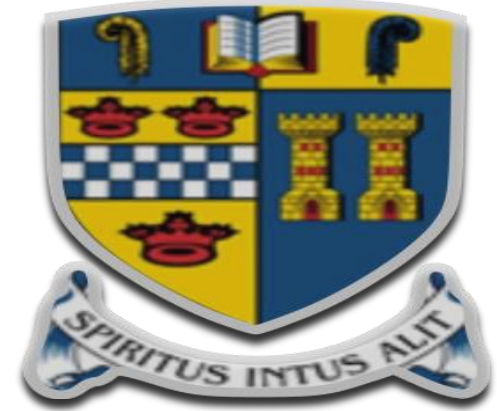


INVERURIE ACADEMY



Parent Council

Tuesday 23 January - 7.00-9.00pm

INVERURIE ACADEMY PARENT COUNCIL

1. Welcome (19.00 – 19.02)
2. Attending/Apologies (19.02 – 19.05)
3. Matters Arising from Previous Minutes/Approval (19.05 – 19.15)
4. Treasurer Update (19.15 – 19.25)
5. Head Teacher (19.25 – 19.45)
6. Curriculum for BGE presentation (19.45 – 20.15)
7. Developing Young Workforce (DYW) presentation – Kevin McBain (20.15 – 20.45)
8. AOB (20.45 – 20.55)
9. Date of next meeting (20.55 – 21.00)

Thursday 21 March 2024

Rest of the Academic Year;

- Wednesday 29 May 2024

ambition

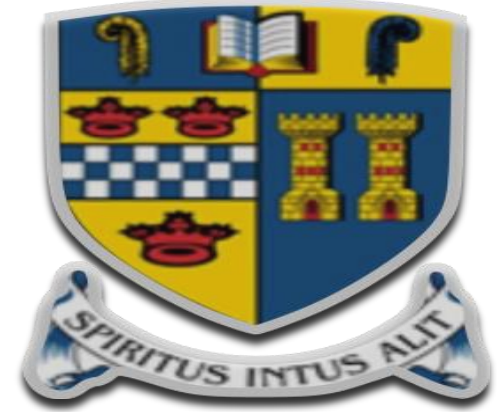
inclusion



integrity

respect

INVERURIE **ACADEMY**



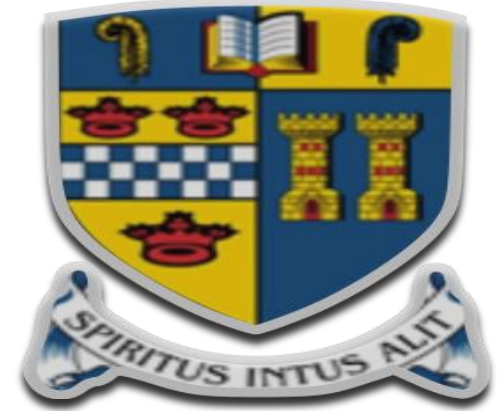
Treasurers update

Inverurie Academy Parent Council Treasurers Report

Accounts for period ended 22 Jan 2024

17-Nov-23 Opening Bank & Cash Balance		£ 1,953.52
INCOME		
28-Nov-23 Quiz Night Funds including ticket sales cash	£ 1,529.20	
	£ 1,529.20	
TOTAL BALANCE		£ 3,482.72
EXPENSES		
28-Nov-23 Cash ticket sales BANKED		-£ 470.00
		-£ 470.00
TOTAL BALANCE		£ 3,012.72
22-Jan-24 Closing Bank and Cash Balance		£ 3,012.72

INVERURIE **ACADEMY**



BGE Curriculum Review



What is the purpose of a good BGE curriculum?

BGE Curriculum:

- Breadth, depth and challenge in curricular areas
- **Personalisation and choice**
- Learner pathways – create ambitious positive destinations
- Learning & teaching – project-based learning?
- Student ownership of learning and pathway - profiling
- **Development of skills and DYW/Partnership working**
- Wider achievement
- Embed NPA's into BGE?



Children and young people will be **entitled** to:

- experience a curriculum through which they **learn about the world of work** and job possibilities and which **makes clear the strengths and skills needed to take advantage of these opportunities;**
- **develop skills for learning, life and work as an integral part of their education and be clear about how all their achievements relate to these;**
- opportunities to engage **in profiling that supports learning and the development of skills for work and future career choices;**
- a learning environment that recognises and promotes diversity and supports them to understand that it is everyone's responsibility to challenge discrimination;
- develop understanding of the responsibilities and duties placed on employers and employees;
- develop understanding of enterprise, entrepreneurship and self-employment as a career opportunity;
- know where to find information and access support making effective use of online sources such as My World of Work;
- develop CMS as an integral part of their curriculum;
- further develop CMS through the involvement of SDS Career Advisers in group and individual sessions as appropriate to personal circumstances and needs; and
- have access to a broad range of pathways through their senior phase including learning opportunities leading to work-related qualifications.



Developing the Young Workforce
Career Education Standard (3-18)

September 2016



curriculum for excellence
building the curriculum 4
skills for learning, skills for life
and skills for work

➤ SUCCESSFUL LEARNERS
➤ CONFIDENT INDIVIDUALS
➤ RESPONSIBLE CITIZENS
➤ EFFECTIVE CONTRIBUTORS



BGE Proposal:

- Electives that are skills based and meet the Careers Education Standard entitlements
- Faculty created courses that are taught by specialist teachers
- 1 or 2 periods a week
- Could have a generic skills course Aug-Oct, followed by 2 elective choices throughout the year
- Catalyst for skills profiling and embedding within learning & teaching
- Potential to link across faculties and curriculum
- Build upon NPA/Skills for Work courses already in place
- Support from local businesses and parent/carers





S2 Wider Achievement Opportunities (WAOs)

Digital Learning

Digital Learning through Computing
Digital Learning through Digital Photography
Digital Learning through Music Technology

Enterprise

Enterprise through Junior Adventurers
Enterprise through Mandarin
Enterprise through Young STEM Leaders

Leadership

Leadership through Dance Leaders
Leadership through Little Leaders
Leadership through Rookie Referees

Literacy

Literacy through Creative Writing & Competitions
Literacy through Film
Literacy through Heritage Heroes
Literacy through Italian
Literacy through Sports Journalism

MESP

MESP through Music Performance

Thinking

Thinking through Acting & Performance
Thinking through Art & Design
Thinking through Junior Mathletes
Thinking through Junior Psychologists

Literacy through Creative Writing

English & Media

Are you passionate about improving your writing skills & creating excellent stories?

This WAO will offer you the chance to showcase your talents in literacy and enter national competitions to demonstrate your skills.

If you love reading, poetry and all things creative, then this is the perfect opportunity to push yourself to the next level and be recognised for your talents.



Skills Focus



Recognition of Achievement

Red Book Award / Other National Competition Awards

Learning Intentions & Success Criteria

Learning Intentions

I will:

- gain a deeper understanding and appreciation of literature.
- develop a stronger grasp of writer's craft.
- learn how to express myself effectively.
- gain confidence.

Success Criteria

I can:

- read a variety of texts and critically discuss features of them.
- use a diverse range of writing techniques to appeal to audiences.
- use my writing as a way to express myself.
- display my skills through performance poetry.

Digital Learning through Music Technology

Expressive Arts

An essential course for all pupils interested in Sound Engineering.

You will learn about all aspects of sound engineering including studio recording, live sound, music for gaming and music for radio and film.



Skills Focus



Recognition of Achievement

N4 Music Technology unit - Music Technology in Context (L4)

Learning Intentions & Success Criteria

Learning Intentions

I will:

- learn how to set up the correct equipment for a live band/artist.
- learn how to recognise the functions on a mixing desk.
- learn how to use the main function of Reaper and Protools sound recording software.
- learn how Sound Engineers link and interact with other people in the music industry including performers, agencies, venues.

Success Criteria

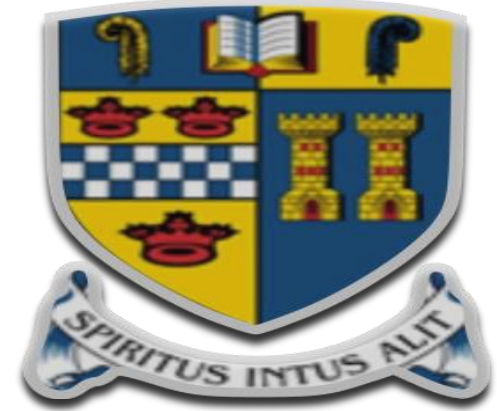
I can:

- choose the correct equipment to amplify or record a sound source and set it up safely.
- use a mixing desk correctly to improve the quality of sounds being mixed.
- correctly set up a complete sound path through a PC, record a sound source and apply suitable processors and effects to improve the quality of the recording.

Feedback on proposal from working group and ELT

- Timing - 25/26 at the earliest
- In faculties or across faculties – possibility for both/ whatever suits
- Thoughts on Project based learning – some subjects well suited other not.
- Year group – S1 only, S2 only or both?
- 1 or 2 periods?
- Electives driven by skills/DYW = the way forward
- Potential Pitfalls – where does the curriculum time come from?

INVERURIE **ACADEMY**



DYW presentation – Kevin McBain

DYW

NORTH EAST

Developing the
Young Workforce

Connecting employers and young people

DYW

NORTH EAST

Developing the
Young Workforce

Connecting employers and young people

We have a team in the final on Thursday which is being held at AFC(Pittodrie)



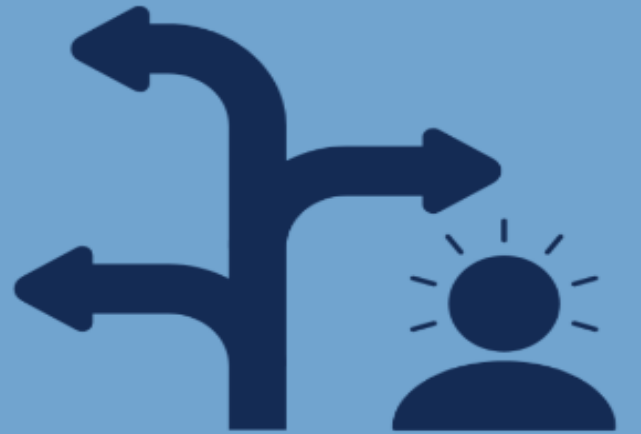
W M Donald staff spent the day with S2-3 pupils from Bridge of Don Academy, giving them the opportunity to develop work-related skills via a series of civil engineering-themed tasks.



Apprenticeship webinar for parents and carers

Learn about the different types of apprenticeship opportunities that are available across Aberdeen and Aberdeenshire

Join us on Microsoft Teams
Tuesday, 27 February | 1830-1930hrs



DYW

NORTH EAST
Developing the
Young Workforce

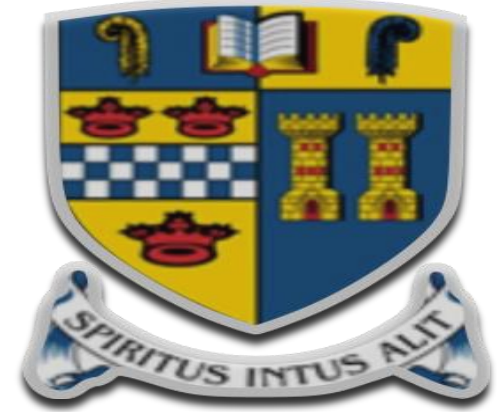
Skills
Development
Scotland

Case studies – DYW

Young people & parents – DYW

Jobs portal - DYW

INVERURIE **ACADEMY**



Head Teacher Update

New staff:

PE – Mr Jame Mathews returning after Feb half term

Mod Lang –Vacancy 0.6fte

SfL – Interviewing on Thursday

Key Dates moving forward

**Monday 15th January
begins)**

**Monday 22nd January -
Wednesday 24th January**

**Wednesday 24th January -
Friday 26th January**

Tuesday 23rd January

Monday 29th January

Tuesday 6th February

Thursday 8th February

Friday 9th February

Monday 12th February

Tuesday 13th February

Wednesday 14th February

W/C Monday 26th February

Tuesday 5th March

Thursday 21st March

Tuesday 26th March

Thursday 28th March

Start of S4/5/6 Assessment Weeks (Study Leave

S2 (Group 1) away to Loch Eil

S2 (Group 1) returns from Loch Eil

S2 (Group 2) away to Loch Eil

S2 (Group 2) return from Loch Eil

Parent Council Meeting 7pm

S2 into S3 Option Choice Evening

S2 Parents Evening

Careers Evening

Occasional Day

Occasional Day

In-Service Day

In-Service Day

S4/5/6 Reports issued

S3 Parents Evening

Parent Council Meeting 7pm

Spring Concert

Last Day of Term

ambition

inclusion



integrity

respect

- **S2 Options evening**
- **Careers Fair**
- **Swimming pool**
- **Parents evenings**
- **Outward Bound**



ambition

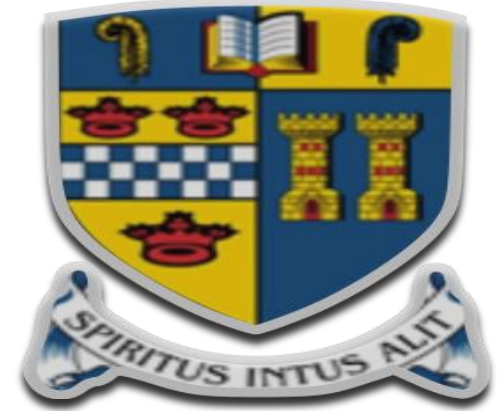
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INVERURIE
ACADEMY



Any Other Business