

ST NINIAN'S HIGH SCHOOL



Our motto 'Floreat luventus'- (Let Youth Flourish), envisions our

aspiration of excellence for each learner focussed on their holistic

development - spiritual, moral, physical, emotional, academic.

February 2020



Young people's outcomes in attainment and achievement are outstanding

AND SUSTAINED
OVER TIME

BLOG

ST NINIAN'S

Bookshelf of Reading and Research

Craft of the Classroom, Michael Marland, 1975

ALTERABLE VARIABLES, 1979, Benjamin Bloom

WHAT DO THEY KNOW?
A review of Criterion-reference Assessment | 1980

Children In ADVERSITY

P Wedge & J Essen, 1982

Man's Search For Meaning, Viktor Frankl, 1959

INSIDE THE BLACK BOX: Raising Standards Through Classroom Assessment By Paul Black and Dylan Wiliam 1998

Embedding Formative Assessment Dylan Willam's, 2011

BARAK ROSENSHINE'S PRINCIPLES OF INSTRUCTION PUBLISHED IN AMERICAN EDUCATOR IN 2012

TRIVIUM 21c, MARTIN ROBINSON, 2013

Making Every Lesson Count

S Allison & A. Tharby, 2015 Our emphasis on service, leadership and character education provides a platform from which learners can step confidently and successfully into a world that is increasingly competitive, requires flexibility, and demands skills and attitudes that will be relevant to their lives.

Learners flourish through the breadth and depth of a personalised curriculum, the excellence of teaching, and participation in rich opportunities for achievements. Learners are highly motivated, with great respect and enthusiasm for learning. Digital technology is deployed to support learning and connect learners in new and powerful ways.

Our priorities promote a shared vision for the future that is coherent and exciting for staff, learners and parents alike. Through strong leadership, teachers and learners are empowered to enhance and maximise attainment.

OPENNESS

COLLABORATION

EMPOWERMENT

CONSULTATION

NO ROOM FOR COMPLACENCY

The professional learning programme harnesses teacher leadership expertise and agency. Equity and excellence are recognised as a social justice imperative - not least for the most vulnerable. Barriers to learning are tackled. Teacher and support agencies work together to deliver the best outcomes for learners.

Robust tracking and monitoring drive continuous improvements in attainment, wellbeing and achievement. Targeted interventions address socio-economic disadvantage, and support learners at risk of not achieving their potential.

The journey as a life-long learner is established through partnerships links with cluster primary schools and other schools. Employers, colleges, and higher education provide well mapped learner pathways. Collaboration with Skills Development Scotland has improved positive and sustained post-16 destinations.

Parental participation in all aspects of school life – governance, learning, pastoral, and faith, has led to a highly-engaged parent body supporting learners to become the very best they can be through their compassion, faith, hope and, above all, love.

John Docherty - headteacher



