learning approach, promoting sustainability, fostering global citizenship, and directly tackling climate change issues. This unique educational approach offers our students invaluable practical experiences, helping them evolve into environmentally conscious citizens.



Learning for Sustainability - Circular Economy Challenge 2023



In a vibrant display of innovation and sustainability, last session Bannockburn Primary School completed its seven-week-long Circular Economy Challenge. The successful initiative, steered by an inspiring collaboration between Bannockburn Primary School pupils, primary teacher Mrs Stewart, and secondary Business Education teachers Miss Piggott and Mrs McPhee, has showcased a model of educational synergy that is industry leading.



Guided by their dedicated mentors, the school's P6 pupils poured their creative energy and enthusiasm into conceptualising unique, eco-friendly products over the challenge. Each team's goal was developing a viable business idea, sparking a profound appreciation for sustainability and entrepreneurship, and resulting in a myriad of invaluable, landfill-reducing proposals.

The final showcase event, held at Bannockburn High School, emerged as the highlight of this initiative. Teams confidently presented their innovative products in an exciting Dragons' Den style pitch to a diverse panel of judges.



Boot World, judges and staff

The 'Boot World' team, clinched the overall Circular Economy Challenge victory. Their football boot design incorporated sustainable materials like solvent-free Kanga-Lite synthetic material, organic cotton laces, and patches made from caster beans, all reflecting an exceptional understanding of circular economy principles. The studs, made from reclaimed plastics, seamlessly wove the essence of recycling into the design.

The Bannockburn Learning Community's commitment to delivering innovative education, fostering a sustainable mindset, and nurturing young minds towards positive planetary impact was truly embodied in this impactful initiative. The Circular Economy Challenge emerged as a powerful testament to the heights that can be reached through community collaboration and the audacious spirit of young innovators.

National Sporting Success

Tetrathlon

Tetrathlon is a multi-discipline sport which is governed by The Pony Club of Great Britain. Last session **Moray Turnbull, S5** competed for Scotland at the Senior International Tetrathlon (run, swim, shoot, ride) held at Melton Mowbray in July where he finished 8th and then again flew the Scottish flag at the UK Pony Club Championships near Coventry in August where he finished 4th - both excellent achievements given that he was competing against boys up to age 25. Moray has also been invited to trial for the Team GB Tetrathlon squad for the International being held in Ireland next July 2024. Selections will be made following training at Bath University in February 2024. In addition to this he has very recently achieved his Pony Club B Test, the second highest award within the Pony Club system.

Show Jumping

Connie Turnbull, S1 was selected to represent Scotland at the English Home Pony International (show jumping) held in Cheshire last October where her team finished in bronze position. She had also been on the Scottish team at the Scottish and Welsh Home Pony Internationals held earlier in the year in Ayrshire and Chepstow respectively. Connie was also selected for the British Show Pony Society Working Hunter Pony Home International which was held in West Lothian in August - this event only returns to Scotland once every 16 years - so it was a great privilege to represent Scotland on home soil this year! Her team finished in 4th position. However, the pinnacle of her achievements this year must be qualifying to compete at the 3 most prestigious events in the UK, namely The Royal International Horse Show at Hickstead, The Gold Cup Championships at Burghley International Horse Trials and The Horse of the Year Show at the NEC. A little hiccup at Hickstead meant she finished 10th out of 25, but at Burghley she produced a very nice dressage test plus clear rounds in show jumping and working hunter phases to finish a very credible 7th overall.

Football

Mia McArthur, S4 plays centre midfield / right back for Rangers U18s (she signed with Rangers in 2016 and plays for the team a year older than her age). Mia trains three evenings a week with them, playing a game every weekend during the football season. Mia also plays right back for Scotland U17s. She attends the Edinburgh hub three mornings a week before school where she spends two sessions working on her strength and conditioning and one session working on technical skills. She represented Scotland in 2022 in a challenge double header against Hungary playing for 20 minutes in the 1st match and 81 minutes in the second. Mia was awarded player of the match for the second game. Last academic session Mia, whilst studying for her S4 exams, played against:

Portugal / Sweden and Holland in the Euro qualifiers in October

Greece in a double header in January

Israel and Georgia in March

This year so far, she has represented our country in Portugal against Republic of Ireland, Portugal and Poland.

Darryl Carrick, S5 started last session playing for Gartcairn Boys' Club in Airdrie where he was picked to join the Scotland Youth Development Squad. During his time with the squad, he played a number of pro-youth teams and two Australian teams. It was during one of these games that he was scouted for Queen's Park Football Club. After two months of joining the team, he was offered a three-year contract. He trains 6 times a week which requires an enormous level of dedication and commitment.

Judo

In March last year **Rhys Clydesdale, S4** took bronze in Sheffield at The British Schools Judo competition. He then took bronze again representing his club in Northern Ireland in the under 55Kg category. In July 2023 Rhys was selected to represent Scotland against national teams. He also came second receiving silver medal at the Welsh Open for the same weight category in October 2023 and is currently 2nd seed for Great Britain under 18s in the under 55Kg category.

Water Polo

Blair Wilson, S3 represented Stirling in the Water Polo Scottish Cup League where the team finished first overall. Due to his performance in this match, the Lead Coach asked Blair to play for Scotland. Blair normally plays right drive/right wing and plays within the under 16s team. Blair has now been asked to play within the Junior Men's Team due to his exceptional talent and natural ability within the sport. Additionally, Blair continues to represent Stirling in the under 19s team within the Scottish Cup League. Blair trains twice per week in addition to his attendance at school and his participation in Stirling Swimming Club. This month sees the new season of the Water Polo Scottish Cup League starting and Blair has his first game at the end of the month.

Caleb Wilson, S1 represented Stirling in the Water Polo Scottish Cup where the team won the tournament. Caleb plays at U15 level for Stirling and as a result of Caleb's exceptional ability and performances, he plays up and also represents the U17 squad at Stirling Water Polo. Caleb's performances have been consistent and of an extremely high standard, to the point of recognition by Scottish Water Polo. Caleb is currently part of the Scottish U14 squad. He trains twice per week with Stirling and twice per month with Scotland. His first match of the new season takes place this month.

Dressage

Sophie Lawson, S3 was selected to represent the UK at the Pony Club International Dressage Show. Sophie had submitted a video entry showcasing her skills within her dressage test. She was then awarded a place in the UK team due to her exceptional score in her initial entry. Sophie played an integral role within the team and contributed to the overall scoring of the team entry. The team also worked seamlessly together, allowing them to score highly in the overall component. The team won first place in this international competition, an incredible achievement. Sophie is continuing to compete at a UK and International level.

Bannockburn Summer Show – Beauty and the Beast

Between 20th to the 23rd of June, Bannockburn High School were delighted to welcome the community to 'Be Our Guest' as we presented our 2023 musical production of Beauty and the Beast. A fairy tale as old as time - 1740 to be precise - the story is magically brought to life by Disney in both film and the theatre. This musical held many challenges for our young people including a sophisticated musical score with many demanding songs, dynamic dance sequences and complex scenes which span a wide range of dramatic emotions.



Standards & Quality Report Session 2022-23

Faculty | Maths, IT & Numeracy

Successes and Achievements

How are we doing?

Within the Maths, IT & Numeracy Faculty we are committed to the teaching and learning of all of our young people. We provide suitable support, breadth and challenge at every level across all areas of the curriculum. We have high expectations of all learners and this is evident in our lessons and high uptake of each subject within the Faculty.

How do we know?

Headlines for our 2022 Examinations

89% of all pupils presented for a National 5 award in Administration & IT were awarded a grade A-C, with 55% of these pupils achieving a grade A.

100% of pupils presented for National 5 Business Management achieved a grade A-D with 88% achieving a grade A-C; a 13% increase from last session.

100% of pupils sitting National 5 Computing Science achieved a pass this session, 89% of pupils were awarded an A-C grade which is an increase from 2021.

This year for the first time some pupils took the opportunity to sit an extra National 5 in Applications of Maths and 9 S4 candidates were able to gain 8 N5 awards. This presentation also allowed 4 candidates to achieve a N5 instead of an N4 in Applications of Maths.

What are we going to do next?

Headlines of our Achievements and Developments

- Since our last Standards & Qualities report in 2022 we have taken all S2 pupils to Blackpool as part of our curriculum Theme Park Project. Almost 100 pupils enjoyed a hugely successful trip with pupils engaging in the learning that included content such as Area, Budgeting, Wages and Salaries, Profit & Loss and Numeracy work before enjoying the outdoor learning experience. We are already looking forward to this year's trip.
- 4 of our S3 pupils participated in the Enterprising Maths final at the Glasgow Science Centre. They came first in the Stirling regional heats and we look forward to competing again this session.
- A group of S3 pupils took part in the Future Assets competition in conjunction with Investec with the Business department and reached the finals.
- Our Business department collaborated with Bannockburn Primary on a transition event called Circular Economy culminating in a competition at BBHS with local business judges.
- We are excited about celebrating Maths Week Scotland this year with whole school quizzes, door decoration competitions and of course going to Blackpool with S2 & S5 pupils.

How are we doing?

- We make sure we tailor our curriculum to meet the needs of all learners to offer appropriate pace and challenge in all subject areas. We are continuing to review our courses allowing us to make progress in implementing changes to National Qualifications where necessary and to make sure our BGE is relevant and current. This includes the addition of NPAs in our Business and Computing Departments and the introduction of Applications of Maths in the Maths Department.
- We are excited to use our Raspberry Pis in the Computing Department to allow us to incorporate Cyber Security to our S3+ courses. This is a very exciting initiative for us and we hope to see this support the growth of the department.
- The Computing Department ran lunch clubs throughout last year and will continue to support more vulnerable pupils by giving them a safe place that they can also learn new skills.
- Our Business Department is working with S2 pupils on the iDEA Award. This is an award that pupils can work through at their own pace and gain valuable digital and employability skills.
- We ran another successful series of Masterclasses during the Easter holidays and in the lead up to the exams for all subjects within the faculty.

How do we know?

- Our young people are engaged in learning across the Faculty. There is clear progression from BGE to National Qualifications in a range of subjects. We have successfully introduced Games Development NPA, Applications of Maths at National 5, and we were able to support an S5 pupil through the Business & Administration NPA as a personalised progression pathway.
- The feedback from pupils from the Maths Academy sessions was extremely positive and they engaged fully and benefitted greatly from the interactive nature of the activities.

What are we going to do next?

- In the coming year we are looking forward to creating a Maths for Science BGE series that will support our young people in S1-S3 to understand the application of different aspects of Maths through a targeted block of work.
- We are using Maths Week Scotland to launch our Maths in the Real World activity to a pilot group of S1 pupils. This will allow pupils to think about how Maths is used outside the classroom.
- Our Business Department will, again, be entering this year's Future Assets for Girls competition. The groups have already met and are starting to come up with their initial plans.
- Our Computing Department has been invited to take part in the Stirling Science Fringe and we can't wait to see what exciting things we can bring back to school to share with all of our young people.

How are we doing?

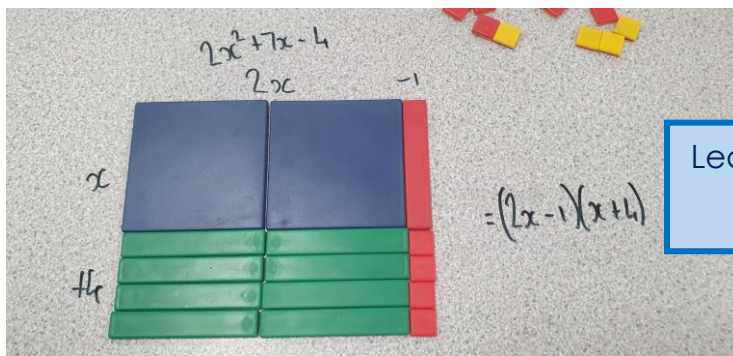
- The Maths, IT & Numeracy Faculty is committed to ensuring the pupils within our subjects have the best possible learning experiences. We have made very good progress in the following areas:
- Staff worked together to create a problem solving and Numeracy strategy for S1 pupils to promote resilience and improve Numeracy skills.
- Working with Education Scotland to support raising attainment and engagement in the BGE.
- Staff have volunteered to be part of a teaching and learning programme and sharing their learning with the faculty.
- Maths staff hosted two parental engagement sessions for parents and pupils in the Senior Phase to support their studying and help them

How do we know?

- S1 pupils enjoyed their specific Problem Solving and Numeracy periods throughout the year for the second year running. This is now forming part of our standard structure for all S1 classes.
- Education Scotland are sharing good practice with us and are working with the Maths team on different approaches to learning.

What are we going to do next?

- Working with Education Scotland; engaging in practitioner enquiry and developing coaching skills with our external partners will allow staff the opportunity to enhance their knowledge and share good practice to focus on creativity and excellence in the classroom.
- This year we are also placing a focus on embedding the Skills Framework in our courses to highlight the skills being taught at all stages of learning and not only as pupils reach their final stages of school.
- Quality assurance of prelim materials and development of pupils' voice through learner conversations and establishing a meaningful calendar of gathering pupil voice feedback to inform pupil focused changes.
- Continue to offer regular opportunities for subject teams to share good practice and offer subject specific learning to peers in school and across networks



Learning about Algebra Tiles to support teaching Maths



Maths Week Scotland 2022 Daily Challenge



Pupils using their Chromebooks enjoying MyMaths and Google Classroom



BLACKPOOL!!





P7 Transition



P6 Circular Economy



Enterprising Maths



Easter Revision

Standards & Quality Report Session 2022-2023

Faculty | Science, Technologies and Health & Wellbeing

Successes and Achievements

Headlines for our 2023 Examinations

S4

100% pass rate at A-C for National 5 Practical Cookery candidates
100% pass rate at A-C for National 5 Design & Manufacture candidates
100% pass rate at A-C for National 5 Practical Woodworking candidates
93% pass rate at A-C for National 5 Graphic Communication

S5/6

100% pass rate at A-C for Higher Graphic Communication
100% pass rate at A-C for Advanced Higher Chemistry

Wider Achievement

Science

S3 STEM Challenge Day with Army and Sea Cadets
Introduction of Young STEM Leader within S4 Science course
STEM Skills Academy pilot with Braehead Primary School
Advanced Higher Chemistry Visit to Forth Valley College
Wider Horizons input for S2

Technologies

Higher Design & Manufacture trip to Edinburgh Zoo
S3 pupils participation in the Scottish School Hydrogen Challenge
Science Centre Learning Lab visit - Powering the Future for S1
Wider Horizons input for S2

Health & Wellbeing

Introduction of National 5 Practical Cookery in S4
S3 and S4 pupils baking for staff cafe and STEM Skills Academy Celebration Event
Recipient of Meat Voucher scheme, supporting local meat and poultry suppliers

The Science, Technologies and Health & Wellbeing Faculty continues to offer young people at Bannockburn High School a broad range of progression pathways coupled with opportunities for wider achievement through the Young STEM Leader programme.

This year saw the launch of the STEM Skills Academy pilot in partnership with Braehead Primary School, using STEM learning as a vehicle to build skills and relationships with pupils and parents. Our Young STEM Leaders have had opportunities to lead a range of activities throughout the school and support our primary transition programme at whole school level.

Work and Life of the Faculty

How are we doing?

The Science, Technologies and Health & Wellbeing faculty continues to offer young people in Bannockburn High School a broad range of learner pathways including Skills for Work courses and NPAs. Through building partnerships this session, we will be able to continue this through our Healthcare Pathway launching in session 23/24.

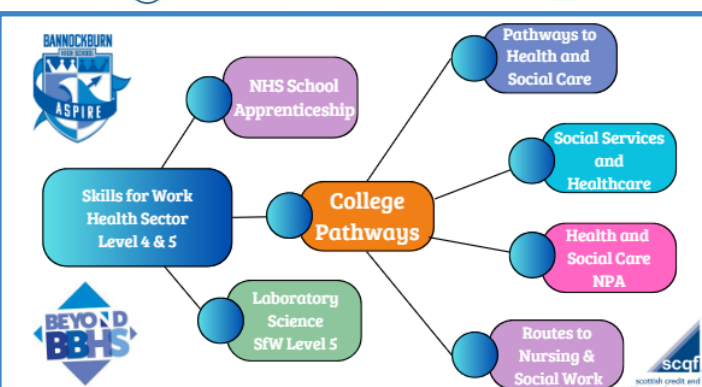
We are working with partners to provide unique learning experiences for our young people linked to the world of work through STEM activities and supporting the Future Pathways and Wider Horizons programmes.

Collaborative work with Maths, has led to the development of a Maths for Science period to be launched within the BGE to ensure all young people have the numeracy skills for success in Science and Technologies

Staff engage in professional learning through SQA marking and link with other professional bodies e.g. the RSC and OSIRIS, to meet the needs of learners and raise attainment.

There is faculty input across a range of SIGs including LfS, DYW and Numeracy.

Through partnership work with Forth Valley College, we have achieved a 100% pass rate with N5 Practical Cookery and will continue to collaborate with FVC to provide our learners with opportunities within the hospitality sector.



HEALTHCARE PATHWAYS @BBHS

To find out more you can speak to any of the Science Teachers.
#nowwrongpath #togetherwecan

Working with partners within the Health Care sector, learners on this pathway gain a unique insight into the local, regional and national employability opportunities within the NHS and other healthcare providers

How do we know?

S3 STEM Challenge Day led by senior volunteers with input from Sea Cadets and Army Visit from **Science centre** and other STEM organisations to support the delivery of BGE courses

Participation in Scottish Schools Hydrogen Challenge

Successful integration of the **Young STEM**

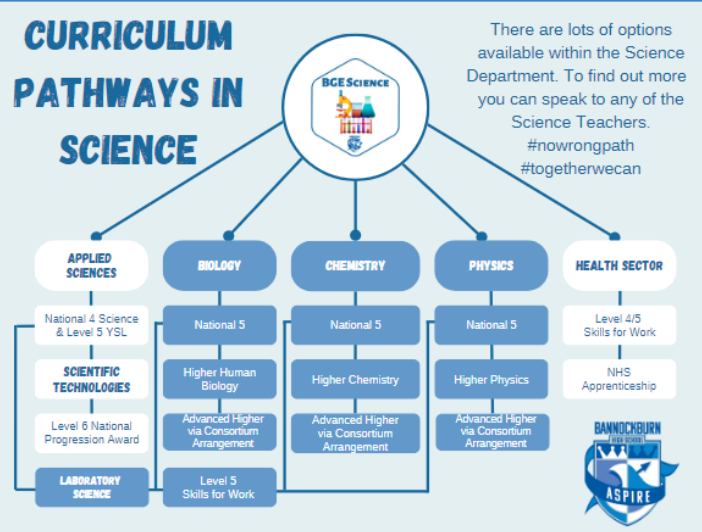
Leader programme into S4 Science course

Launch of **STEM Skills Academy** project with Braehead Primary School with Celebration event led by Young STEM Leaders with attendance by parents and staff from BPS

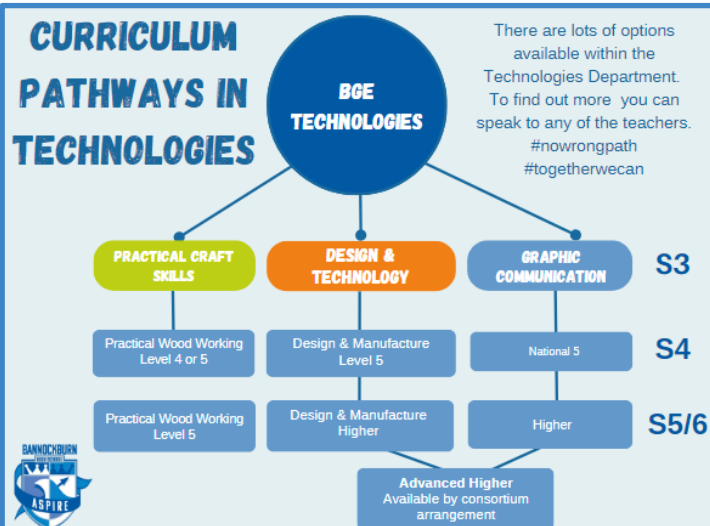
STEM input to **P7 Transition Days** and **S6 Conference**

Development of BGE **Maths for Science** unit

CURRICULUM PATHWAYS IN SCIENCE



CURRICULUM PATHWAYS IN TECHNOLOGIES





Vision and Leadership

How are we doing?

We continue to reflect on how we meet the needs of all the learners in our faculty through the courses we offer.

We will look for external partners that will be able to support the delivery of a STEM curriculum and continue to build capacity for STEM Skills Academy, ensuring that this will be a sustainable resource.

All staff are engaging in self-evaluation and reflecting on practice using the HGIOS Quality Indicators and will be supporting the application of the STEM Nation Award programme.

We have identified areas for development in PRDs and our improvement plan and will work collaboratively to ensure a shared understanding of our next steps.

We are working collaboratively to embed the Teaching and Learning Framework, providing learners with a consistent, high quality learning experience that meets the needs of the individual.

How do we know?

We have identified the next steps in our development of a wider curriculum offer within the faculty and the steps required to move this forward. Healthcare Pathways have been launched and Technologies will be researching additional Level 5 & 6 courses that can be integrated into our current offer, providing breadth to the curriculum.

We continue to work with Education Scotland and other partners to ensure that all learners in our faculty have the opportunity for success and progression at a level that meets their needs.

We are allocating collegiate time for development and moderation of our BGE and using the principle of curriculum design to meet the needs of learners. All staff are engaging in Professional Enquiry and will be sharing their findings during collegiate time and within TLCs.

What are we going to do next?

- We will continue to use a data informed approach to develop our curriculum offer and take on board staff and pupil voice to ensure we are getting it right for every child within our faculty
- Quality assurance of prelim materials and development of pupils' voice through learner conversations
- Staff will continue to seek out opportunities for professional learning both in and outwith BBHS and share their experiences and reflections with the rest of the team.
- Establish clear systems and processes that empower teachers within the faculty
- Offer regular opportunities for subject teams to share good practice and offer subject specific learning to peers in school and across networks
- STEM Skills Academy development across the whole school and integration of Young STEM Leader Programme into the curriculum offer
- Develop a curriculum offer that meets the needs of all learners within BBHS with a focus on Technologies and increasing the pathways available to all

Standards & Quality Report Session 2022-2023

Languages and Literacy

How are we doing?

The Languages and Literacy Faculty are committed to providing quality teaching and learning to all of our young people at every level across all areas of the curriculum. We have high expectations of all learners, and this is evident in our lessons and high uptake of the subjects. Staff have collegiately reviewed, and evaluated the BGE & Senior Phase curriculum and resources used and have adapted to ensure support, depth, breadth, and challenge are delivered and offered whilst meeting the needs of our learners. We are providing online live virtual lessons to those learners who are unable to attend in person and work collegiately with ASN and ASN Outreach to support pupils who cannot attend to attain a NQ in English/Literacy. Staff have a shared vision to improve attainment, particularly in literacy and in closing the attainment gap. The Health and Wellbeing of our learners and the benefit of outdoor learning has been a focus with many extra-curricular opportunities and experiences being offered; S1 pantomime excursion, S3 participation in YPI, and Senior classes having outdoor reading opportunities to nurture our learners to reach their full potential and develop the skills needed for life and work.

How do we know?

Our learners worked hard throughout the year and achieved outstanding results that they should be proud of, both in their final examinations and in their work throughout the year.

Headlines for our 2023 Examinations

Advanced Higher:

75% of Advanced Higher English pupils achieved grade A-C.
There were 0 no awards this session.

Higher:

86% out of 58 candidates presented for Higher English achieved an A-B, with 67% achieving a grade A-B.
There were 0 no awards this session.
Pupils in our school performed higher than the national mean.

National 5:

79% out of 75 candidates presented for National 5 English pupils achieved grade A-C.
56% of N5 English pupils achieved grade A-B.
79% of National 5 French candidates achieved grade A-C, with 50% receiving grade A-B.
40% of National 5 Spanish candidates achieved grades A-C.

Pupil Spotlight

Carys McKechnie achieved A1 in National 5 English.
Emily Toner's N5 English Portfolio received 30/30.
Autumn Hepburn: N4 Eng/Lit
Rachael Dunnachie N4 Eng/Lit

Headlines of our Enhanced Learning Experiences

There have been a number of events which have helped to develop and enhance pupil experience and Faculty identity. These have included:

- All of our S1 pupils took part in Scotland Week where they delivered presentations of their learning regarding Scotland and educate young people about Scotland's culture, history and language.
- S1 Cohort attended the local arts centre and theatre performance of 'Maw Goose' (Christmas Pantomime) to engage them with drama and the arts.
- In partnership with Arm in Arm Accounting, all of S1 were provided with a free ice-cream at the Panto.
- In partnership with the University of Stirling we offered S3 French pupils the opportunity to take part in 'Remembering Empire', a ten-week project led by the University of Stirling and funded by the Arts and Humanities Research Council. The aim was to support our young people in gaining confidence and skills in language learning, and to discuss in age appropriate context experiences and history of colonisation, independence and forced migration so that they develop their understanding of today's global world.
- For the first time, our S3 cohort participated in the YPI Project as a means of supporting and empowering our young people to make a difference in their communities while developing a range of skills. The pupils were a credit to our school and wider community and finalists partnered with Dunblane High as their finalist judging panel.
- Wider Achievement Group: S1-S6 pupils support the raising of funds to support Strathcarron Hospice as they provide specialist care and treatment for people with life limiting illnesses and also provides family and friends with guidance and support too.



We have lots of exciting things planned for 2023-24!

- After such roaring success, the Pantomime trip is planned for all S1 pupils in December.
- S2 pupils will experience a cinema trip to inspire creative writing in November.
- S3 pupils will take part in semi-finals and finals in April. BBHS & Dunblane will continue to work in partnership as finalists on each other's judging panel.
- We are continuing to strengthen our partnerships with Stirling University - providing excursion experiences for our Senior pupils.

We have planned NEW and exciting enhanced learning experiences for 2023-24:

- The English staff are planning new trips for BGE and senior pupils such as: S4 English pupils to attend Edinburgh National Museum/The Stirling Smith Art Gallery and Museum to put 'art into words' as inspiration for their folio piece, a Senior Phase Theatre trip to watch a performance of 'Tally's Blood', 'Drama Fridays' with some S2 pupils.
- The full S2 year group will visit Vue Cinema to participate in a viewing of 'Transformers; Rise of the Beasts' to inspire creative writing ideas in November.
- Modern Languages have planned a number of enhanced learning experiences such as: Spanish Film Festival and a Spanish restaurant.



23/24 - Keep an eye out for more!

Work and Life of the Faculty

How are we doing?

- 2022-23 saw the successful first year of S3 YPI Project and our young people being empowered to make a difference in their communities.
- The faculty explored new ways to involve pupils in decision making about their learning.
- Our first year of our S1 Literacy Intervention Initiation has been a great success.
- English continues to see almost all pupils making progression at Higher from N5.
- S3 French and their involvement in the MFL Mentoring Programme supported S3 pupils in developing values of global citizenship.
- Pupils engaged in more outdoor learning, enhancing their skills and knowledge for life and work.
- The faculty continues to support our young people to achieve their full potential especially those working not within the school setting (with Pam), dedicated 'catch up time' and working closely with ASN/Pathways pupils.

How do we know?

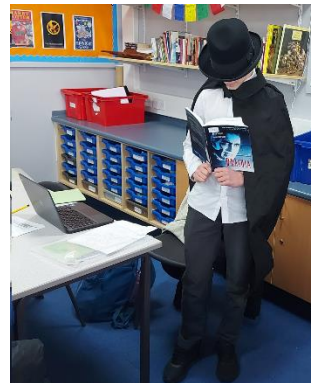
- This year we have had candidates achieve N3-N5 in English where they have not achieved in other curriculum areas.
- Literacy data from S1 cohort informs us that our interventions are working well.
- 3 out of 4 S4 classes were taken on the N5 English journey and whilst some pupils were not presented for this exam they benefited by being exposed to the standard expected of N5.
- S3 French class' partnership with University of Stirling has supported the take-up by the new S4 cohort of MFL: French (24 pupils in new S4 class).
- Pupils have been given more opportunities to self-reflect and evaluate their courses within the faculty through Google Form Surveys. These have been invaluable in securing our knowledge that our welcoming ethos is encouraging learners to come back for further qualifications in the Senior Phase, and to classes in the BGE. It has also impacted on the reviewing and adapting of our curriculum.
- Pupils are encouraged to utilise our Nook.

What are we going to do next?

In session 2023-24 we will continue to prioritise academic excellence and enriching experiences for our young people. Some examples of what we are going to do are:

- We are rolling out our Literacy Intervention Initiative to our new S1 cohort and continue with our targeted S2 pupils.
- We are working with PT Transition and feeder primaries with a focus on improving Literacy from primary to secondary.
- We continue to offer N5 French and Spanish and progression to Higher French and Spanish.
- We are increasing our offer in the Senior Phase by presenting pupils with N5 Literacy alongside their N4/5 English qualification to increase their SCQF points.
- We have embedded Scots Language into our BGE curriculum to support learners in achieving the 'Scots Language Award' at the end of S3. This will be awarded in S4.
- Miss Prior from the faculty is one of the leaders of the Mentors in Violence Prevention Initiative for BBHS in session 2023-24. MVP is a peer mentoring programme that gives young people the chance to explore and challenge the attitudes, beliefs and cultural norms that underpin all forms of gender-based violence in our society.
- We will embed Languages for Life and Work Skills at Levels 3-4 in our S1-2 courses to maximise attainment and SCQF points in S4.
- To offer rotating Masterclasses to our Senior Phase pupils in English for RUAE, SST, Essay writing skills throughout the session.

- Explore use of digital assessments & utilise technology for assessment practice.
- In ML, to encourage teachers to use target language in the classroom more than English, displays and posters will be utilised more.
- Utilise foreign films as an aid to supporting learners with languages and more opportunities to connect with target language in a real-life context.
- Encourage ML staff to participate in Understanding Standards Events and moderation activities with other establishments in LA.
- Collect N4 evidence whilst completing N5 Spanish/French to ensure attainment for all learners.



Vision and Leadership

How are we doing?

The Languages and Literacy Faculty is fully committed to ensuring that learners attain their full potential and develop the skills needed for life and work. We have made very good progress in the following areas:

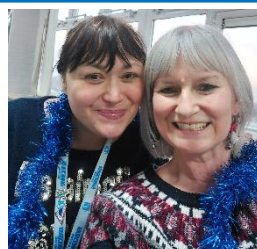
- Staff across the faculty continued to take up opportunities as markers with the SQA to further inform our professional practice.
- Several staff members across the faculty attended Courses and Understanding Standards events for their subject areas and liaised with colleagues from across Scotland to engage in professional dialogue, upskilling their professional practice.
- Staff across the faculty continue to be involved with the life of the school; Belonging to BBHS Evening, SIGs, Staff events, Award Ceremonies, and offering outdoor learning opportunities for pupils.
- We continue to review, evaluate and adapt our BGE curriculum in English & ML to embed opportunity to develop literacy and numeracy skills as well as focusing on the Health & Well-being of our pupils.
- By re-looking at the way we are teaching the skills of R/W/T/L in BGE to ensure progress in SP and enabling life and work skills beyond BBHS.
- Faculty members have taken on numerous leadership roles within the school; from the Strathcarron Group, MVP Initiative, TLC Coordinator, Toy Sale Organiser and Literacy Leader.
- The Faculty have worked hard to create our Nook - offering a safe, quiet and nurturing space for learners.

NEW for session 2023-24!

The Languages and Literacy Faculty are keen to enhance the leadership opportunities for learners. We are introducing the role of 'Literacy Leaders' and 'Librarians'. The young people appointed will represent the faculty at important school events as well as take on responsibilities within the faculty, including our Nook. We already have applicants who are keen and eager to start!

How do we know?

- Our Literacy Intervention Initiative has seen not only an improvement in literacy levels of targeted learners but in their confidence also. Parents have praised this and are encouraged, and happy, at the progression that their young person is making.
- Senior Pupils appear more confident in their learning and show a real readiness for the academic year ahead. This is partly a direct result of adaptations and enhancements made to our BGE as well as staffs' shared understanding of the Nurture Principles.
- Members of our faculty continue to liaise with colleagues out-with our establishment to engage in professional development and share good practice.
- Supply staff have been eager to return to the faculty and have provided opportunities for learners to continue on their progression pathway with minimal interruption to their learning.
- Pupils regularly express their enjoyment of their experiences within the faculty and this positively impacts on their attainment and the relationships with staff.



What are we going to do next?

In the Languages and Literacy Faculty we constantly strive to make a positive difference in the lives of our pupils and support them to be the best they can be. We strive, both in English and Modern Languages, to shape a curriculum that offers the highest quality of teaching and learning to our pupils. In English we endeavour to shape our curriculum which embeds Literacy as being fundamental to all areas of learning, as it unlocks access to the wider curriculum, increases opportunities for our young people in all aspects of life, lays the foundations for lifelong learning and contributes strongly to the development of all four capacities of CfE. In Modern Languages we continue to strive to embed a curriculum in which learning other languages enables our young people to make connections with different people and their cultures and to play a fuller part as global citizens. Some improvements that we are aiming to make for session 2023-24 are:

- In session 2023-24, faculty members continue to be responsible for areas of the Faculty Improvement Plan, contributing to the development of the faculty and wider school.
- Led by Mrs Hamilton, the English department will be responsible for promoting and leading Literacy across the school and create meaningful staff links with each of our feeder primaries by working collegiately to moderate, and improve Literacy across Learning.
- Led by Mrs Hamilton, the Modern Languages department will be responsible for creating, and promoting, opportunities for Languages to celebrate and to inspire our pupils to love Languages.

Keep up to date with the experiences and successes of the Languages and Literacy Faculty by following our Twitter accounts: @BannockburnHigh, @Faculty of Languages & Literacy @BBHLanguagesBBHS, @MrsMackayBBHS, @MrsWeirBBHS @MrsMcAlisterBBHS, @MissPrior3

Conclusion and highlights

Overall, session 2022-23 has been an extremely positive academic session in the Languages and Literacy faculty. Learners not only attained highly in SQA examinations but continue to thrive within the faculty.

For session 2023-24, the Faculty will continue on our 'good to great' journey by continuing to promote nurture principles, participate in self-evaluation, CLPL and Practitioner Enquiry to support staff to continue to develop as accomplished, reflective and enquiring professionals who are able to engage with the complexities of teaching and learning, the changing contemporary world of our learners, and the world beyond the profession and its institutions, in order to enhance the learning experiences for all of our learners.

Faculty Highlight of Session 2022-23

This session Miss Prior led the 'Remembering Empire' Project in conjunction with Stirling University. This project had two aims: 1) to support take-up of MFL, especially French, beyond BGE; 2) to develop values of global citizenship through learning about the role of languages in the world, and about the experiences of empire, decolonisation, forced migration and refugees.

We felt this was an extremely worthwhile project as entries for Higher French declined by 30% between 2016-2021, and indications are that numbers have been adversely affected by the pandemic and the associated remote learning. We wanted to participate to hopefully attempt to reverse this decline by developing a desire to learn languages at school that took our pupils beyond BGE into the senior phase, broadening horizons by creating links with a local university, and fostering relationships between teachers, university student and learners.

'Pour chaque langue que l'on parle, on vit une nouvelle vie.'

Mrs Hamilton.



Standards & Quality Report Session 2022-2023

Faculty | Expressive Arts

Successes and Achievements

The Expressive Arts Faculty is dedicated to making Art, Music and Physical Education accessible to all. Staff continue to seek new opportunities for young people to participate in new activities and experiences both within the classroom and through extra-curricular work. Together we strive to ensure pupils have the opportunity to reach their creative, sporting and performing potential.

Headlines for our 2023 Examinations

S4

96% of N5 Physical Education Candidates achieved an A-C pass (with 51% achieving an A)

80% of N5 Art Candidates achieved an A-C pass (3% improvement from 2022)

75% of N5 Music Candidates achieved an A-C pass (22% improvement from 2022)

S5/6

74% of H Music Candidates achieved an A-C pass.

91% of H Physical Education Candidates achieved an A-C pass. (8% improvement from 2022)

100% of H Photography candidates achieved an A-C pass. With our average 5 marks above the national average.

77% of H Art and Design candidates achieved an A-C pass.

Wider Achievement

Art and Design

Winners of the Coorie Collective Loom off.

Music

A selection of entertainment provided by pupils at the Cabaret evening.

A number of pupils represented Bannockburn High School in the Stirling Schools Instrumental Service concerts.

An incredibly successful school production of Beauty and the Beast with a large number of pupils participating on stage and backstage.

Physical Education

Senior football team reached the semi finals of the Forth Valley Cup.

Senior Girls won the Senior Girls Small Group and the Overall Winners at the Stirling Schools Dance Competition.

Madison Burrow achieved 3rd place in Senior Girl's solo at the Stirling Schools Dance Competition

The S2 Football team made the playoffs of the Forth Valley under 14 league.

Girls from all year groups participated in a dance event to celebrate Active Girls Day.

This session we have provided a number of excursions for our young people to enhance their learning in new contexts and broaden their experiences in the Expressive Arts and Sport. In Music, this included a Higher Music excursion to Scottish Opera's performance of 'Carmen' and a Musical Theatre excursion to 'Charlie and the Chocolate Factory'. On both of these trips young people experienced live performance and for some, a new genre of Music.

The Art department participated in 'The Coorie Collective' giving pupils the opportunity to learn how to weave on a loom, and the Advanced Higher students attended a Portfolio course at Hopetoun House. The Senior Art pupils were also given the opportunity to attend a professional Art Exhibition, 'Visit Jupiter Artland installation' with Rachel MacLean.

The Physical Education department gave pupils the opportunity to attend live sporting events in Basketball and Dancing.

Co-curricular activities continue to grow in the Physical Education department, and this has also led to participation in a number of competitions. Our Dance Group led by Miss Barrett enjoyed success at the Stirling Schools Dance Competition; our football teams in all year groups participated in matches with local schools throughout the year and a selection of young people represented the school at the Active Stirling Athletics event.



Work and Life of the Faculty

How are we doing?

Within the Expressive Arts Faculty we continue to strive to meet the needs of all pupils through the courses we offer and the extracurricular work we do throughout the session.

We have built strong partnerships which have had a positive impact on pupil engagement and we continue to seek new opportunities. We continue to work on creating challenge and breadth in all our courses.

National Standards are clear in all of our Senior Phase coursework.

How do we know?

This year we have had candidates achieve Level 7 PDA in Football Refereeing and Level 6 NPA in Music Performing.

Our first cohort of S4 Musical Theatre pupils successfully completed National 5 Skills for Work Creative Industries and had the opportunity to work with professional musicians.

The Art Department continue to look for opportunities to give pupils new creative experiences and have used the Maker's Space for aspects of their coursework.

Vision and Leadership

How are we doing?

As a faculty we strive to improve in every possible way. We are passionate about our subjects and how they can positively impact on our young people and our wider community. Our distributed leadership model continues to effectively empower staff to take responsibility for developing identified areas within our Faculty Improvement Plan and set up projects to positively impact on pupils' progress, attainment and wider achievement. Pupils have been provided with leadership opportunities in the curriculum and in the wider extra-curricular programme offered. We see their involvement as being key to the success of the faculty, as well as in their own development.

How do we know?

Our range of courses and wider achievement opportunities continues to grow and develop with staff and pupils feeling empowered to voice their own ideas and take forward projects. Our Sports Leaders are delivering sessions to our partner primary schools and lunchtime clubs for our young people. Participation in co-curricular events continues to grow and our young people are also keen to share their successes from out-with school. Staff actively seek out relevant CLPL and wider opportunities for pupils to participate in. In all departments staff are enthusiastic about undertaking leadership roles and developing projects to increase participation.

What are we going to do next?

- Develop more opportunities to gain feedback from pupils, partners and parents and actively involve them in curriculum design and planning.
- Increase the number of pupils accessing free musical instrument lessons by working with our instrument tutors and identifying any possible barriers to this.
- Continue to develop the co-curricular opportunities across the faculty to widen the experiences available to our young people and better prepare them for the practical elements of our courses.
- Develop the use of Learner Conversations so that pupils are further involved in their own learning and where they are going.
- Increasing the number of transition opportunities for pupils across the cluster to increase participation across all faculty subjects.
- Implementing a strategic plan for earlier interventions with all pupils and parents made aware of deadlines and expectations at an early stage.
- Develop our approaches to teaching and learning by undertaking Professional Enquiries.
- Develop our tracking and monitoring within the faculty to facilitate early intervention and support.



Standards & Quality Report Session 2022-2023

Faculty | Social Subjects & RMPS

How are we doing?

The Social Subjects Faculty had another busy year providing pupils with a wide range of opportunities in the subject areas of History, Modern Studies, Geography, RMPS, Psychology, Travel and Tourism and People and Society. Staff continue to deliver an extensive range of courses at both BGE and Senior phase, as well as providing extra-curricular opportunities and experiences to enable all pupils to reach their full potential and have an enjoyable and meaningful experience.

How do we know?

Pupils worked hard throughout the year and achieved results that they should be proud of, both in their final examinations and class work. Pupils also engaged in a number of enhanced learning experiences.

Headlines for our 2023 Examinations

Advanced Higher

75% of Advanced Higher History pupils achieved grade A-C

Higher

68% pupils who sat Higher History achieved an A-B, with 35% achieving an A

81% of Higher Modern Studies pupils achieved grade A-C

Pupils who sat Higher Psychology performed better in the assignment task than the national average

National 5

69% of N5 History pupils achieved grade A-B, with 42% of pupils achieving an A

48% pupils sitting N5 Modern Studies achieved grade A-B

National Progression Awards

100% pass rate for Higher Psychology NPA pupils

100% pass rate for level 4 & 5 Travel & Tourism pupils

Level 4 & 5 Extra Curricular Courses

100% pass rate for pupils sitting level 4 People & Society, with a number of these pupils completing this alongside another Social Subject

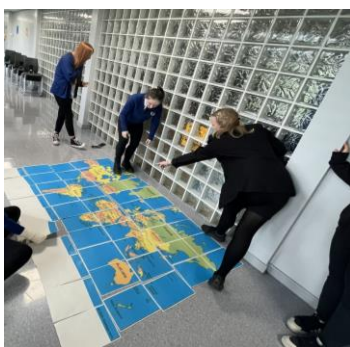
Pupil Spotlight

Kelsey Brooker has been recognised by the SQA for her outstanding attainment in Modern Studies! She has been invited to parliament to accept an award from the First Minister which recognises her academic achievement in the subject.

Headlines of our Enhanced Learning Experiences

There have been a number of events which have helped to develop and enhance pupil experience and Faculty identity. These have included:

- All of our S1 pupils took part in an informative talk delivered by **Nil by Mouth** to tackle sectarian attitudes in Scotland.
- We continue to work in partnership with the **Holocaust Educational Trust**, enabling two S6 Advanced Higher History pupils to engage in the '**Lessons from Auschwitz**' excursion. Through attending seminars, visiting Auschwitz and meeting a Holocaust survivor, the pupils were able to become '**Holocaust Trust Ambassador**'. This programme is truly a once in a lifetime experience.
- For the first time, our senior phase Geographers participated in an excursion to the **Lake District**, enabling them to enhance their fieldwork skills.
- Miss Carlin, Mrs Dunsmore, Mr Renz and Miss Barrett took 40 senior phase pupils on the **Battlefields Excursion** to Belgium and France. The pupils were a credit to our school and wider community through the maturity, kindness and utmost respect shown by them all, at all times. Our tour guide, driver, members of the public and other school trip leaders all made comment about how outstanding the Bannockburn Pals were. We are very proud of them!



We have lots of exciting things planned for 2023-24!

For example, the following established and successful excursions will be returning:

- We have secured a place on the waiting list for the 'Lessons from Auschwitz' trip for two senior History pupils to visit Poland.
- After such roaring success, the Geography Lake District trip is planned for 28 pupils in October
- Nil by Mouth are planned to return in December to provide an informative experience for all S1 pupils.
- We are continuing to strengthen our partnerships with Hays Travel, Stirling Tourist Information Centre, and Edinburgh College - providing excursion experiences for our Travel and Tourism pupils.
- RMPS pupils will visit Carfin Grotto in September and the Glasgow Gurdwara in December.

We have planned NEW and exciting enhanced learning experiences for 2023-24:

- The History teachers are planning new trips for BGE and senior pupils such as: Stirling Castle, the Bannockburn Heritage Centre and the Scottish Jewish Heritage Centre. Keep an eye out for updates!
- Visits to Our Lady & St Ninians to discuss and view the stained glass windows of saints for RMPS.
- The full S2 year group will visit Dynamic Earth to participate in a climate change workshop in September.
- Modern Studies have planned a number of enhanced learning experiences such as: visit to the Stirling Sheriff Court and guided tour of the prison cells for National pupils and a trip to the Scottish Parliament with First Minister's Question Time for Higher pupils.
- We are introducing a **NEW** S2 residential trip for 2023-24 to Millport Outdoor Residential Centre on the Isle of Cumbrae! This will take place in February and the year group is already very excited!



Millport Outdoor Residential Centre



Higher Modern Studies pupils at the Scottish Parliament



Higher Geographers in the Lake District



S4/S5 pupils in Messines, Belgium, on the Battlefields Trip

How are we doing?

- 2022-23 saw the second year of our hugely successful, fully integrated, S1 Social Subjects course called '*Catastrophes that Changed Our World*'.
- The faculty explored new ways to involve parents and carers in decision making about their young people's learning.
- Advanced Higher History had the biggest uptake yet with 7 pupils participating.
- The Higher Psychology pupils participated in an experiment, carried out by a Psychology student, from the University of Abertay.
- All S2 Geography pupils participated in the Climate Ready Classrooms initiative which enabled them to work towards achieving their Carbon Literacy Award.
- Geography pupils engaged in more outdoor learning than ever before, enhancing their fieldwork skills and knowledge of their surrounding and local area.
- The faculty continue to offer a wide range of learner pathways so that all pupils in our classrooms can achieve at a level that suits their ability and needs.

How do we know?

- Pupils voice surveys highlighted Social Subjects as an area of enjoyment and engagement for S1 pupils.
- Enhancements were made to the S1 course to reflect the views of parents and carers, enabling them to have a direct say in the learning of their young people.
- Our Advanced Higher History pupils engaged fully with all aspects of the course and achieved well in the SQA examinations.
- The real life examples and experience of psychology experiments enhanced pupil performance, with BBHS Higher Psychology pupils achieving above the national average in their SQA assignment.
- The curricular changes in the BGE phase in Geography have increased uptake in the senior phase, with 2023-24 seeing the largest Higher Geography uptake to date.
- The faculty introduced the option of a level 6 Psychology NPA as well as continuing to offer level 4 and 5 Travel and Tourism, level 4 People and Society and level 3, 4 and 5 Religious, Belief and Values Award - we strive to maximize the attainment of all pupil in the faculty by offering a range of levels and subjects alongside our hugely successful traditional pathways.

Pupil & Faculty Spotlight

Ramsay Snedden and Abigail Fletcher presented at the **Stirling Youth Voices Event** at Stirling University where they proudly discussed the **Social Subjects and Bannockburn Nooks** as part of their presentation, highlighting the inclusivity they offer.

What are we going to do next?

In session 2023-24 we will continue to prioritise academic excellence and enriching experiences for our young people. Some examples of what we are going to do are:

- We are offering Advanced Higher History for a sixth year due to its continued success.
- We are increasing our offer in the senior phase offering a number of pupils the chance to achieve People and Society N4 alongside their traditional subject to increase their levels of attainment.
- Plans are underway for Mrs Dunmore to offer NPA level 6 Criminology.
- Travel and Tourism pupils will be dual presented for level 6 Fuel Change Award to maximise their attainment.
- Mrs Dunsmore from the faculty is leading the Mentors in Violence Prevention initiative for BBHS in session 2022-23. MVP is a peer mentoring programme that gives young people the chance to explore and challenge the attitudes, beliefs and cultural norms that underpin all forms of gender-based violence in our society.

UNCRC training day in our Nook



S1 Social Subjects learning



Geography Outdoor learning



How are we doing?

The Social Subjects Faculty is committed to ensuring that learners have the best possible experiences. We have made very good progress in the following areas:

- Staff across the faculty continued to take up opportunity as markers with the SQA to further inform our professional practice.
- A number of members of the faculty attended Understanding Standards events for their subject areas and liaised with colleagues from across Scotland to engage in professional dialogue, upskilling their professional practice.
- All subjects across the faculty continue to work hard on their BGE courses to embed opportunity to develop literacy and numeracy skills as well as offer national skills progression in preparation for the senior phase and life and work beyond BBHS.
- Faculty members are key leaders in the school's teaching and learning groups which have lead whole school learning opportunities for our teaching staff.
- The Social Subjects faculty was the first in the school to introduce a 'Nook' into each classroom in 2021. We have expanded our Nooks so that each classroom in the faculty has a safe space, as well as a full classroom which we have redesigned to be a complete Nook - offering a safe, quiet and nurturing space for learners.

How do we know?

- Colleagues from across the faculty have noticed a readiness in new S4 pupils due to the valuable enhancements made to our BGE as well as an increase in their subject specific literacy and skills.
- Members of our faculty continue to liaise with other schools to engage in professional development and share their expertise.
- Last session our faculty Nook was visited by another secondary school as well as showcased at our Belonging to Bannockburn event and discussed at the Stirling Youth Voices event. It continues to be so well received that it is now frequently used by partners of our school as well as pupils, such as Educational Psychology and Social Work.

NEW for session 2023-24!

The Social Subjects Faculty are keen to enhance the leadership opportunities for learners. We are introducing the role of '**Social Subject Ambassadors**'. The young people appointed will represent the faculty at important school events as well as take on responsibilities within the faculty. The application process for this will go live soon, so keep an eye out! We look forward to receiving your applications.

What are we going to do next?

In the Social Subjects Faculty we constantly strive to ensure that, as professionals, we are offering the highest quality of teaching for our pupils. Some improvements that we are aiming to make for session 2023-24 are:

- The Social Subjects faculty plan to take a lead in enhanced primary transition by creating meaningful staff links with each feeder primaries and work collegiately with primary colleagues.
- In session 2023-24, faculty members continue to be responsible for areas of the Faculty Improvement Plan, contributing to the development of the faculty and wider school.
- Led by Miss Carlin, the faculty will be responsible for embedding the teachings, values and ethos of the The United Nations Convention on the Rights of the Child (UNCRC) into the S1 curriculum, so that all pupils in the year group have a full awareness and understanding of children's rights. To date, we are one of the only schools that included a focus group of young people in our staff training event on UNCRC.



Keep up to date with the experiences and successes of the Social Subjects Faculty by following our Twitter accounts:
@BannockburnHigh, @MissCarlinBBHS, @MrsMackayBBHS, @MrsDunsmoreBBHS, @MissDavisBBHS @DiversityBBHS

Conclusion and highlights

Conclusion

Overall, session 2022-23 has been a very positive academic session in the Social Subjects and RMPS faculty. Pupils attained well in SQA examinations with some real areas of celebration for specific subjects and pupils. Most importantly, though, pupils of all year groups were able to participate in a number of valuable experiences which enhanced their curricular journey.

For session 2023-24, we continue to be committed to ensuring that pupils have an excellent experience at all stages of the curriculum in both their academic achievements and wider experiences. Through continuous improvement and reflection from staff, we hope to continue to refine and enhance the experiences we offer pupils within the Social Subjects Faculty. Most importantly, we will continue to ensure that all pupils have fun while they are learning and feel safe and nurtured while in the faculty.

Faculty Highlight of Session 2022-23

During the month of June, 40 of our young people visited Belgium and France with Miss Carlin, Mr. Renz, Mrs. Dunsmore, and Miss Barrett, and we couldn't be prouder of them. The 'Bannockburn Pals Battalion' walked in the footsteps of the men who enlisted to fight for their country during World War One, and the magnitude of the sacrifices made by these brave young soldiers moved us all. The Pals visited a number of historic sites and memorials, such as Black Watch Corner, Thiepval, Newfoundland Park, Essex Farm, and Tyne Cot Cemetery, to name but a few. Two of the Pals were even able to learn about and pay their own personal respects to the fallen in their very own families. The pinnacle of the trip was undeniably having the privilege to represent our school in the Menin Gate Ceremony and hosting our own private ceremony at the Sanctuary Wood Cemetery, where a Bannockburn soldier is laid to rest—an emotional but incredible end to our trip in a setting that we all held a connection to. As a teacher leading the trip, it was a privilege to watch such an outstanding group of young people display the utmost respect not only for the sites that we visited but also for one another. Through a once-in-a-lifetime shared experience, the Pals created an unbreakable bond with one another and created memories that will last a lifetime. I'm sure each one of them would tell you that it was a life-changing experience for them, providing them with a new outlook on life, gratitude for what they have, and immeasurable thanks to the young men who lost their lives so that we could live freely.

'Their name liveth for evermore.'

Miss Carlin

