

Aim

To enhance the nurturing approaches and improve wellbeing by developing a community resilience transition project.

1.3 Leadership of change
2.6 TRANSITIONS
2.7 Partnerships
3.1 ENSURING
WELLBEING, EQUALITY
AND INCLUSION

GAIRLOCH HIGH SCHOOL ÀRD-SGOIL GHEARRLOCH

COMMUNITY RESILIENCE TRANSITION PROJECT
WESTER ROSS- "OUR WILD PLACES"



Rationale

- Rural isolation, leading to poor mental health in a small but significant percentage of our senior pupils
- S1 are more often arriving with anxieties, behavioural issues and mental health issues
- Lack of resilience

Outcomes

- Improving the experience of transition for our pupils, through focusing on wellbeing and resilience
- Equip our students with lifelong skills which will enhance their engagement in school life and provide a support in adult life
- Foster more positive relationships
- Improvement in attainment & development of key skills for the most vulnerable of our young people.
- "Young Leader" experience for our S2 pupils to help them to gain further skills development, and focus on their own resilience.

PARTNERS: PRIMARY ASG, SNH
HighLife HIGHLAND, Wester Ross
Biosphere, Ed Scotland COMMUNITY
Resilience officer



FINANCES

1. Assign budget
2. Identify costings
3. Use of PEF

Planning

- ASG MEETINGS to go over the work, and support the plan
- Find a suitable resource/develop a resource that can work with both P7/S2
- Sharing the resource with the full team
- Timetabled delivery set up with all schools on board
- Baseline assessment of wellbeing wheel, staff and external agencies in the process.
- Using a range of evaluation techniques we will get everyone's opinions.
- To produce a piece of work that can be shared with the schools, communicated with parents and celebrate the project in the P7 Induction.
- Include plan in the Newsletter
- Using Chromebooks to record the work completed in their P7 Profiles/S3 profile.

STANDARDS FOR HEADSHIP

- 4.1.4 Head Teachers collaborate with staff, learners, parents and the wider school community and networks in identifying, agreeing and implementing improvement priorities
- 4.3.2 Head Teachers ensure appropriate curriculum design and planning are developed to meet the learning and pastoral needs of all learners

The Unfolding Story

1. Working with NurtureUK to develop wellbeing programme for S7 (3 day training in Stirling, resources purchased for wellbeing)
2. Partnership with Wester Ross Biosphere to develop outdoor learning project on wellbeing
3. Setting up a young leaders project for the S2 before setting dates for supporting P7.
4. Engage support for project with ASG cluster heads
5. Identify staff enthusiastic to get involved

Measurements

Baseline assessment of Health & Wellbeing Wheel, attendance and behaviour analysis of pupils.
Follow on surveys and Questionnaires. Attendance and behaviour analysis.

FUTURE-Link to S1 SMART program, PHSE