



St Mungo's High School

Standards and Quality Report & Improvement Plan Summary



Session 2017 - 2018

Contents: Standards and Quality Report 2017 - 2018

- SECTION 1a:** Our school vision, values and mission statement (reviewed May 2018)
- SECTION 1b:** How our vision, values and mission statement were developed and how stakeholders were consulted
- SECTION 1c:** Context of St. Mungo's High School
Our Curriculum aim and rationale
- SECTION 2:** Review of progress for session 2017-2018
- SECTION 3a:** Key Priorities for School Improvement Planning 2018-2019
- SECTION 3b:** What is our capacity for continuous improvement?
Self-Evaluation of the Core HGIOS 4 Quality Indicators
- SECTION 4:** Celebrating our successes – wider achievement highlights from session 2016 – 2018
Review of attainment data – SQA session 2017 – will update with 2018 data

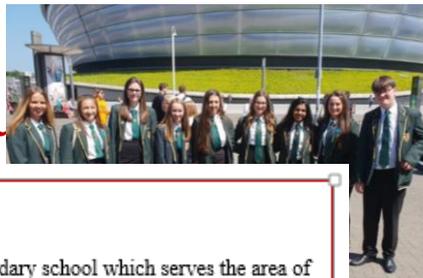
Sec

sion, Valu

ent (reviewe

Our revised M

aspects of our daily



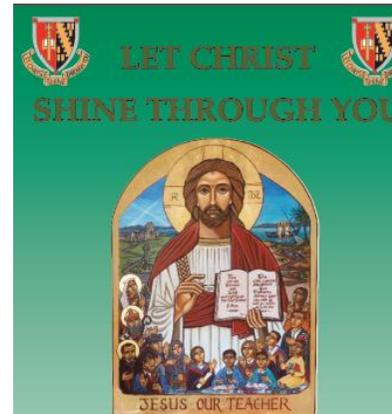
St Mungo's High School June 2018

Our Context

St. Mungo's High School is the sole denominational secondary school which serves the area of Falkirk. We draw most of our pupils from all towns in Falkirk with the exception of Denny and our wide catchment area stretches from Bo'ness to Bonnybridge. Our current roll is approximately 1150 and our 6 associated primary schools are Sacred Heart in Grangemouth, St. Mary's in Bo'ness, St. Joseph's in Bonnybridge, St. Andrew's in Falkirk, St. Francis



DRAF



Vision Statement:

St. Mungo's is a community of
Faith and Learning
committed to Gospel values

Aims:

- Nurture the faith of all
- Provide the highest quality of education
- Treat everyone with respect and love



Resident partners in St. Mungo's

Skills Development Scotland – Miss Kirsty Devlin
School Based Police Officer – PC Neil Forsyth

CLD – Mrs Ankale Denevon
Active Schools – Ms Fiona McKay

Vision and Mission Statement banners are on display in the foyer and welcome visitors to the building. They are also positioned and communicated around the school to encourage pupils to contribute to our vision. Assemblies at the beginning of each session (August) focus on our Vision, Values and Mission Statement and these are revisited periodically throughout the year.

Section 1b: How our vision, values and mission statement were developed and how our stakeholders were consulted



In March 2018, a whole school consultation process was undertaken which reviewed our existing vision, value and mission statement. Following this, our vision statement predominantly remained as it was, however our Mission Statement was updated to incorporate 6 identified values which should be embedded in our daily practice/s. Our vision, values and mission statement should be integral to everything that we do.

Consultation

Staff: There were several staff meetings with a short life working group established. In-Service time was devoted to completing a staff consultation exercise. Following these processes, staff identified 6 core values which encapsulate our school mission statement.

Pupils: Both the House and School Council completed numerous consultations following a HT presentation. Pupil Councils and Form Classes expressed their views and were taken into consideration.

Parents: All parents/carers were consulted through a survey link which asked for their views. We received 107 responses.

Refer to the previous page in this document for a summary of our Vision Statement, Aims and Mission Statement.



Other influences (national)

Our School Improvement Plan (S.I.P.) has been influenced by the launch of How Good is our School 4 (HGIOS 4) which supports regular self-evaluation for self-improvement strategies. The introduction of the revised National Qualifications (NQs), the National Improvement Framework (N.I.F.), the Scottish Attainment Challenge (S.A.C), Pupil Equity Funding (P.E.F.) and Developing the Young Workforce (D.Y.W.) will also influence our future improvement planning.

SECTION 2: Review of progress for session 2017 – 2018

Priority 1: Self-evaluation for self-improvement



NIF Priority:	<i>Improvement in attainment, particularly in literacy and numeracy</i>	Work supported by PEF	No
NIF Driver:	<ul style="list-style-type: none"> • School leadership • Parental engagement • School improvement • Performance information 	HGIOS 4 Quality Indicators (Q.I.s)	1.1 Self Evaluation for Self Improvement 1.2 Leadership of Change 1.4 Leadership and Management of staff 3.2 Raising attainment and achievement

Progress and impact

The school community reviewed our school vision and values following a full consultation, with the values of Love, Tolerance, Compassion, Faith, Hope and Forgiveness being selected as our school values. Our Mission Statement and Aims remained largely as they were.

The creation of a standardised self-evaluation calendar aimed to raise awareness of the different qualitative and quantitative evidence we would use to inform and shape our improvement priorities. This self-evaluation calendar would highlight school performance information and feedback from stakeholders including parents/carers, pupils and the teaching body. Consistent use of year on year data/evidence will also allow us to form a baseline, so that we can measure impact and confidently judge and predict future improvement measures. Next session, we will roll out the whole school self-evaluation calendar into a Faculty model.

To support the school improvement planning process and build staff's knowledge of our school's context, a booklet entitled 'Our school in Numbers' was created and distributed to the planning group. This will be distributed to all staff once data is updated following the 2018 SQA examination diet and our initial school roll settling.

Once gathered, collated and analysed, much of our evidence will form the basis of our Outcome Reports which aim to analyse data against the local or national context and identify and plan for improvement/s. To date, outcome reports have been written on attendance, attainment and seeking people's views. The Senior Pupil Leadership Team and other relevant pupil bodies will use the findings of the Pupil Survey (S1-S3) to assume an active role in relevant whole school policy and decision making.

Following a few good practice visits, our Validated Self Evaluation process was piloted in Biology. The visiting team who met with pupils and staff visited several classes and their views, observations and identified next steps were consistent with the department's evaluations. This proved to be a meaningful exercise to actively engage with HGIOS 4 and the resultant action plan gave ownership to all members of the Biology team.

Next steps

We aspire to create a culture of continuous improvement which will promote collaborative and routine self-evaluation procedures. Generating qualitative and quantitative evidence from all stakeholders will support us in defining our improvement priorities. For session 2018/2019 we aim to:

- Embed Faculty and school self-evaluation calendars as part of our daily practice. Improvement data through self-evaluation will become a standing feature on ELT and SMT meeting agendas, which will allow timely and manageable sharing of improvement and performance data.
- We will develop practices learned from the pilot Biology Validated Self Evaluation exercise by extending VSE visits to another 3 Faculties (Creative, Science and Health & Wellbeing). Toolkits will be created for Q.I. 2.2 Curriculum and 3.2 Raising Attainment and Achievement which aims to provide ownership of standardised VSE activities to Faculty Heads.
- We will further develop opportunities for sharing practice, peer observation and teacher leadership. The teacher learning communities will focus on AiFL strategies and designated time for professional enquiry, dialogue and teacher observation/s will be given. These activities will be linked to aspects of our learning, teaching and assessment improvement priorities.
- Following surveys completed by parents/carers (after each parents' night), S1 – S3 pupils we have a baseline, which will allow us to develop relevant action plans for improvement. Outcome Reports will summarise findings, best practice and plan for improvement. To measure impact, similar surveys will be conducted on an annual basis.
- Evidence generated over time will allow us to make sound judgements when planning, predicting improvement and ultimately measuring impact.

Priority 2: *Curriculum Development across BGE & Senior Phase*

NIF Priority:	1 Improvement in attainment, particularly in literacy and numeracy 2 Improvement in employability skills and sustained, positive school leaver destinations for all young people	Work supported by PEF	No
NIF Driver:	<ul style="list-style-type: none"> Teacher professionalism Assessment of young people's progress Performance information 	HGIOS 4 Quality Indicators (Q.I.s)	1.1 Self Evaluation for Self Improvement 1.3 Leadership of Change 2.3 Learning, Teaching and assessment 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability

Progress and impact

Our curriculum structure allows for personalisation and choice and is designed to provide opportunities for our learners to succeed and progress in their learning. In partnership with many agencies, we have broadened the number of courses available in the senior phase through alternative qualifications such as SCOTS, Personal Development, NCs etc. New subjects offered recently (or next session) include Photography, Cyber Security, Engineering Science, SQA accredited Leadership and NC accreditation. Curricular pathways provide flexibility to meet the needs of learners including college based vocational programmes. Planned work placements in the senior phase with our industry and community partners is also enhancing employability skills. Many of our learners have applied to study a Modern Apprenticeship in partnership with Forth Valley College. The school also offers many clubs and activities at lunchtime and after school to reflect the totality of the curriculum.

During the August in-service, our DHTs (Curriculum) and (Learning & Teaching) requested that final BGE plans be submitted, which would allow an analysis of literacy, numeracy, HWB, IDL and Digital Learning across learning across the BGE. Benchmarks would therefore be used as an assessment tool to inform planning and curriculum design. As a result, courses in S1, S2 and S3 have been reviewed in line with curriculum benchmarks.

Planned moderation activities to share understanding of 'achievement of a level' were held including working with second level cluster moderation staff on activities in literacy and numeracy. Departments completed moderation activities to embed the new benchmarks. During our cluster in-service day in February, sharing practice and moderation activities were undertaken which involved our cluster and English and Maths staff. On a whole school basis, our staff engaged with literacy and numeracy through activities facilitated by our English and Maths staff, including sharing examples of third level literacy and numeracy. Advice was also given to staff. Feedback suggested that staff would like support documentation located in one shared area and this will lead to the creation of our literacy and numeracy toolkit.

Revised and consistent tracking arrangements is a priority for next session to ensure that tracking, target setting, and planned, agreed early intervention strategies are applied more consistently. The aspiration is that all young people will know their target grade, can articulate next steps in their learning and be aware of (and use) the supports and strategies available to them. Appropriate early and targeted support should be given.

Staff and pupil feedback from the S1-S3 survey as well as focus groups findings indicate that they would like to see a greater choice of courses and programmes of study, especially for learners pursuing a vocational pathway. The S3 curricular experience (including rationale and structure) will be reviewed, with improvement priorities identified.

During a staff meeting (February), a summary of the main strands relating to the Developing the Young Workforce was summarised to staff. Following this meeting, a Faculty audit of DYW related strands was undertaken. Results derived from the audit will allow us to track partnerships, skills, wider achievement, leadership and academic accreditation across faculties as well as pupil progression/subject choice. Once results of the audit are collated and distributed, (end August 2018), our action plan will aim to deliver relevant and meaningful curriculum pathways for our learners. Ultimately, all pupils should be aware of vocational programmes and experiences which will support entry to their preferred learning pathway.

The Thinking Reader programme was delivered at a staff session (February), with additional twilight support sessions offered. The staff member leading the 'Thinking Reader' programme is working with cluster staff, the English Faculty Head and our librarian in developing resources (which ultimately will be housed in our literacy and numeracy toolkit). Faculties agreed to trial one or two thinking readers strategies by the end of May. A review of strategies, using staff survey and pupil focus group and its impact is in the final stages and will be delivered to



staff in the new session. Findings from this review will also shape future CLPL sessions as part of our structured professional development programme.

This session, pupils participated in the STEM @ the Helix event and previous feedback was used to plan this year's activities. Throughout session 2017-2018, various STEM based activities have taken place where accreditation and awards were given. Thirty S1 pupils participated in the STEM @the Helix Event and the Bloodhound Challenge. Those pupils who took part in the Bloodhound Challenge won two awards for 'Fastest Car' and 'Most Improved Design'. Our lunchtime STEM club is attended by a core group of pupils and these 8 pupils achieved the CREST Award for their 'Ditch the Dirt' Challenge. In May, we delivered an S3 Girls into STEM Careers Day which was organised by a teacher following the Biology VSE visit. At this event, 12 female STEM ambassadors delivered presentations and workshops to all S3 pupils with the aim of breaking down gender stereotypes in STEM careers. Feedback indicated that almost all female pupils recognised and increased awareness of the different range of STEM opportunities available to women. The number of pupils who agreed or strongly agreed that they feel encouraged to continue studying or pursuing a career in STEM almost trebled.

Next steps

- To coordinate the many STEM based challenges which have taken place, a planned calendar of activities which will promote and strategically plan STEM based activities across the school.
- Our S3 curricular experience will be reviewed in response to staff and pupil feedback. Following the review, stakeholders will be informed of the findings, with an action plan for improvement created
- DYW audit findings will be shared with staff and the action plan implemented (refer to 3-year action plan priorities in the school improvement plan). A future focus will be on seeking partnerships to promote employability and career management skills. We will also aspire to make better use of contacts from the parental body as we strive to improve our learners' awareness of the world of work as well as supporting us in delivering an increased range of vocational and wider achievement experiences.
- Creation of a literacy and numeracy toolkit: our 'one stop shop' of resources which will support and facilitate literacy and numeracy delivery with classroom practitioners. We will continue to offer CLPL sessions on literacy and numeracy.
- Identification of faculty link to support literacy and numeracy developments



NIF Priority:	1 Improvement in attainment, particularly in literacy and numeracy 2 Improvement in employability skills and sustained, positive school leaver destinations for all young people	Work supported by PEF	Yes
----------------------	---	------------------------------	-----

NIF Driver:	<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement 	HGIOS 4 Quality Indicators (Q.I.s)	1.1 Self Evaluation for Self Improvement 1.2 Leadership of Learning 1.3 Leadership of Change	1.5 Management of resources to promote equity 2.3 Learning, Teaching and assessment 2.5 Family Learning 3.3 Increasing creativity and employability
--------------------	---	---	--	--

Progress and impact

Our learning environment is based on our values and mission statement with a focus on creating a positive, nurturing and appropriately challenging experience which aspires to lead to high-quality learning outcomes. Following our S1-S3 pupil questionnaire, most learners in S2 and S3 feel that their work in school is hard enough and that they also know where to go to get help if they find their work too hard. A very high percentage in S2 and S3 pupils state that they are encouraged by staff to do the best they can. Responses from parental surveys indicate a high satisfaction levels of their child's learning.

We piloted VSE visits last session with a focus on QI 2.3 Learning, Teaching and Assessment and our VSE process will be rolled out this session to a further 3 Faculties. Again, the focus will be on Teaching, Learning and Assessment, with toolkits created for Raising Attainment and the Curriculum.

This session, tracking spreadsheet templates were adopted which provided an overview of pastoral, socio-economic and attainment data. This information was shared, however greater whole school discussion on consistent and agreed target setting, early intervention/s and supports is required so that we can maximise pupil outcomes, whilst ensuring all pupils feel fully supported in reaching their full potential

This session, planned professional development was delivered through collegiate time and in-service, with a focus on developing teacher understanding of feedback. Most students across S1 – S3 believe that the feedback that they receive on their work helps them improve to their learning and that staff help them understand how they are learning. Pre-survey baseline findings from S4 pupils stated that 67% pupils felt that they only received feedback in some or all lessons. To support improvement, four in-house professional learning sessions were delivered by staff to our teaching and learning communities.

We continue to develop the use of technology to support the delivery of the curriculum which builds on our previous success of being the first Microsoft Showcase School in Scotland. The school is continuing to lead the way in terms of promoting digital technology to support teaching and learning. Our Staff Digital Champions have showcased their talents at many local and national events. In June 2018, the school was visited by colleagues from Education Scotland and other Scottish Schools as part of the verification process for the Digital Schools Award. Our Staff Digital Champions opened their classrooms and showcased the fabulous work across the school, with many of our Digital Leaders also showcasing their many skills and talents. We were awarded the Digital School Award with feedback from one verifier being that all the evidence he witnessed related solely to enhancing teaching and learning across the curriculum.

Ongoing support relating to digital learning is offered through support given by our 10 staff school digital champions who also delivered workshops at 9 Microsoft roadshows, showcasing the use of Office 365 and GLOW in schools. There are over 50 Digital Leaders (pupils) who have attended twilight sessions, participate in whole school twilight sessions and assisted in many whole school events. Cluster collaboration has been promoted using Microsoft Teams and in December, during the Computer Science Education Week, the 'One Hour of Code' was delivered across the cluster. The lead for technology has recognised the need to move forward in supporting young people who have no internet access or device to support learning at home. Next session, work will be undertaken in partnership with the Family Engagement PT.

Pupils and parents have been given the opportunity to comment on learning and teaching across the school through questionnaires and focus groups and concerns and areas to improve will be addressed to ensure that pupils will continually have a positive learning experience.

Next steps



- Following the staff CPD needs survey, some have identified the need for personalised CPD. Provision will be made through planned, voluntary twilight twilight CPD opportunities this session.
- Findings from the staff survey and the CPD needs questionnaire, indicated that over half of the respondents said they would be interested in finding out more about leadership opportunities and next session we plan to deliver a Staff Leadership Academy which over our planned 3 year improvement cycle, will support all levels of professional progression.
- A key focus of our Teaching and Learning strategy will be to revisit the 4 main strands of our teaching and learning policy and monitor effectiveness through learning walks
- A cluster skills framework will be launched
- Literacy and Numeracy toolkit launched
- Digital Family Engagement Programme
- Standardised tracking, target setting and early intervention across all stages of learning



Priority 4: *Ethos of wellbeing and support*

NIF Priority:	1	Improvement in attainment, particularly in literacy and numeracy	Work supported by PEF	YES
	2	Closing the attainment gap between the most and least disadvantaged		
	3	Improvement in young people's health and wellbeing		
	4	Improvement in employability skills and sustained, positive school leaver destinations for all young people		

NIF Driver:	<ul style="list-style-type: none"> School leadership Parental engagement Assessment of young people's progress School improvement 	HGIOS 4 Quality Indicators (Q.I.s)	1.1 Self Evaluation for Self Improvement	2.6 Transitions
			1.5 Management of resources for equity	2.7 Partnerships
			2.3 Learning, Teaching and assessment	3.1 Ensuring wellbeing, equality & inclusion
			2.4 Personalised Support	3.2 Raising attainment and achievement
			2.5 Family Learning	3.3 Increasing creativity and employability

Progress and impact

We have a range of partners who support learners including the Children and Families Team, Educational Psychologist, School Nurse, Speech and Language (SLT), School Based Police Officer, Community Learning and Development (CLD), Skills Development Scotland (SDS), and the Child & Adolescent Mental Health Service (CAMHS). Pastoral, Pupil Support, link CLD and Family Engagement PT are continually seeking partners who will enhance our current provision.

We began our whole school nurture journey with the implementation group working towards developing a clear nurturing vision. This session, we have focused on embedding 2 nurture principles and will embed the remaining 4 over the next two sessions. A whole school presentation on nurture was delivered by a representative from the Nurture Network and this was followed up with several in-house delivered CLPL sessions. A nurture room 'The Hive' was furnished, with a 'drop in' opportunity available to staff to visit during the last period each day. Our S1 transitional nurture class was created, which is guided by the 6 principles of nurture; with almost all pupils successfully exiting from nurture, whilst maintaining a keep in touch period. These pupils follow the 'Take the Lead' programme and an angling course led by PC Forsyth, our school-based police officer (accredited). We have also established a nurture group for S1s based on information gathered from our associated primary schools, observations and the completion of a Boxall profile. Feedback indicates that those involved are benefitting from the interventions in place saying that 'The Hive' (nurture room) is a very positive and protected place to be. The Boxall Assessments also indicate that pupils are making satisfactory progress, with parents commenting that they feel supported to support their children at home. Next session (from October), we will continue our nurture journey and embed a further two nurture principles. Our Nurture Team have been invited to speak at the National Nurture Conference in November 2018.

We are developing bespoke programmes of support for pupils who are displaying signs of attendance concerns and/or disengaging from education e.g. a Family Engagement PT post was created from our PEF allocation and she is currently working with a small caseload of pupils/families to support their reintegration into school. Personalised support is offered to pupils and parents and positive feedback from all stakeholders including an analysis of pre and post attendance rates indicate that some good progress has been made.

Our link CLD officer is working with many pupils and families (P7 – S5) to support pupils at risk of disengaging from education. She is liaising with many partner agencies to provide and support pupils in terms of confidence, self-esteem, engagement, building relationships etc. She has also supported a few senior students in securing a positive post school destination. Pupils and families report a positive impact on attendance, engagement and self-esteem.

Next steps

- We will continue to develop the nurture approach and from October 2018, we will embed two further nurture approaches. Nurture will be embedded as part of the VSE process.
- Family Learning and Engagement will be enhanced through the delivery of a Digital Learning Programme (Digital Learning PT), a family Health and Wellbeing Programme (Family Engagement Officer), Parenting Classes and partnership work to support programmes for identified cohorts/individuals
- Our S1 Literacy Intervention Class will be extended to include Maths and Languages in session 2018-2019
- Areas highlighted from the staff and pupil survey will be acted on (bullying, mental health and behaviour)

Pupil Leadership



Our learners have many opportunities to play an active role in developing the school and many assume leadership roles, including leading learning, which assists in the development of skills for life, learning and work. Very good pupil led leadership already exists across the school including school radio, sports leaders, specialist form classes (Radio, Sports, Create and Faith in Action), digital leaders, events management, coaching, CARITAS and peer mentors. Following focus group discussion, senior students would like to drive 'real' school improvement and play an active role in shaping and formalising policy areas that could improve the pupil experience e.g. house identity, mental health, litter, bullying and the promotion of better behaviour. We will assist this by piloting a pupil leadership academy which initially will be composed of Captains, Vice and Deputes.

The Pupil Voice

Although there is active pupil representation and examples of leadership across all stages, feedback from the S1-S3 survey indicates that pupils would like their views to be implemented and drive school policies and planning. Last session, attendance and membership of House and Year Councils increased greatly and themes that they would like to progress include supporting young people's mental health, litter and improving the house identity. The next step for the pupil council is to be actively involved in shaping school policy/decision making and driving whole school improvement/s. Plans are in place to develop pupil lead teams to drive school improvement next session relating to mental health.

Next steps:

Further develop opportunities for pupil leadership and pupil voice linked to school improvement.

Celebrating achievement.

We will pilot a value driven pupil leadership academy with Captains, Vice and Deputes leading and implementing projects based on pupil feedback.

Refer to our detailed wider achievement summary for further details of pupil leadership in action



What is our capacity for School Improvement?

We believe that we have a strong capacity for improvement and aspire to be consistently 'very good' in our service delivery for all members of the school community. There were many strong indicators of satisfaction from pupil, staff and parent/carer surveys which indicates that we are delivering a good service and there is the goodwill of staff to improve our provision across the school community.

Faculty analysis of SQA performance as well as generating a strong evidence base indicates a commitment to improvement aimed at enhancing outcomes for all our young people.





SECTION 6: Highlights from session 2016-2018

St. Mungo’s High School continues to provide a wide variety of opportunities for our students. Activities ranging from curricular and out of school learning experiences, excursions, in school events and leadership are all aimed at enriching the learners’ experience/s as well as enhancing our ethos of achievement and success across the whole school community. Our individual and group successes are celebrated throughout the year at Assemblies, in our termly newsletters, on our school website, our new school app, the school Facebook page, our twitter feed and in the local press (Falkirk Herald).

Some examples of individual and group successes include:

(not exhaustive)

National recognition and awards within our school community

Jackie Campbell (Computing) received ‘Teacher of the Year Award, (sponsored by Education Scotland)

Microsoft School of the Year Award (including Microsoft STEM European Pilot School)

School of Tennis status was granted to St. Mungo’s in June 2017

Scottish Youth Parliament – Lauren Baigrie stood and was elected as the Member of the Scottish Youth Parliament (MSYP) to represent Young and Young Adult Carers all over Scotland

Serena McColl auditioned for the Can you Dance? TV Programme in December 2016

Active School Awards (May 2017) and

Active Schools recognition (May 2018) - Miss Park- contribution to extra curricular clubs

Active Schools recognition (May 2018) – Erin Kowal – 2nd place Sports Person of the Year

Digital Schools Award (June 2018)



Lauren Baigrie at the APD Centre, Bangalore

YPI Winners 2017

YPI winners 2018 - FDAMH



SPORT: National awards and recognition

Athletics

2016 British School Games Champion – **Lewis Pentecost**

3rd British Championship Steeplechase – **Lewis Pentecost**

10 National and 5 Scottish School Caps – **Lewis Pentecost**

Scottish Schools Bronze Medalist 400m – **Harris Pentecost**

Scottish Schools indoor track and field championship - Bronze medallist

in the under 16 boys 1500m event - **Kane Elliot**

Scottish U17 1500m (Broke Record) – **Kane Elliot**

800m Scottish School Champion – **Kane Elliot**

Medallist x2 at Scottish Schools Athletics – **Molli Robb**

Gold Medallist Long Jump at Scottish Schools Athletics – **Samuel Kane**

Boxing

Scottish Intermediate Boxing Championship – **Jamie Stewart**

63kg Scottish Open Boxing Championship – **Brodie Grant**

Basketball

Scottish Internationalist (June 2018) – **Rosie Wallace**

SPORT: Local awards and recognition

Pupil Sports Council – winners of the Art, Culture and Sports Award
(Learning to Achieve Awards)



Falkirk Youth Dance Company - Melissa Cook

Team Handicap Winners at the Active Schools Golf Competition

Forth Valley Cross Country Boys Team – winner of 3 Golds, 1 Silver and 1 Bronze Medal.

Forth Valley Dance Competition took place in at the MacRoberts Art Centre in March 2017. Jessica Morrison and Melissa Cook led the Junior Dance Group. Melissa Cook and Orla Quinn danced in the senior section of the same contest

London Mini Marathon

Kane Elliot was the 3rd Scot home and 37th overall



Falkirk Sports Athletics Championships (May 2017)



Kane Elliot

Bronze Relay – S1/S2 girls

Bronze Girls 200m (S1/S2) - Relay Team

Silver Girls 200m (S1/S2) – Abbie Robb

Silver Boys Long Jump (S1/S2) – Samuel Kane

Silver Girls 100m (S1/S2) – Abbie Robb

Bronze Girls 100m (S1/S2) – Niamh Haggart

Silver Girls 100m (S3/S4) – Lucy

Silver Boys High Jump (S3/S4) – Jack Lister

Silver Girls Javelin (S1/S2) – Molli Robb

Forth Valley Swimming Competition

Silver Girls 50m breaststroke (S3/S4) – Niamh Culliton

Gold Girls 50m breaststroke (S3/S4) – Victoria Duncan

Silver Boys 50m breaststroke (S3/S4) – Thomas Mulholland

Bronze Boys 50m breaststroke (S3/S4) – Ethan Purdie

Gold Boys 50m breaststroke (S1/S2) – Olek Smith

Central Schools Swimming Championship

Gold Girls 100m breaststroke, silver in the IM and freestyle events –
Victoria Duncan
Bronze medal in back and freestyle events – Craig Yardley

Dance

1st Pom, 1st Senior Cheer at ICC Nationals in Manchester – **Jessica ?????**

Karate

X4 Bronze Medals at Cumbrian Open Junior Championships – **Iga ????**

Football

2nd place in the Stirling Albion Cup – **Junior Girls team**
Scottish Cup Senior Girls Semi Finalist

Beaten finalists of the Scottish Cup – **Senior Girl's Football Team**
Semi Finalists Scottish Cup 2018 – **Senior Girls**

Scottish Boys Football Internationalists – **Sean Fagan**
Scottish Boys Football Internationalists – **Dylan Cram**



Faith in Action

Faith in Action: Services of Celebration

School Chaplain - Fr Jamie McMorrow
 Mass is celebrated every Thursday in the School Oratory
 Feast Day/Holiday of Obligations - celebrated in school
 Advent Broadcast reflections 19 – 21 December 2017
 Advent Services Monday 19 December

Faith in Action: Charity and Citizenship across the curriculum

End Polio Now fundraiser – Jan Tomasik, S6 student
 Brave the Shave for Macmillan Care - Mrs Dickson
 Mary’s Meals Backpack – Mrs Pollock/Justice & Peace
 Advent Charity Events including:

- SVDP Food Parcels
- Christmas Baubles
- Christmas Lunch within pupil support
- Talent Show

Justice and Peace Group – Mrs Pollock
 Youth Philanthropy Initiative – All S1 pupils
 Talented Fundraisers – Christmas Jumper Day, Car Wash
 Saltire Ambassadors & Volunteering Hours
 Anthony Nolan (Mrs McIntyre, Maths)
 Winter Fete (Probationary Teachers)
 Christmas Carol Singing in the Community (Music Dept.)
 Remembrance Events across Falkirk
 Senior students assisting with St Mary’s (Bo’ness) Christmas Fete
 Hospitality class assisting with an event at the Sensory Centre
 Friday Collection/s (Charity Group)
 Alzheimer’s Fundraiser – Mr Harrison (Drama)
 Lent Appeal: Mary’s Meals Backpack – 69 backpacks donated



Charity Work 2017 - 2018

St. Mungo’s has a long standing tradition of assisting numerous charities and this year has been no different. Teacher, the RE department, support staff, pupils and parents/carers have organised various fundraising events for the following charities.



Nominated Charity

Amount (£)

MacMillan Care	45.31
Strathcarron Hospice	168.60
Scottish Cot Death	154.12
Sportathon	5846.35
End Polio Now	500.00
Wildheart	310.00
School Fete	1500.00
Mary’s Meals	3000.00
SCIAF	500.00
Anthony Nolan Trust	1000.00
HCPT	2250.00
Namibia Sponsorship	216.82

Total

£15,491.20



Leadership across the Curriculum

Form Leadership

School Radio - St Mungo’s FM (Mr Johnston. Media)

Sports Council – (Miss Kelly and Mr Thomson, PE)

Creative Council (Ms Derrick & Mrs Borg Gresch, Music)

Faith in Action (Mrs Beer)

Leadership across the curriculum – some examples



- My World of Work Ambassadors
- Saltire Ambassadors
- Active School Leaders
- Digital Leaders
- Refereeing
- Sports Leaders
- Events Management (Mango’s)
- Peer Mentors
- Class Supporters
- Tennis Ambassadors
- Work with Cluster Primary Schools
- Events Management (Mango’s)
- Charity Work
- Form Class Mentors
- Duke of Edinburgh
- Fresher’s Fayre
- Duke of Edinburgh Award
- Saltire Volunteering
- Holocaust Education Ambassadors
- Lourdes Ambassadors
- Coaching (Active Schools)
- CARITAS
- Young Enterprise





Curriculum Awards and Recognition

UKMT Junior Maths Challenge

Mr Kennedy coordinated the school's entry into the UKMT Maths Challenge for the first time. Two first year classes participated and the following certificates were distributed:

Gold certificate and best in the School:

James Carter

Silver Award:

Olivia McGee



Bronze Certificate: *Walliss Mooney, Awais Akram, Mia Lugget, Alicia Dobson, Dylan Carlyle, Jodie Lunday, Reece Scott, Caitlin Jamieson, Iman Bhatti, Kennedie Campbell and Luca Vanucci.*

Food Hygiene Certificate

All S3 – S6 students who study Health and Food Technology, Practical Cookery, Cake Craft and Skills for Work can be accredited with wider certification. The Environmental Health Institute of Scotland (REHIS) Food Hygiene Certificate enhances pupil's future employability and build confidence. In session 2016 – 2017, 94 pupils were accredited with the REHIS Elementary certificate and 6 pupils achieved the REHIS Introduction to Food Hygiene Certificate.



Music – Associate Board Exams

Update with names

International Baccalaureate in Modern Languages

Update with names

Research project with Edinburgh Zoo

Update with names

CARITAS Award

Update with names



Achievements and Experiences in Pastoral

Training session for new drivers – Scottish Fire Service
S4 Safe Drive, Stay Alive event at the MacRoberts Centre

Achievements and Experiences in the Creative Faculty

Concerts (Music)
Music Festival
Cluster Primary Concert
Oscar Night (Media & Drama) – On Friday 17 March 2017 the school hosted our first Annual Academy Awards which celebrated creativity in Media. Ten films were nominated for best film and 3 were judged in the top 3.
Red Book Awards, Media
External Gallery (Art)
Higher Photography Christmas Calendar
Drama Showcase
P7 Play Day
S1 Start Drama Programme

Achievements and Experiences in English/Literacy

World Book Day
Educational excursions

Achievements and Experiences in Science

S3 Biology trip to the Zoo
AH Chemistry – FV College
Presentation by Physics Professor
S3 trip to Torness Power Station
S1 Career Hive

Achievements and Experiences in Social Subjects

Mock Court
Scottish Parliament



World War 1 workshops at the Mitchell Library
S3 Fieldwork (Geography)
Mock Election in school

Achievements and Experiences in RE

Interfaith Conference
Voice of the Poor Conference

Achievements and Experiences in Technologies

Micro-Tyco (S3 Business Management)
Hour of Code
STEM @ The Helix local authority event took place where our pupils worked closely with Forth Valley College.
Cyber Security lectures
Digital Leaders assisting at primary school

Achievements and Experiences in Modern Languages

International Baccalaureate (IB) – four of our Advanced Higher students took part in the SQA Baccalaureate Interdisciplinary Project where they research political factors in Spain and in Scotland through contacting relevant groups and agencies and carrying out relevant market research.
AH French event in Edinburgh
European Day of Languages

PC Forsyth

Tulliallan Police Club (9 Sep 2016)
Fire Service
Outdoor Learning, including fishing certification
Mock Trial
Curricular Support, including Health and Wellbeing

Parent Council/Parent Teacher Association

PTA Race Night and St Mungo's PTA 400 Club

Curricular Excursions

- Iceland (cultural visit)
- Sailing Trip (Pupil Support)
- Barcelona cultural visit
- London cultural visit
- Ski trip to Austria
- Association for People with Disabilities (APD), Bangalore, India
- Lourdes (Miss Tierney)
- Namibia (as part of the Scouts)
- Recreation & Leisure 2017 (Miss Kane)
- Holocaust Educational Trust Ambassadors (Mrs McMullan and Miss Keenan)
- Trip – Manchester City vs Celtic and Manchester United vs Chelsea (Miss Park)





