From mountain to sea

Aberdeenshire
COUNCIL

Education & Children's Services

National Improvement Framework Plan 2018-19

Contents

I am delighted to introduce Aberdeenshire's second National Improvement Framework (NIF) Plan.

This plan seeks to build on the very successful work started in 2017/18 which focusses on improving attainment, most specifically in literacy and numeracy as well as looking at how we continue to keep a focus on improving employability skills, sustaining positive post school destinations and improving the health and well-being of young people. Whilst focussing on all this we are committed to improving outcomes for all children and young people in our establishments and will retain an unwavering focus on closing the achievement gap between our most and least disadvantaged young people.

The work outlined in this plan is of huge importance in our ongoing efforts to achieve excellence and tackle inequalities in the system which can often prevent young people from succeeding.

This plan will provide the strategic direction for how we work collectively as professionals, in collaboration with partner agencies and other local authorities as appropriate, to ensure we are doing all we can as a system to improve outcomes for the young people of Aberdeenshire. This plan will support Head Teachers and their teams in schools in leading forward their own school level plans for improvement, based on their local data, circumstances and need and I look forward to seeing the ongoing improvements of recent years continue to grow over the next year.

I wish to thank all those who have been involved in developing this plan and wish all my colleagues well in leading forward this exciting work and ensuring Aberdeenshire's continued success in improving outcomes for young people.
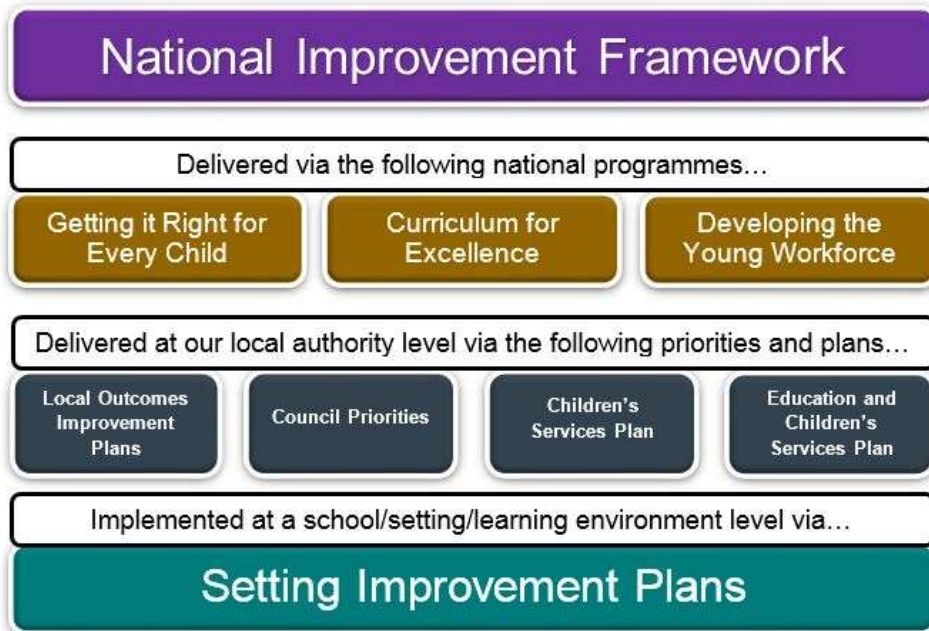

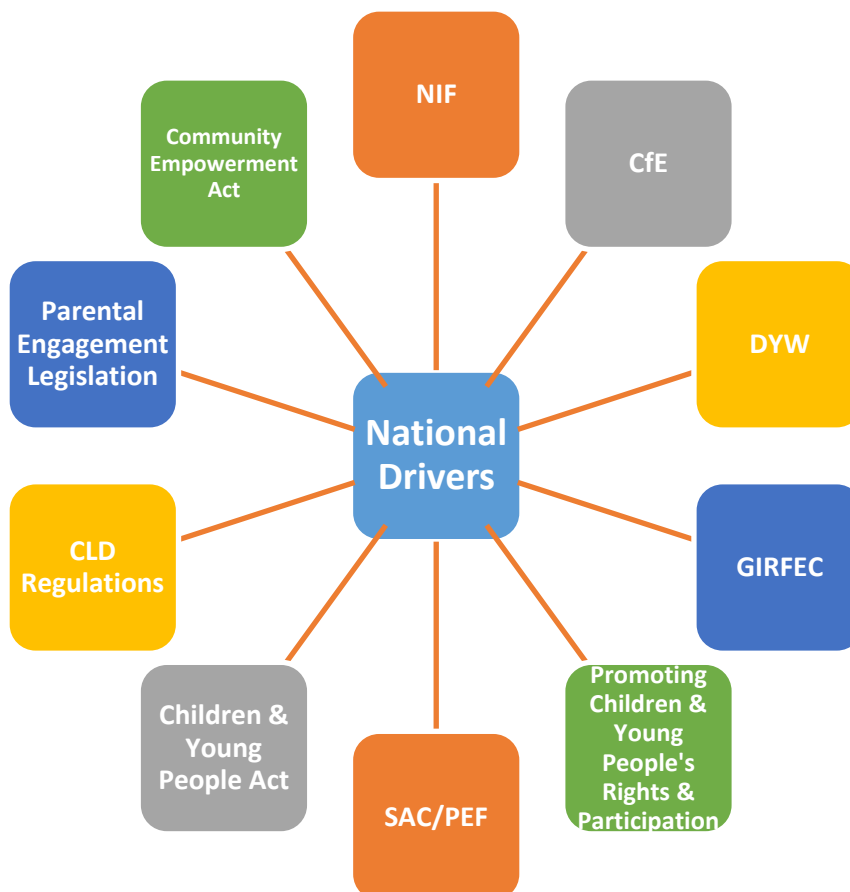Laurence Findlay

Director, Education & Children's Services

Context

Aberdeenshire ECS Improvement Framework is based on key areas of development at national and local levels:

National Drivers

This plan is an evolving set of developments based on a wide range of priorities across the service. Stakeholders and partners will continue to be consulted with as the plan progresses.

The national review of education governance is evolving and will inevitably continue to impact on the National Improvement Framework Plan at a local authority level requiring monitoring and revision as appropriate in light of these developments.

Local Drivers that Direct the NIF Plan

Council Priorities

CfE/ Bennachie

Children's Services Plan

Early Years Strategy

Local Drivers

Corporate Parenting Plan

CLD Plan

ECS Priority Areas

Business Plans

Aberdeenshire Excellence & Equity Strategy

HOW WILL WE GET THERE?

NIF THEME 1 - IMPROVEMENT IN ATTAINMENT (PARTICULARLY LITERACY & NUMERACY)

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
• Continue to strengthen system leadership to improve attainment in literacy, through promoting the universal, targeted and specialist offer around dyslexia.	• Key literacy/attainment indicators for Aberdeenshire Council. • Attainment data for pupils identified as dyslexic. • Guidance and training materials on ALDO on early identification and assessment of literacy difficulties and dyslexia.	QIO ASN	2018-19	Achieving Included	2, 3, 6, 23, 28, 29
• Further engagement in the Northern Alliance's Emerging Literacy Project – Year 3.	• Attendance, engagement and evaluation of impact from schools participating in Phase 3; those in the Northern Alliance cohort and also the Aberdeenshire parallel group. • Improvements in attainment in literacy of those schools participating consistent with benchmarks and targets identified earlier.	DHT Bennachie Campus	2018-19	Achieving Included	3, 4, 28, 29
• Continued roll out of emerging literacy project.	• Number of settings on the programme. Percentage of learners reaching expected milestones using the developmental assessment tool.	Lead QIO	Three summary reports per annum to August 2019	Achieving	3, 4, 6, 23, 28, 29
• Implement Literacy Strategy Development.	• ALCP agreement to host subgroup looking at strategy and potential strengthening of literacy partnership. • Sub group meetings agree and develop approach to strategy • Redraft of paper to support development of Literacy Strategy.	CLD Team Manager Adult Learning	2018-19	Achieving Included	3,4,28,29
• Continued implementation of 1+2 programme with focus on embedding practice for L2; support for the introduction of L3; developing curriculum approaches for Secondary BGE.	• Engagement with Head teachers and teachers in Primary and Secondary to support Level 2 and Level 3. • Percentage of schools delivering Level 2 in line with local implementation plan. • Increasing number of schools ready and able to deliver Level 3. • Improved clarity of provision and opportunity within BGE Curriculum.	Lead QIO and Languages Development Officer	2018-19	Achieving Included	3, 4, 28, 29
• Numeracy development in line with previous federation work.	• Number of settings on the numeracy programme. • Percentage of learners reaching expected milestones using the developmental assessment tool.	Lead QIO	Three summary report per annum to August 2018	Achieving	3, 4, 6, 23, 28, 29
• *Teaching for Mastery in Numeracy and Mathematics* course developed – Early to Second Levels – and delivered (7 session blended learning course).	• 7 blended (face-to-face and online) CLPL sessions developed. • Delivered to teachers across Aberdeenshire (8 locations). • Case studies, including impact, available to support others, influence guidance to schools and enhance CLPL planning.	HT Bennachie Campus	2018-19	Achieving Included	3, 4, 28, 29

NIF THEME 1 - IMPROVEMENT IN ATTAINMENT (PARTICULARLY LITERACY & NUMERACY)

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
• Continued participation in Northern Alliance numeracy and mathematics project.	• Attendance, engagement and evaluation of impact from the 8 schools participating. • Improvements in attainment in numeracy of those schools participating consistent with benchmarks and targets identified earlier.	HT Bennachie Campus	2018-19	Achieving Included	3, 4, 28, 29

NIF THEME 1 - IMPROVEMENT IN ATTAINMENT (PARTICULARLY LITERACY & NUMERACY)

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
• Cluster attainment reviews for BGE and secondary attainment reviews for Senior Phase.	• Insight data for Literacy & Numeracy, at Level 4 and Level 5 for Secondary school leavers compared to virtual comparator. • Teacher judgement data at p1, P4, P7 and S3. • All schools hold regular Attainment Reviews for BGE which promote professional collaborations at cluster level. • All secondary schools hold regular Attainment Reviews for Senior Phase. • Target figures for 2018-2019 are below and are based on teacher judgement benchmarking: **Reading** **Writing** **Listening/Talking** **Numeracy**	QIM/QIO team	Annual	Achieving Responsible Included	3, 12, 18, 28, 29

Reading

	Current Figures	Target Figures
P1	81.4%	83%
P4	74.7%	76%
P7	78.4%	80%
S3	85.6%	87%

Writing

	Current Figures	Target Figures
P1	76.9%	78%
P4	68.9%	70%
P7	71.3%	72%
S3	85.3%	87%

Listening/Talking

	Current Figures	Target Figures
P1	87.4%	89%
P4	83.2%	84%
P7	83.8%	85%
S3	85.4%	89%

Numeracy

	Actual	Target Figures
P1	85.8%	87%
P4	72.7%	76%
P7	76.3%	77%
S3	90.8%	92%

NIF THEME 1 - IMPROVEMENT IN ATTAINMENT (PARTICULARLY LITERACY & NUMERACY)

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
• Continue to develop new and innovative approaches to curriculum development as per Bennachie Campus.	• Bennachie Campus Plan.	HT Bennachie Campus	2018-19	Achieving Included	3, 4, 28, 29
• Collaboration through Northern Alliance agreed priorities.	• As per Northern Alliance plans.	Director/Heads of Service	2018-19	Achieving Included	28, 29
• Further develop consistent high quality leadership and management.	• Schools continue to engage in SCEL leadership programmes and service level leadership framework.	Head of Service Secondary/ASN	2018-19	Achieving Included	3, 5, 6, 13, 14
• Strengthen system leadership for self-evaluation for self-improvement within, between and across schools/services.	• Self-evaluation continues to embed within, between across all schools and services. • Schools participating in School Improvement Partnerships within Towards a Self-Improving School System project. • Clusters participating in Cluster Capacity Building programme.	QIM/QIO team	2018-19	Achieving Included	3, 5, 6, 13, 14
• Continue to implement Parental Engagement Strategy. • Develop and utilise materials to support skills for learning at home. • Develop and deliver opportunities for Family Learning.	• Reflecting research and revised Curriculum Frameworks, work with parents to develop and make available. • Strategy and good practice shared.	Parental Engagement Support Hub	2018-19	Achieving Responsible Included	3, 5, 15, 18, 29
• All Aberdeenshire schools will be offered an introduction to the Visible Learning Research and framework for change. • All Aberdeenshire schools will be offered the opportunity to participate in a practitioner enquiry course on an evidence-based topic which draws on the Visible Learning research. • Participating schools will be supported to evidence impact of practice changes on learning. • Annual meta-analysis of evaluation data collected by individual teachers / schools.	• Participating schools will be able to demonstrate evidence based data driven improvements.	Principal Educational Psychologist	Ongoing 2018-19	Achieving	3, 5, 13, 28, 29

NIF THEME 2 - CLOSING THE GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

ACTION	OUTCOMES AND IMPROVEMENTS	RESPONSIBLE OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
• Deployment of Pupil Equity Fund (PEF) at school and cluster level to support improvement through evidence-based interventions.	• HTs working in collaboration to develop evidence-based approaches to 'closing the gap'. • QIO monitoring of cluster level activity and individual school planning and review.	Head Teachers QIM/QIO team	Annual	Achieving Responsible Included	3, 12, 18, 28, 29
• Continue to empower system leaders to strengthen management/governance of (ASN) resources to promote collaboration and accountability in meeting needs/closing the gap.	• Launch of revised LMGs guidelines. • No. of LMGs receiving training and support on recording/reporting of need and moderation/prioritisation of resource deployment. • Central ASN budgets bundled and devolved to cluster level (2 clusters). • Specific ASN budgets devolved to clusters. • Central monitoring and quality assurance framework for devolved cluster management of ASN resources.	QIM ASN	2018-19	Achieving Included	2, 3, 4, 6, 23, 28, 29
• Ensure a continued focus on evidence based approaches to improve learning and teaching, delivered by relevant guidelines, support materials and CLPL.	• Consistent approach, based on an agreed set of principles, evident across the service.	HT Bennachie Campus	2018-19	Achieving Included	3, 4, 23, 28, 29
• Support schools and settings to focus on the development of learners', metacognitive teaching strategies, sharing developments with parents.	• Resources to support schools and settings reviewed, and updated, and available for schools and settings.	HT Bennachie Campus / Principal Educational Psychologist	2018-19	Achieving Included	3, 4, 12, 14, 28, 29
• Further embed the GIRFEC approach through educational provision which identifies and addresses wellbeing needs based on early intervention and prevention.	• Availability and training of named contact. • CPD materials, guidance and induction processes support confident competent workforce. • Use of Seemis Wellbeing App. • QA activity carried out to ensure robust single service use of National Practice Model in assessment of Wellbeing/Child's Plan.	Appropriate NHS contact / Head Teacher in school Lead Service Manager/Service Manager (GIRFEC) Workforce Planning & Staffing Manager QIO/QIM Team (TBC)	2018-19	Safe Healthy Active Nurtured Achieving Respected Responsible Included	2, 3, 4, 6, 23, 28, 29
• Improve validity and reliability of teacher professional judgement and strengthening tracking and monitoring of BGE.	• QIO and QAMSO carrying out cluster work and cross-authority activity on moderation and achievement of a level data.	QIO/QAMSO team	2018-19	Healthy Nurtured Achieving	3, 5, 6, 13, 14

NIF THEME 2 - CLOSING THE GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

ACTION	OUTCOMES AND IMPROVEMENTS	RESPONSIBLE OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
• Establish up to 10 trial sites for 1140.	• 10 trial sites open for 1140. • Trial sites now up and running. • Uptake better than anticipated.	Lead QIO	January 2018	Achieving	3
• Establish trial sites for partner providers.	• Trial sites for partner providers open for 1140.	QIO	January 2018	Achieving	3
• Establish up to 10 family nurtures sites based on a collaborative understanding of family nurture.	• 10 family nurture sites open. • Trial sites complete. • Plans in place for upscaling.	Lead QIO	January 2018	Achieving	3, 4, 5, 6, 23, 24, 28, 29
• Development of Family Learning practice within other strategic objectives.	• Review of service Family Learning delivery undertaken. • Agreement of Education Scotland Family Learning lead to support development of Family Learning strategy Group in Aberdeenshire. • CLD Staff complete Strengthening Families Training.	CLD Team Manager – Adult Learning	2018-19	Achieving Included	3,4,28,29
• Further develop accreditation of wider achievement.	• CLD staff complete Adult Achievement Award (AAA) Training. • CPD support from deliverers of cohort 1 arranged. AAA training to be delivered to all remaining CLD staff. • Learners undertaking AAA Awards. • Programme for CPD to build number of SQA assessors progressing. • ESOL Nat 2 and Nat 3 Units written and authorised by SQA. • All CLD ESOL groups to offer accreditation. • Six CLD staff complete Celta Training successfully. • Delivery Plans include Accreditation Targets. • CPD sessions from Youth Scotland arranged for WWYP staff to support delivery of Dynamic Youth Awards and Youth Achievement Awards. • Professional Development Award (PDA) in Youth Work delivered to unqualified staff; Youth Scotland to deliver training for trainers to CLD staff to support sustainable delivery of PDA in Aberdeenshire. • Planned input by YouthLink Scotland on the national youth work outcomes and indicators to the CLD Work with Young People team in September. • Targeted interventions using culture. • Develop a programme of learning activities and projects with Syrian New Scots, the family unit at HMP Grampian and the Travelling Community.	CLD Team Managers – Work With Young People; Adult Learning Service Manager, Cultural Services	2018-19	Achieving Included	3,4,28,29
• Deliver innovative service design and development to strengthen targeted and specialist earlier intervention for children and young people.	• Further development of home/school liaison posts (partnership between schools and CLD). • Introduction of PeterDeen Scholarship in Peterhead Academy. • Develop Business Case for establishment of Aberdeenshire Forest School in Banchory Cluster.	Service Manager Communities & Partnerships	2018-19	Achieving Included Healthy	3,5,6,13,14

NIF THEME 2 - CLOSING THE GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

ACTION	OUTCOMES AND IMPROVEMENTS	RESPONSIBLE OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
• Roll out of Aberdeenshire model of Nurturing Schools through universal and targeted CLPL programmes to pathfinder establishments. • Develop online toolkit of information and resources to support the implementation of universal, targeted and family nurture in Aberdeenshire establishments.	• Analysis of quantitative and qualitative pre and post data evidencing change within participating establishments. • Focus groups with participating schools to explore impact and inform next steps of roll-out.	Principal Educational Psychologist	2018-19	Nurtured Achieving	3, 5, 23, 28

NIF THEME 3 - IMPROVEMENT IN CHILDREN & YOUNG PEOPLE'S HEALTH & WELLBEING

ACTION	OUTCOMES AND IMPROVEMENTS	RESPONSIBLE OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
• Develop policy and practice framework for promoting inclusion through positive relationships through strengthening the universal, targeted and specialist offer.	• Policy and practice framework developed, built on evidence-based practice. • Audit of practice in Aberdeenshire in relation to framework principles undertaken to inform future action planning. • Development of policy/practice framework in partnership with key stakeholders. • No. of exclusions.	HT/DHT Bennachie Campus	2018-19	Nurtured Included Respected Responsible	2, 3, 4, 6, 23, 28, 29
• Promote inclusion and participation of vulnerable groups of learning by preventing and managing exclusions.	• Reduction in exclusions of children/young people with ASN and disabilities, and care experienced young people. • Improved provision and practice before, during and after exclusions. • School and system leaders trained on principles in practice around equalities legislation.	QIM ASN	2018-19	Nurtured Included Respected Responsible	
• Guiding schools and settings to engage with Aberdeenshire's Health and wellbeing Progression Framework.	• Revised and updated documentation.	HT Bennachie Campus	2018-19	Safe Healthy Active Nurtured Achieving Respected Responsible Included	ALL
• Engage in relevant action planning and developments in response to the Scottish Government's 'Mental Health Strategy 2017-27'. In particular these will relate to *'Prevention and Early Intervention'.*	• Relevant service action plans address the recommendations.	GIRFEC Mental Health Strategic Group / Principal Educational Psychologist	2018-19	Safe Healthy Nurtured Achieving Respected Responsible Included	3, 4, 5, 6, 16, 18, 24, 39
• Development of effective transition guidance across all sectors.	• Effective transition plans are in place across all early years settings. • Enhance and improve transitions from P6 - S2.	QIM Primary	2018-19	Healthy Nurtured Achieving Included	3, 5, 6, 13, 14
• Develop protocols for learners with the need of long term property adjustments.	• Protocols in place and Children with long term property adjustment needs identified.	Lead QIO	Three summary reports by August 2018	Healthy	2, 3, 15, 23, 24, 28, 31

• Developing a PSE programme of study appropriate for secondary pupils.	• Programme available to schools – response to national review of PSE. • Consistent, relevant and coherent content. • Addresses identified areas of concern – local and national.	HT Bennachie Campus	2018-19	Safe Healthy Active Nurtured Achieving Respected Responsible Included	ALL
• Adopt advice and guidance for care inspectorate design brief.	• All new settings meet the inspectorate design brief. • Complete.	Lead QIO	Three summary reports by August 2018	Achieving Nurturing Healthy	ALL
• Continue to fully implement Children and Young People (Scotland) Act 2014 (as enacted).	• All settings meet the children and young people act. New settings will be developed to meet Children and Young People Act. • Children's Rights reporting embedded. • Progress made in Education actions within Aberdeenshire's Children's Services Thematic Action Plans (Early Years, Substance Misuse, Children with a Disability, Corporate Parenting, Mental Health & Wellbeing).	Lead QIO	August 2018	Healthy Nurturing	ALL
• Continue to deliver activity to reduce alcohol use and address Aberdeenshire's relationship with alcohol through multi-agency approaches.	• Promote website and use of Alcohol free Kitemark. • Further develop community voice and capacity to address/ reduce negative impact of alcohol use.	CLD Team Managers	2017 - 18	Safe Healthy Active Nurtured Achieving Respected Responsible Included	3, 4, 5, 6, 16, 18, 24, 39
• Develop sustainable learning offer to schools which supports understanding of Autism and Anxiety.	• Increased knowledge and confidence of practitioners in meeting the needs of learners with autism. • Long-term decrease in exclusions, part-time timetables, learning pathway plus arrangements and out of authority placements for children and young people with autism.	Principal Educational Psychologist	2018-19	Health Included Respected Achieving	3, 5, 23, 28

• Further develop partnership working and collaboration with Allied Health Professionals to promote inclusion and participation of learners with additional support needs:
  - Develop guidance for school staff on Moving & Handling Pupils and on Hoisting Pupils.
  - Collaborate with Aberdeenshire Council Health Safety & Wellbeing Team to ensure an effective training programme on Moving and
	• Guidance and training on ALDO in place for school staff on Moving & Handling Pupils and on Hoisting Pupils.
	• Revised and updated ALDO guidance and training materials on Total Communication in place which includes accreditation programme for schools re symbolisation of the environment.
	• Guidance and training materials on ALDO for school staff on Developmental Language Disorder.
		QIO ASN	2018-19	Safe
				Healthy
				Active
				Nurtured
				Achieving
				Respected
				Responsible
				Included
					ALL

Handling and Hoisting Pupils is in place on ALDO for school staff. - Review and update ALDO training materials and guidance on Total Communication to include accreditation programme for schools re symbolisation of the environment. - Develop guidance and training materials on ALDO for school staff on Developmental Language Disorder.					

NIF THEME 4 - IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED, POSITIVE SCHOOL LEAVER DESTINATIONS FOR ALL YOUNG PEOPLE

ACTION	OUTCOMES AND IMPROVEMENTS	RESPONSIBLE OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
• Performance reviews in Secondary schools to set targets and review individual circumstances.	• Insight data on positive destinations.	QIM Secondary	Annual	Achieving Responsible Included	3, 12, 18, 28, 29
• Continue to develop work experience and work placement opportunities.	• Number of youngsters in S4 – S6 with an experience of work.	Work Placement Officer	Annual	Achieving Responsible Included	3, 12, 18, 28, 29
• Strengthen multi-agency policy and practice for post 16 transitions, focusing on employability for vulnerable young people.	• No. of care-experienced young people moving onto a positive destination. • No. of pupils with ASN moving onto a positive destination.	GIRFEC Disability Strategic Group	2018-19	Achieving Included Responsible	2, 3, 4, 6, 23, 28, 29
• Supporting schools and settings to engage in *Improving Gender Balance 3-18* (Education Scotland) – to help practitioners identify and tackle issues of gender stereotyping in classrooms, schools and settings.	• Guidelines for schools, based on support materials, developed. • School engagement; including completion of self-evaluations to inform future planning.	DHT Bennachie Campus/ ESOs	2018-19	Achieving Respected Responsible Included	3, 4, 5, 12, 13, 18
• Support schools with the implementation of the Aberdeenshire Council DYW Strategic Plan.	• Key DYW Performance Indicators for Aberdeenshire Council.	Lead Officer DYW	2018-2021	Healthy Active Nurtured Achieving Respected Responsible Included	3, 6, 23, 27, 29

NIF THEME 4 - IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED, POSITIVE SCHOOL LEAVER DESTINATIONS FOR ALL YOUNG PEOPLE

ACTION	OUTCOMES AND IMPROVEMENTS	RESPONSIBLE OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)

• Review and develop DYW Operational Plan for 2018-20.
• Support schools in developing and implementing the identified Key Focus Areas for 2018-19.
  - Implementation of the Career Education Standard.
  - Skills for Learning, Life and Work.
  - Partnership Development (including employer, FE, HE, parent & pupil engagement).
  - Review of senior phase pathways to enhance Foundation Apprenticeships and other vocational courses
  - Promote best practice examples.
	• Key DYW Performance Indicators for Aberdeenshire Council.	Lead Officer DYW	2018-20	Healthy Active Nurtured Achieving Respected Responsible Included	3, 6, 23, 27, 29

• Develop plan to address the outcomes of the Learner Journey Review, May 2018.	• As per national measures.	Lead Officer DYW	2018-19	Healthy Active Nurtured Achieving Respected Responsible Included	3, 6, 23, 27, 29
• Develop and plan support for a DYW Equalities Plan, including a plan in partnership with Aberdeenshire Council's Employability Team for care experienced young people and most vulnerable. • Develop a DYW plan and support for gender and minorities in partnership with Bennachie Campus.	• Key DYW Performance Indicators for Aberdeenshire Council.	Lead Officer DYW	2018-19	Healthy Active Nurtured Achieving Respected Responsible Included	3, 4, 5, 6, 12, 13, 18, 23, 27,29

NIF THEME 4 - IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED, POSITIVE SCHOOL LEAVER DESTINATIONS FOR ALL YOUNG PEOPLE					
ACTION	**OUTCOMES AND IMPROVEMENTS**	**RESPONSIBLE OFFICER**	**TIMESCALE**	**WELLBEING INDICATOR(S)**	**UNCRC ARTICLE(S)**
• Plan and deliver appropriate DYW staff development through CLPL and In-service.	• Key DYW Performance Indicators for Aberdeenshire Council.	Lead Officer DYW	2018-19	Achieving Respected Responsible Included	12, 17, 27, 28, 29
• Develop systems for enhanced DYW Parental Engagement to deliver better and sustained DYW outcomes.	• Key DYW Performance Indicators for Aberdeenshire Council.	Lead Officer DYW	2018-19	Achieving Respected Responsible Included	18
• Review development of DYW Aberdeenshire Website and associated social media.	• Key DYW Performance Indicators for Aberdeenshire Council.	Lead Officer DYW	2018-19	Active Achieving Respected Responsible Included	17

• Development of a new Work Placement Policy to deliver a more flexible and meaningful link to the world of work.
• Review of role of Work Placement Unit:
  - Extended work placements to be developed
  - Review of work experience blocks for all schools
  - Working in conjunction with DYW North East to engage employers.
  - Development of Senior Phase opportunities
  - Promotion of work placements to parents.
• Improved recording of pupil placements in schools.
	• Increase the number of work placements arranged for young people by 5% from the 2015/16 figure by 2021.	Work Placement Officer	2017-19	Healthy Active Nurtured Achieving Respected Responsible Included	3, 6, 23, 27, 29

NIF THEME 4 - IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED, POSITIVE SCHOOL LEAVER DESTINATIONS FOR ALL YOUNG PEOPLE

ACTION	OUTCOMES AND IMPROVEMENTS	RESPONSIBLE OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
• Aberdeenshire Council as an employer to support DYW outcomes: - Increase the number of young people employed by Aberdeenshire Council, - Establish formal employer partnerships with Aberdeenshire Schools by 2018. - Increase the number of apprentices employed by Aberdeenshire Council. - Increase the number of young people employed from under-represented group.	• Increase the percentage of young people employed by the Council, so that the percentage employed is representative of the Aberdeenshire population by 2021. • Increase the number of apprenticeships/trainee posts to 2% of the workforce by 2021. • Increase the employment rate for young disabled people to the population average by 2021. • Increase positive destinations for looked after children by 4 percentage points per annum resulting in parity by 2021.	Lead Officer DYW	2018-21	Achieving Respected Responsible Included	3, 6, 23, 27, 29
• Expand accredited ELC qualifications at graduate and undergraduate level.	• Increase in uptake of qualifications at graduate and undergraduate levels. 20 apprentices in place. • Apprenticeship scheme and new trainee posts in place.	Lead QIO	Three summary reports by August 2018	Achieving	18
• Roll-out childminding project.	• 1140 funded childminders are in place in each cluster. • Project complete and upscaling planned.	Lead QIO	Three summary reports by August 2018	Achieving	18
• Deliver Opportunity for All - including development of partnership Data Hub.	• Partnership database established with data inputted and updated by partners on an ongoing basis.	Opportunities for All Officer	2018-19	Achieving Included	3,4,28,29

Improved outcomes and life choices for all of our children and young people is central to the areas in this plan which is ambitious, empowering and aspirational.

Glossary

AAA – Adult Achievement Award

ASL – Additional Support for Learning

ASN – Additional Support Needs

BGE – Broad General Education

CLD – Community Learning and Development

CLPL – Career Long Professional Learning

CPD – Continuous Professional Development

ELC – Early Learning and Childcare

ESOL – English as a Second or Other Language

FE – Further Education

HE – Higher Education

LMG – Local Management Group

PEF – Pupil Equity Fund

PSE – Personal and Social Education

QA – Quality Assurance

SCEL – Scottish College for Educational Leadership

SQA – Scottish Qualification Authority