Meeting of the Craigmount High School Parent Council by Microsoft Teams meeting on Monday 17 January 2022 at 19:00hrs

MEETING PACK

Meeting held online via Teams

Monday 17th January, 7.00pm

Present	John McLeod (Acting Chair)
	Alistair Turnbull (Secretary) (AT)
	Alison Thomson
	Alison Humphreys
	Gilly Herbert
	Ian Batty
	Jeanette Ross
	Nicola Currie-Mullan
	Phil Wild
In Attendance:	**Craigmount HS Leadership Team/Staff**
	Colin Meikle, Head Teacher (CM)
	Alison Clark (AC), Deputy Head Teacher
	Tracy Urquhart (TU), Deputy Head Teacher
	Joe Higgins
	Members of the Parent Forum (details of attendees retained by secretary)
Apologies Received from	Jane Crewe (Chair)
	Claire Bridgman (Councillor DrumBrae/Gyle)
	Gillian Gloyer (Councillor, Murrayfield/Corstorphine)
	Dale Graham (Treasurer)

1   Welcome and Apologies:
Apologies were noted, and in Jane Crewe's absence, John McLeod took the chair and welcomed all to the meeting.

2   Approval of Minutes and Matters Arising:
AT noted that the minutes from the previous meeting would be circulated and approved via WhatsApp following receipt of CM's comments on the minutes (**AP1**). Separately, AT confirmed that he had arranged a date with CM to get the training needed to update the Parent Council page and upload previous minutes (**AP2**)

The Matters Arising Register was reviewed and updates are as reflected in the MA register attached to these minutes.

3   Craigmount Update (presentation attached to these minutes)

Health and Safety: CM updated the meeting on the revised H&S routines that were, broadly, the same as before the New Year.

Staffing Updates: CM updated the meeting on the leavers and returners since the last meeting. The meeting noted the appointment of Mr Breach and Mr Gray as PS leads for Arthur and Calton houses.

SQA Assessments: CM reported these had gone well and he was in the process of ingathering internal feedback from staff.

Other Key Events:

UCAS: CM noted that UCAS applications were being finalised before deadline of 26 January. CM noted that some college courses were only being made available now through system and that these were being fed through to S4-6 year groups.

Sports Teams: CM noted the strong performance of the school's football and netball teams in their respective leagues.

Foodbank: CM noted that the foodbank contributions this year were the greatest ever and wanted to express his thanks to parents and pupils for their contribution and efforts.

Youth Agency: CM reported that YA had starting working with PS staff.

Upcoming Items:

2nd formal assessments: CM reported that timetable will be published before the end of this month. Assessment window will commence 28/2 for three weeks.

Questions from the Meeting

Q: Will pupils be getting exam hall experience in the assessments to prepare them for final assessment?
A: CM confirmed that S4 pupils had had this experience for one of their assessments in Assessment 1 window and that S5/6 would get this in one of their assessments in the 2nd assessment window

Q: On H&S, is there any sign of mask fatigue/compliance issues?
A: CM reported that generally, compliance is excellent. The main issue remains that pupils forget to bring their own masks leading to heavy supplies of single use masks still being needed (and the waste they cause).

4   **Senior Leaders' Updates**: **(presentations attached to these minutes)**.

(a) ***Curriculum Review (led by Tracey Urquhart)***

TU took the meeting through her presentation. TU noted that the key features of the new approach were:

- Full integration of senior phase (ie S4-6) – ie so mix of all three year groups. This would provide more flexibility for S5 year, more options and more flexibility for coursing and pathways.
- Inclusion of more vocational pathways within curriculum choices, some of which will be unique to CHS, others which will be provided by colleges, providing pupils with greater choice in pathways.
- More meaningful work experience – early discussions were underway with employers with a view to a pilot this session ahead of a fuller launch in the 22/23 session
- A shift away from talking about qualifications and more focussing on levels (and the various course formats that could bring attainment to those levels): this brought National Progression Awards more into focus on continuous assessment as opposed to the more traditional final exam based courses
-
TU then took the meeting through the timetabling changes to accommodate this approach as well as the new courses and pathways that would be opened up through the new approach, including the two year Foundation Apprenticeships available to S5s and S6s that could lead into employment or further college or university studies.

TU then took the meeting through next steps including the upcoming course choice process, the details of which would be announced in more detail via Sway. This would involve individual meetings with students to discuss pathways and to feed in thoughts and recommendations as well as follow up meetings with parents as needed, with course choices and timetable being finalised before Easter.

Finally TU noted that S1-3 were not being forgotten in this exercise and that these year groups would be in focus in the next session's consideration of curriculum choices.

Questions from the Meeting

Q: Would alternative formats at equivalent levels to traditional exams carry the same weight/points ratings in UCAS applications?
A: Broadly yes – each course carries its own points rating based on the level of attainment reached and the result achieved through assessment.

Q: How do NPAs play into benchmarks and virtual comparators?
A: They do carry equivalent value: many schools that have NPAs within their curriculum are performing strongly and work well in complimenting traditional course choices. However the main reason for offering these was not for "VC points" (although these are recognised) but to meet greater variety of needs of pupils, to give them additional choice, to increase their employability by offering more vocational content. The better the course choices fit around pupils needs, the greater the engagement/retention and the better the chances of maximising outcomes for pupils (in attainment and beyond school).

Q: Expanding course choice is great, but how will this work with staffing? Will there be mixed subject classes?
A: Some mixed class provision will be part of the coursing: however there is a recognition that some subjects (eg computing) lend themselves to mixed class formats more than others. It's also expected that with new choices, classes in traditional course choices will reduce thus freeing up capacity for classes in the additional/new subjects. Also, by integrating S4-6 that allows greater coursing/timetabling flexibility by being able to combine year groups.

Q: Has pupil consultation finished on the proposal?
A: An initial conversation has been held and consultation will continue as the new options are rolled out.

(b) ***Positive Relationships (see attached presentation: led by Alison Clark (AC) and Joe Higgins (JH))***

JH and AC took the meeting through the process so far, including the staff, pupil and parent consultation that had taken place on this initiative throughout this session and:

- the resulting features of the PR policy that had been developed through that consultation exercise (see slide 3).
- The rules and expectations that had been briefed to students through year briefings and then taken into practice (slide 4)
- The Rules and Expectations (slide 5) under the Ready/Respectful/Safe headings.
- The new focus on rewarding positive recognition (based around the school values) (Slide 6)
- The stepped approach to enforcement, with parental involvement being involved typically in steps 4 and 5 (although see class charts discussion below).
- The introduction of class charts, visible to pupils, PSLs, Year Heads and other staff allowing for better visibility and understanding of both positive and negative behaviours exhibited by pupils as well as coordination between staff with respect to students.
- The trial in making those class charts visible to S1 parents ahead of rolling out to other year groups, to allow parents visibility on behaviour of their children (slides 5,7, 8)
- The next steps in the initiative, including ensuring continuing dialogue and learning among staff to improve consistency of application as well as restorative approaches and measures to recognise consistent star achievers.

Questions from the Meeting

Q: Will the class charts/process be rolled out to temps and peripatetic teachers?
A: Yes. There will be training provided to eg music teachers.

Q: Will opening up performance to parents potentially lead to a bombardment of parent discussions/consultations?

A: From experience thus far (ie S1 trial), no, but the roll out was deliberately staged by year groups so that the school could get a sense of how the new framework for behaviour would be received by parents of pupils.

5   Points raised by Council Members/Parent Forum

Health & Wellbeing Survey
CM reported that CHS will be carrying this out most likely after the half term holiday. Schools have info from CEC and are currently planning around this. CM explained that a Q&A document would go out and the survey would be done in context of PSE lessons with briefing and guidance being given to pupils to assist them in the completion. The survey results would be confidential and used primarily for statistical, planning and policy development (and targeting of that). CHS would not get pupil level data although would get year level data to support learnings and actions from the survey. Finally, CM mentioned that parents and pupils would each have the option to opt out of the survey. Noone would be forced to do the survey.

Free Bus Pass
CM noted that there was insufficient capacity from the free bus card provider to meet demand from the new provision of free bus travel. This was not helped by the existing backlog on Young Scot cards from COVID and CM had asked for an update on this (and S1/2 provision). CM confirmed meantime that the school has been asked to upload school photos to the system to enable this to be used (once they were able to be processed).

6   Treasurer's Report:

In Dale Graham's absence, AT reported that PC funds within its bank account stood at £5,121.10 plus 200 Club funds of around £600.

7   Fundraising

It was noted that the PC would discuss the school's funding requests at a separate meeting to be convened next week. Corstorphine Fair arrangements would also be discussed at that meeting.

8   Other business:

WOW Week
CM noted that OMICRON had set plans back around the WOW week and mitigation measures continued to make planning events very difficult. CM confirmed it was still the plan to do something in each year group but was also conscious of giving parents due notice and time to pay. An update at the next meeting will be provided (**AP3**)

PC Page on Website
Phil Wild noted that the PC page still had not been updated since the new website and needed to be. See AP2 in Matters Arising – AT would take this on before the next meeting.

Extra-Curricular Study Classes for Senior Years
CM confirmed that Scott Pye will be pulling together planning and communication for this before the end of January.

9   Date of next meeting:

The next meeting will be held on-line via Teams on Monday 7 March at 7.00pm via Teams.

MATTERS ARISING REGISTER – 17/01/22

Pending/Current Matters

Meeting Date	Action	Responsibility	Status
07/09/21 (AP5)	Update on Curtain funding (when responses heard)	GH	Grant has fallen away. Funding for this to be considered alongside other funding requests.
11/10/21 (AP3)	Finalisation of wish list template and bringing forward of funding requests by end of year	AT/CM	Excel to be provided this week for separate meeting of PC to discuss wish list.
15/11/21 (AP1)	School expansion/development update	CM	CM organising a meeting with JC to discuss approach with CEC, who would be approaching schools ahead of consultation period to get thoughts. Update to be provided at 07/03 meeting
17/01/2022 (AP1)	Minutes of November meeting to be circulated and approved via WhatsApp	AT	
17/01/2022 (AP2)	AT to be trained on new website to upload minutes and Parent Council page	AT	
17/01/2022 (AP3)	Update on WOW plans	CM	

Completed Matters

Meeting Date	Action	Responsibility	Status
15/11/21 (AP2)	Update on Positive Relationships initiative	CM/Ali Clark	Part of meeting agenda at 17/01/22 meeting

Craigmount
Update

Craigmount High School
Health & Safety Routines

Four easy stages of a rapid COVID-19 self-test

NHS Test and Trace

1 **Set-up:** sanitise testing area and hands, unpack kit, read instructions

2 **Swab:** throat then nose

3 **Process test:** place swab in liquid in tube, squeeze liquid onto test device

4 **Read result:** ensure test device is on a flat surface, wait and read result at 30 minutes

BACK TO SCHOOL!
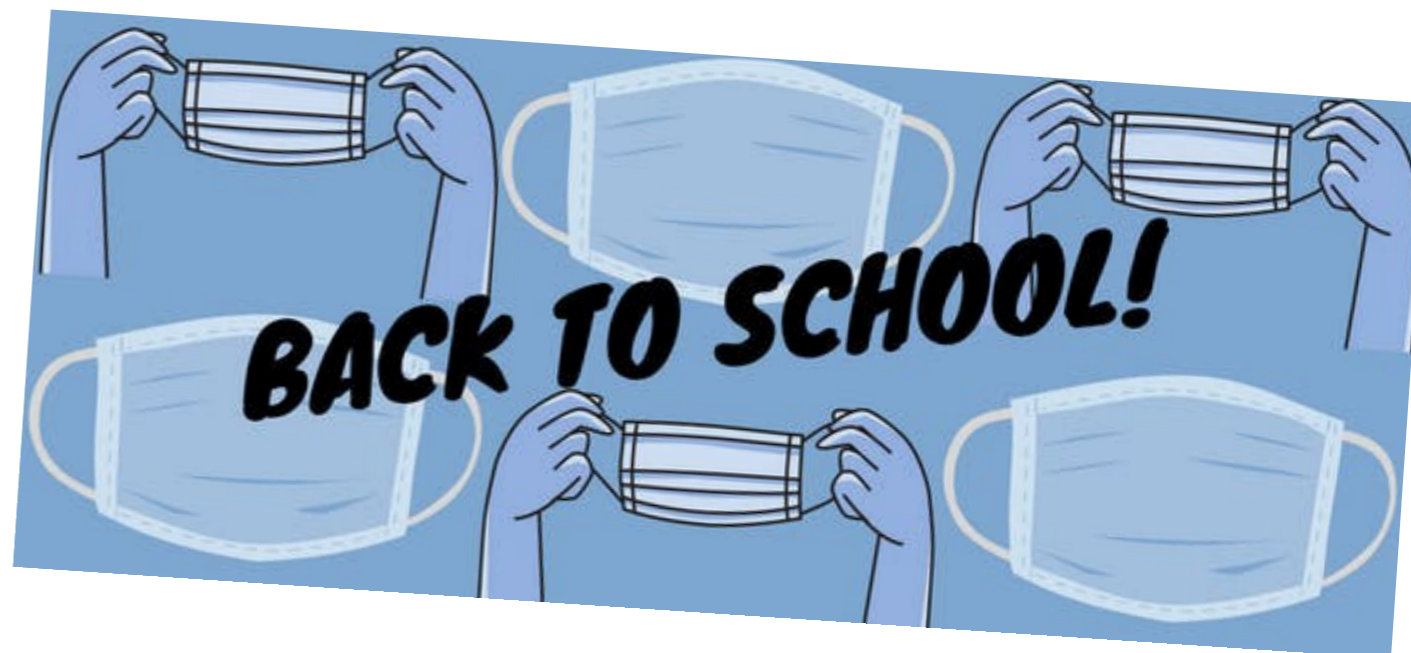
Expect windows to be open when indoors. Pupils should dress to take account of changing temperatures.

Distance

Craigmount High School
Staffing Updates

Pupil Support Structure: 2021-22

	Arthur	Braid	Calton	Pentland	Swanston
	Mr Breach	Mrs Savage (M-W) Mr Gilliland (T-F)	Mr Gray	Mr Sansom	Mrs Frew
SRP/Support for Learning (all years)	Mrs Inglis				
Targeted Support (all years)	Mrs Jack				
S1 Year Head	Mr Pye				
S2 Year Head	Mrs Clark				
S3 Year Head	Mrs Urquhart				
S4 Year Head	Mr Pye				
S5 Year Head	Mrs Clark				
S6 Year Head	Mrs Urquhart				
SRP/Pathway Depute (all years)	Mrs Coull				

Physical Education – Miss Ashley Owen

Craigmount High School
SQA Assessment

Senior Phase Assessment 2021-22

aim high · adapt · succeed

awareness · drive · aspiration · purpose · trust

What does the colour coding for the columns mean in the assessment schedule?
A pupil timetable is split into different 'columns' which determines when they attend the subject each week, for example, a Monday periods 1 and 2 may be column A. Each column has been allocated a specific time for assessments in order to manage the number of assessments which can take place in day or week.

Will National 5s, Highers and Advanced Highers be assessed in both assessment windows?
majority of subjects will assess during both assessment windows. However, ending on the nature of the course, the approach to assessment may look rent in assessment window 2 and may focus on practical or assignment work ending on the nature of the course.

re there different approaches to some assessments in different subjects?
proaches to assessment in subjects across the school reflects the updated SQA -specific guidance to teachers.

ll the assessments be conducted if pupils are sitting them in class and at t times in the week?
sments will be conducted in a controlled way where bags, phones and non-items will be paced at the front of the room. The assessments will be kept rior to and following completion. Pupils cannot remove them from the hotograph them. Pupils should not discuss the content of the assessment pupils.

be signposted to the topics covered in each assessment?
ment in subjects reflects the SQA subject-specific guidance and often cover a range of knowledge and skills and are not always organised eams posts from teachers posted on individual class teams pages will information about the specifics of assessments.

exam leave during the assessment windows?
ximise the time in the classroom working with staff, there will be no uring either of the assessment windows. Pupils should follow their rmal and the assessments will be planned during class time. This is in ce from The City of Edinburgh Council on exam leave.

focus of the time in class during the assessment windows?
tinue to work with pupils during class time when an assessment is This may involve (but is not limited to) consolidating parts of the g a particular skill, working on folio, assignment or practical work, duals or giving feedback on aspects of the course and/or approach focuses on assessment as part of learning and teaching pils progress in their learning.

The assessment schedule for w 1 can be found on our school website here (or by clicking on 'Pupils' and then 'Assessment').

This is a live version of assessments which contains the subject, teacher and column (the time in the week the assessment takes place). Although the calendar indicates the periods during which the assessment will take place, this is not an indication of the length of the assessment. Teams posts from teachers posted on individual class teams pages will give further information about the specifics of assessments.

The assessment schedule for assessment window 2 will be published by the end of January.

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ts and assessment window 2?
oming class assessments with pupils in sment schedule for assessment window

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pils of the
riate time in

ments, how will parents know what
nal way by their class teach and/or a arrangements are put in place by the ed and pupils will be made aware of king place.

e to other schools in The City of
ach to assessment which they feel ir context. It is common practice cluding regularly throughout the

oaches to assessment and had s well as sharing our approach h a robust and proportionate at Craigmount High School to reparation for the SQA exams

will there be an
ar so that they have ssessment has been ce in a day but there day. This approach is hich take place in a s and teaching.

ce (including having to sment. Our assessment ailable for pupils so it is ary.

to provide the maximum ng prior to assessment. In ut across the course of the at assessment revision accordingly. Our approach week to give pupils the opportunity to plan their revision and aims to help pupils progress focuses on assessment as part of learning and teaching in their learning.

Craigmount High School
Christmas Concert
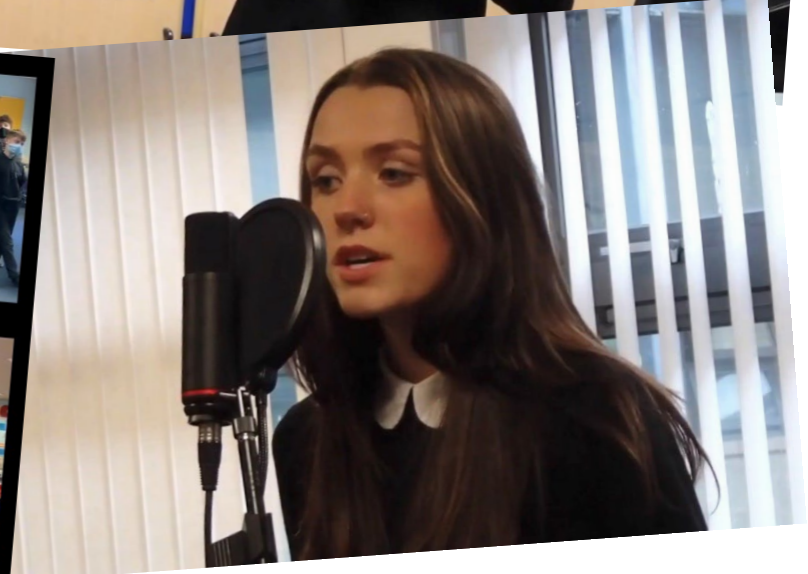
Craigmount High School
Key Events

UCAS

College

Sporting Success

Competitions

Foodbank

Youth Agency

Formal Assessment 2

Diversity Festival

Course Choice

Curriculum Review – Update on Progress

Key Updates:

- Integrated senior phase

- Focus on wellbeing and skills

- Pathways including vocational options

- Change the narrative – levels

- Course choice process reviewed and refined for 2022

Curriculum Review 2022/23

S4	English (4)	Mathematics (4)	Choice 3 (4)	Choice 4 (4)	Choice 5 (4)	Choice 6 (4)	Choice 7 (4)	PE (2)	RME	PSE
S5/6 Level 3/4/5	Choice 1 (4)	Choice 2 (4)	Choice 3 (4)	Choice 4 (4)	Choice 5 (4)	Choice 6 (4)	Choice 7 (4)	Wider Achievement	Wider Achieve	PSE
S5/6 L6 & 7	Choice 1 (6)		Choice 2 (6)		Choice 3 (6)		Choice 4 (6)	Choice 5 (6)	Wider Achieve	PSE

Curriculum Review 2022/23

S5 Pathways

Pathway 1: 7 Level 3/4/5 options

| 1 | Choice 1 (4) | Choice 2 (4) | Choice 3 (4) | Choice 4 (4) | Choice 5 (4) | Choice 6 (4) | Choice 7 (4) | Wider Achievement | Wider Achieve | PSE |

Pathway 2: 4 Level 6 & 1 Level 3/4/5 options

| 2 | Choice 1 (6) | Choice 2 (6) | Choice 3 (6) | Choice 4 (6) | Choice 5 (4) | Wider Achievement | Wider Achieve | PSE |

Pathway 3: 3 Level 6 & 2 Level 3/4/5 options,

| 3 | Choice 1 (6) | Choice 2 (6) | Choice 3 (6) | Choice 4 (4) | Choice 5 (4) | Volunteering | Wider Achievement | Wider Achieve | PSE |

Pathway 4: 3 Level 6 & 3 Level 3/4/5 options

| 4 | Choice 1 (6) | Choice 2 (6) | Choice 3 (6) | Choice 4 (4) | Choice 5 (4) | Choice 6 (4) | Wider Achieve | PSE |

Curriculum Review 2022/23

Pathway 5: 2 Level 6 & 4 Level 3/4/5 options

5	Choice 1 (6)	Choice 2 (6)	Choice 3 (4)	Choice 4 (4)	Choice 5 (4)	Choice 6 (4)	Wider Achievement	Wider Achieve	PSE

Pathway 6: 1 Level 6 & 5 Level 3/4/5 options

6	Choice 1 (6)	Choice 2 (4)	Choice 3 (4)	Choice 4 (4)	Choice 5 (4)	Choice 6 (4)	Volunteering	Wider Achievement	Wider Achieve	PSE

Pathway 7: 5 Level 6

7	Choice 1 (6)	Choice 2 (6)	Choice 3 (6)	Choice 4 (6)	Choice 5 (6)	Wider Achieve	PSE

Subject Options-

- Accounting
- Acting and Performance NPA L6
- Administration & IT
- Art & Design
- Biology
- Business Management
- Business & IT NPA L5 & L6
- Chemistry
- Computer Games Development NPA L5 & L6
- Computing Science
- Classical Studies - Higher
- Cyber Security NPA L5 & L6
- Dance
- Design & Manufacture
- Drama

- Engineering Science
- English
- English – Communications L5
- Environmental Science N5
- Geography
- Graphic Communication
- Health & Food Technology
- History
- Journalism NPA L6
- Laboratory Science N5
- Languages- French
- Languages- German
- Languages- Spanish
- Applications of Mathematics
- Mathematics

- Modern Studies
- Music-Performance
- Music- Technology
- Personal Finance L4 & L5
- Philosophy – N5 & Higher
- Photography NPA L5
- Physical Education
- Individual & Team Sports NPA L5
- Achieving Excellence in Sport NPA L6
- Sports Development NPA L6
- Physics
- Politics - Higher
- Practical Cookery
- Practical Woodworking
- Religious & Moral Education
- Sociology N5
- Travel & Tourism L4 & 5
- Wed Design NPA L5
- Work Placement

awareness   drive   aspiration   purpose   trust

Curriculum Review 2022/23 – New for 22/23

| S3	L5	L6
Design, Engineer, Construct	Criminology	Applications of Maths
Music Technology	Data Science	Business & IT
People in Society	Early Learning & Childcare	Environmental Science
Sport & Fitness		Photography
Science		Sociology

College Options-

- Acting and Performance NPA and Professional Theatre Preparation NPA
- Computer Games and Software Development
- Construction NPA
- Costume NPA
- Dance NPA
- Data Science NPA
- Design Engineer Construct – Level 2 Certificate (S5/6 pupils)
- Digital Media Editing NPA
- Electrical Skills – SQA Units
- Engineering Skills- National 5
- Film and Media NPA
- French Advanced Higher
- French Higher
- French National 5

- German Higher
- German National 5
- Health and Social Care Higher
- Hospitality NPA
- Introduction to College for Schools
- Introduction to Computer Games and Software Development
- Introduction to Early Learning & Primary Teaching – SQA Units
- Introduction to Events co-ordination
- Introduction to Motor Vehicle Industry and Technologies – Body and Paint
- Introduction to Motor Vehicle Industry and Technologies – Light Vehicle
- Italian Higher
- Make-up Artistry NPA
- Music Business NPA with Sound Production NPA

- Oral Healthcare – An Introduction NPA (Level 5)
- Oral Healthcare – NPA (Level 6)
- Photography Higher
- Photography NPA Level 5
- Police Studies HNC (2 year course)
- Professional Cookery NPA
- Psychology Higher
- Skills for Work – Building Services Engineering with Plumbing
- Skills for Work – Early Learning and Childcare (Level 4/5)
- Skills for Work – Engineering Skills – National 5
- Skills for Work – Retail – National 5
- Spanish Advanced Higher
- Spanish Higher
- Spanish National 5
- Team Sports NPA
- Travel and Tourism- Skills for Work
- VTCT Level 1 & 2 Extended Certificate in Hair and Beauty Skills

awareness   drive   aspiration   purpose   trust

Foundation Apprenticeships

Foundation Apprenticeships are a work-based learning opportunity for senior-phase secondary school pupils. Lasting two years, pupils typically begin their Foundation Apprenticeship in S5. Young people spend time out of school at the college or with a local employer and complete the Foundation Apprenticeship alongside their other subjects like National 5s and Highers.

Course	SCQF Level	Duration	Campus
Accountancy	6	2 years	Sighthill
Business Skills	6	2 years	Sighthill
Civil Engineering	6	2 years	Granton
Creative and Digital Media with Graphic Design	6	2 years	Sighthill or Milton Road
Creative and Digital Media	6	2 years	Sighthill or Milton Road
Engineering	6	2 years	Midlothian
Financial Services	6	2 years	Sighthill
Information Technology: Software Development	6	2 years	subject to demand
Scientific Technologies	6	2 years	Sighthill
Food and Drink Technology	6	2 years	Milton Road
Social Services and Healthcare	6	2 years	TBC

Curriculum Review 2022 – Coursing
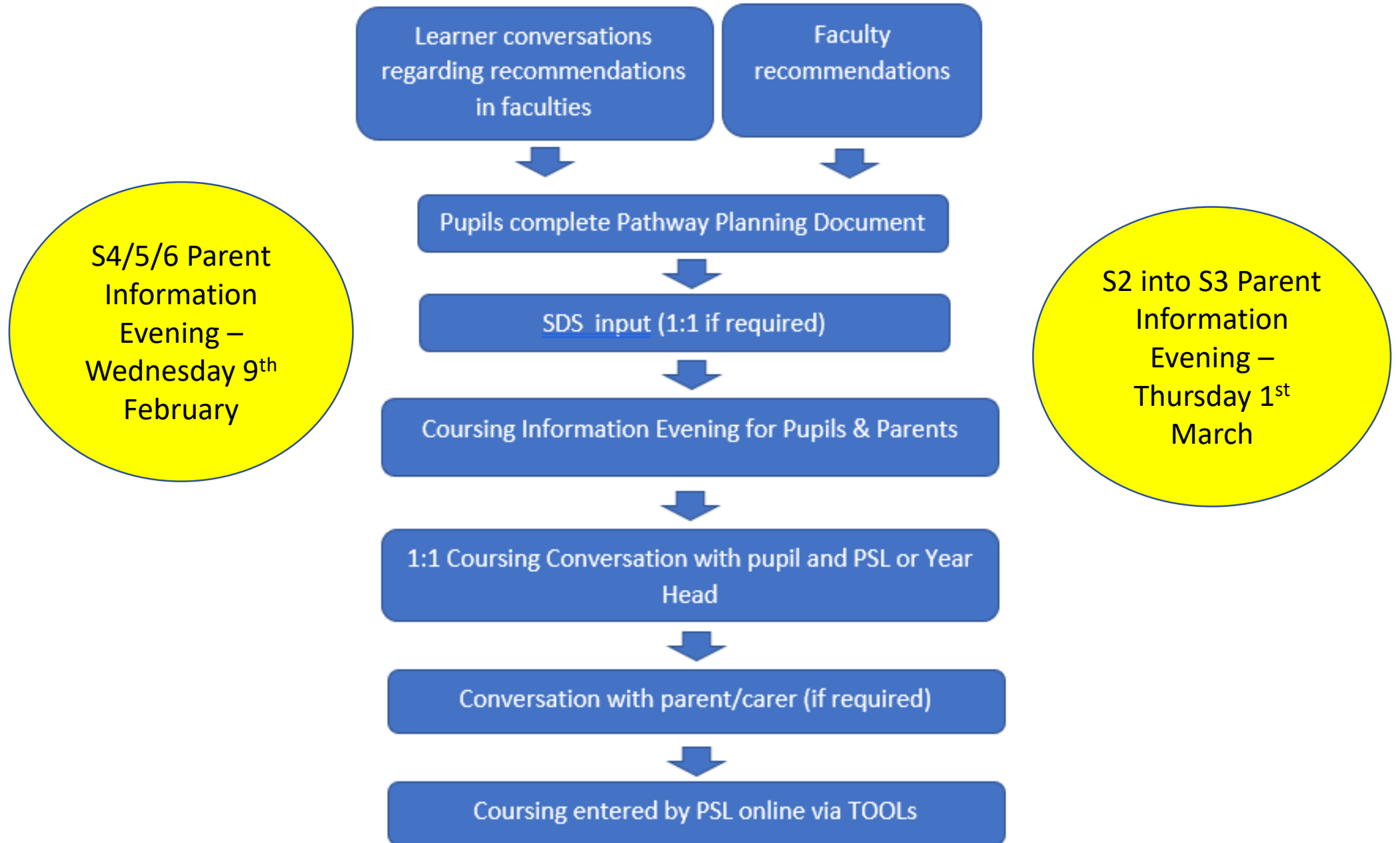
S4/5/6 Parent Information Evening – Wednesday 9th February

S2 into S3 Parent Information Evening – Thursday 1st March

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Learner conversations              Faculty
regarding recommendations          recommendations
in faculties
        |                              |
        v                              v
Pupils complete Pathway Planning Document
                    |
                    v
        SDS input (1:1 if required)
                    |
                    v
Coursing Information Evening for Pupils & Parents
                    |
                    v
1:1 Coursing Conversation with pupil and PSL or Year Head
                    |
                    v
Conversation with parent/carer (if required)
                    |
                    v
Coursing entered by PSL online via TOOLs
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Curriculum Review 2022 – Next Steps

This term:
- Finalise course choice options and pathways for next session

- Finalise amendments to course choice process for all stakeholders

- Work with partners and parents on changing the narrative

- Decide on S6 pathways and options

Next term:

- Complete course choice process
- New timetable finalised
- Establish initial links with college and partners

Next session:

- Continue to develop pathways for learners across the school

- Continue to build partnerships to enhance our senior phase experience

- Review and plan for changes to the BGE curriculum structure and offer

Positive Relationships
Parent Council
17th January 2022

Why focus on Positive Relationships as a School Improvement Priority for 2021/22?

Positive Relationships between pupils and staff underpins all learning and teaching.

Staff and pupil consultation showed a desire for improvements to our existing behaviour management to include the following:

- Fair and consistent processes across the school.

- More focus on Positive Recognition.

- Further engagement with parents and carers.

What are the features of our Positive Relationships policy?

Clear Expectations of Learners

Underpinned by Values

Positive Recognition

Consistent Processes

Promotes Engagement with Parents

Visible Adult Consistencies

Supports high quality learning & teaching

Supports Equalities

Local & National Guidelines

Aligns with UNCRC Rights of the Child

Craigmount
High School
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Rules & Expectations

READY

Work to your full effort and potential.

Be on time for learning.

Be prepared with equipment ready at the start of the lesson.

Phones should be out of sight.

RESPECTFUL

Show respect for yourselves, other people and property.

Speak in a calm, respectful manner at all times.

Respect and support the differences of others.

SAFE

Follow all instructions.

Sensible movement within and between classes.

Report any unsafe behaviour or situations.

awareness drive aspiration purpose trust

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Positive Recognition

Awareness
This recognises commitment to social justice and equalities.

Drive
This recognises effort and ownership of learning.

Aspiration
This recognises achievement in learning.

Purpose
This recognises wider contributions and achievements across the school and local community.

**Trust**
This recognises actions of respect and kindness.

awareness drive aspiration purpose trust

21,170

What does Class Charts look like?

How can we access Class Charts?

We generate a unique access code for each pupil.

This is then e-mailed to parents & carers with instructions about how to access the system- either by app or web browser.

- Small trial of parents in November.
- All S1 parents were invited in December.
- All S2 parents by February break.
- All S3 parents prior to Easter.

We are consulting with pupils about access to the Pupil App.

What's next for Positive Relationships?

➢ Consistent application of Positive Relationships processes and use of Class Charts by all staff.

➢ Wider staff professional learning about restorative approaches.

➢ Extending Parent and Pupil access to Class Charts.

➢ Reward for Positive Recognition- Faculty and Whole School Systems.

➢ Learn from other schools who have an established use of Class Charts.

➢ Continue to speak with staff, pupils and parents about how we can keep improving.

Treasurers Report
January 2022

Treasurers summary & highlights:

- Overview of current funds balance
- A confirmation that YE 2021 accounts have been prepared and are yet to be independently verified
- Final cash count is performed annually at year end 30 April
- 200 Club statement and balances are held by N Currie-Mullan, verbal balance update follows at meetings and Inc & Exp summary is prepared annually for accounts

Current balances	£
Treasurers Account	5,063.83
200 Club	tbc
Petty Cash	57.27
Total	5,121.10

Grant Applications	Date	Purpose	Amount	Outcome
The *Fundraising Committee* shall confirm which applications are approved and the status thereof at each meeting				
Total				

Income to date	Date	Purpose	Amount	Notes
Easyfundraising	Quarterly	PC	£118.01	
Edinburgh Council – annual funding	Nov21	PC	£1,202.80	£81.18 > PY Oct20
Craigmount Community Wing Donation	Oct21	Not defined	£500.00	School Uniform
Sponsorships (various)	Nov21	U14 football / TLC Room	£580.00	*F/R Committee* to update
Sponsorships (various)	Dec21	Neilsons / TLC Room	£450.00	*F/R Committee* to update
Total			£2,400.81	

Committed spend	Amount	Date	Notes
CHS Wish List	tbc	tbc	F/R Committee Update
200 Club Spend	tbc	tbc	N Currie-Mullan Update
Total	£tbc		

Dale Graham
Treasurer
14th January 2022

Craigmount High School Parent Council
Income and Expenditure Summary to 30th April 2022

	Current Year to 30th April 2022				Current Year to 30th April 2021			
	Bank of Scotland	200 Club	Cash	Total	Bank of Scotland	200 Club	Cash	Total
Opening Bank / Cash Balance	£3,543.02	£212.06	£57.27	£3,812.35	£1,322.91	£542.86	£737.27	£2,603.04
Income								
Quiz Sales				£0.00			0.00	£0.00
M&S Bag pack for LGBT Gold Award				£0.00			0.00	£0.00
Edinburgh Council	£1,202.80			£1,202.80	£1,121.62			£1,121.62
Corstorphine Fare				£0.00				£0.00
Grant income				£0.00	£2,068.00			£2,068.00
Sponsorships	£1,030.00			£1,030.00				
Donations	£500.00			£500.00				
200 Club Member Contribution				£0.00		£1,182.00		£1,182.00
Bank Interest/Refund Charges				£0.00				£0.00
Easy Fundraising	£118.01			£118.01	£68.49			£68.49
Total Income	**£2,850.81**	**£0.00**	**£0.00**	**£2,850.81**	**£3,258.11**	**£1,182.00**	**£0.00**	**£4,440.11**
Expenditure								
200 Club/Quiz Prizes				£0.00		£512.80	£0.00	£512.80
Parent Council Banner				£0.00				£0.00
Clerks Fee				£0.00				£0.00
Corstorphine Fair Registration				£0.00				£0.00
Support for School Projects				£0.00				
School Uniform	£500.00			£500.00				
U14 Football Strips	£380.00			£380.00				
TLC Room	£450.00			£450.00				
Wellbeing Fund / Activities				£0.00	£520.00		£680.00	£1,200.00
This is Language				£0.00		£1,000.00		£1,000.00
Laptops - People Know How				£0.00	£50.00			£50.00
ICT				£0.00				£0.00
Calculators				£0.00	£468.00			£468.00
Python Books				£0.00				£0.00
Library Update - Non Fiction				£0.00				£0.00
LGBT Gold Award				£0.00				£0.00
Library and Brainstick				£0.00				£0.00
Equity Funds				£0.00				£0.00
Performing Arts/Dance Club				£0.00				£0.00
Debating Competition				£0.00				£0.00
S3 Zoo Business Trip				£0.00				£0.00
Beanbag				£0.00				£0.00
CDT				£0.00				£0.00
Seasons for Growth Materials				£0.00				£0.00
P7 Cluster Schools Maths Event				£0.00				£0.00
FCT				£0.00				£0.00
Raspery Pi USB Ports				£0.00				£0.00
Total Expenditure	**£1,330.00**	**£0.00**	**£0.00**	**£1,330.00**	**£1,038.00**	**£1,512.80**	**£680.00**	**£3,230.80**
Surplus / (Deficit)	£1,520.81	£0.00	£0.00	£1,520.81	£2,220.11	-£330.80	-£680.00	£1,209.31
Closing Bank /Cash Balance 30/04/22	£5,063.83	£212.06	£57.27	£5,333.16	£3,543.02	£212.06	£57.27	£3,812.35
Committed Funds - Outstanding Cheques								
CHQ1								
CHQ2								
CHQ3				£0.00				£0.00
Available Funds for future projects	£5,063.83	£212.06	£57.27	£5,333.16	£3,543.02	£212.06	£57.27	£3,812.35

o/s NC-M to update PC