



St Ninian's High School Vision, Values and Aims & Curriculum Rationale and Plan

St. Ninian's High School – Our Vision, Values and Aims

At St. Ninian's High School our vision is ambitious, challenging and ongoing and reflects the needs of our community and the expectations stakeholders have of our school. By sharing our vision and values we seek to gain the collective commitment of all staff, pupils, parents and the wider community to ensure that our young people develop the necessary skills for life, learning and work.

Our Shared Vision

We strive to ensure that our young people are fully prepared for life in the 21st century. We encourage pupils to be ambitious in their achievements, confident in their abilities, responsible within their community and effective in their learning by promoting the Gospel values and developing the talents of each individual.

Our Aims

- To use our Catholic beliefs as the basis for developing good values which promote respect for self and others.
- To provide a broad range of experiences which develop successful learners, confident individuals, effective contributors and responsible citizens.
- To provide a curriculum which encourages enthusiasm and motivation for learning, enabling each individual to reach the highest standards of achievement.
- To utilise enterprising learning and teaching practices which encourage self-reliance and ambition.

The values which underpin this vision and which shape our approaches, relationships, policies and behaviour are:



Awareness

Being aware of our faith and recognising the needs of our community.

Meeting the needs of all learners is central to our vision and we plan learning and transition based on our knowledge of each individual pupil. We believe in the potential for all to succeed regardless of background and we work hard to understand and remove barriers to learning. We celebrate our successes and share these with our wider community.

Focus

Focussing on our Catholic beliefs and Gospel values.

We create an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God. We have a commitment to the spiritual formation of our school community, through the shared experience of prayer and liturgy, and in partnership with parents and local parishes. We create an environment where individuals feel happy, safe and secure.

Creativity

Pursuing innovative ways to respond to change whilst upholding our commitment to our faith tradition.

We adopt an enterprising and creative attitude across our school in learning and teaching, the curriculum, meeting pupil needs, working together and linking with the local and wider community. We strive to increase opportunities for personalisation and choice and independent learning across all curricular areas.

Integrity

Remaining true to our Catholic beliefs and promoting respect for self and others.

We adopt an inclusive ethos where all feel valued and respected. We encourage motivation and increase confidence by recognising achievements and valuing successes. We strive to promote a caring attitude where staff and pupils show compassion and support for others. We actively promote equality, fairness and justice in everything we do.

Perseverance

Pursuing excellence through the development of each person's God-given talents.

We have high expectations and work hard to raise the aspirations of all our pupils. We strive to provide opportunities for all pupils to develop their skills for life, learning and work which will enable them to meet the challenges they face now and in the future. Staff are fully committed to school improvement and strive to raise the standards of achievement for all.

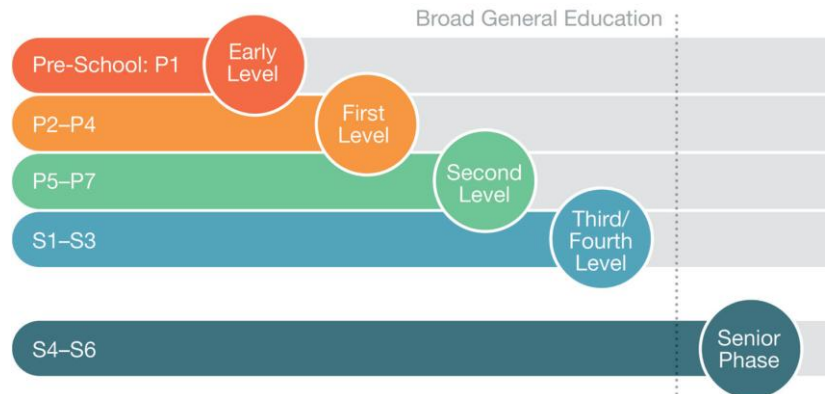
Service

Responding to the needs of our community by promoting social justice and opportunity for all.

We value all our stakeholders and actively involve them in the decision making process. We recognise that together we can meet the challenges we face and believe that by effectively working together in partnership we can drive the school forward. We encourage the spiritual development of our school community. We promote lifelong learning and encourage our young people to serve their community now and in the future.

Broad General Education Rationale

On leaving primary school, most pupils will have benefited from a wide range of learning experiences and be ready to take on the challenges of progressing their learning in secondary. The work undertaken in P6/7 in the primary is enhanced by strong cluster working with the secondary. There is a need to ensure that in the Secondary we build on pupils experiences across all curricular areas and wider achievements. During the early years of secondary education young people will extend their knowledge and skills as well as developing their strengths and interests further. It is an important stage in their education and they need to be engaged and challenged in their learning to ensure that their motivation is sustained which will lead to a successful transition to the senior phase. The broad general education phase is closely connected to the senior phase with the learning undertaken up until the end of S3 providing a strong foundation for choosing and specialising in a range of subjects.



At St. Ninian's High School the broad general education phase has a clear purpose - to ensure a strong platform for later learning and for successful transition to the new qualifications at the appropriate level for each young person. As they continue to develop the four capacities, the curriculum should enable each young person to:

- Experience learning across all eight curricular areas up until the end of S3.
- Achieve high levels of numeracy and literacy with opportunities to develop these across the curriculum.
- Develop skills for life, learning and work.
- Experience opportunities for personal development and achievement.
- Experience challenge and success.

They should be encouraged to adopt an active and healthy lifestyle equipped with the skills needed for planning their future lives and careers.

Application of the Principles of Curriculum Design to the St Ninian's High School Broad General Education Model

Breadth

In S1 learning will take place across all the Experiences and Outcomes in the eight curriculum areas with some reaching level 3 by the end of S1. Pupils will study a broad general curriculum across all curricular areas until the end of S3. In S2 pupils will continue to learn across all curricular areas although a level of personalisation will take place at varying stages. This will ensure that all pupils develop a breadth of knowledge and experience at level 3 before progressing to level 4. As pupils progress through the broad general phase they will engage with a broadening range of experiences growing in confidence and competence in skills for learning, life and work in familiar and routine contexts. Learning within the broad general curriculum will be further enhanced by a number of ongoing interdisciplinary projects including timetabled projects which take place within two curriculum areas; Technologies and Expressive Arts. These projects will provide pupils with an opportunity to revisit a concept or skill from different perspectives thereby deepening understanding and making the curriculum more coherent and meaningful. English, Maths, Modern Languages, PE, RMPS and Supporting Learners will be core subjects throughout S1-S3.

The Supporting Learners class within the broad general curriculum will focus on skills for learning providing pupils with an opportunity to learn about learning, reflect on their own approaches to learning and provide strategies to enable pupils to become more successful learners. Pupils will also cover many of the Health and Wellbeing experiences and outcomes.

Breadth will be further enhanced by a number of year group events such as our Chinese New Year celebrations and our Connecting the Curriculum days. These experiences bring together many curriculum areas allowing pupils the opportunity to connect their learning in meaningful contexts.

Depth

During the S1-S3 stage depth of learning will be provided through opportunities for pupils to engage with increasingly demanding concepts, develop progressively more complex cognitive abilities and build and learn new skills. The new structure provides pupils with the time to study chosen subjects in depth. Many pupils will achieve outcomes in these curriculum areas at the third level by the end of S1/2 and the fourth level by the end of S3. In some cases learning may stretch beyond third and fourth levels in S3. Depth will be enhanced through actively seeking interdisciplinary opportunities to connect learning between subject areas, across curricular areas, special focus learning events and whole school opportunities.

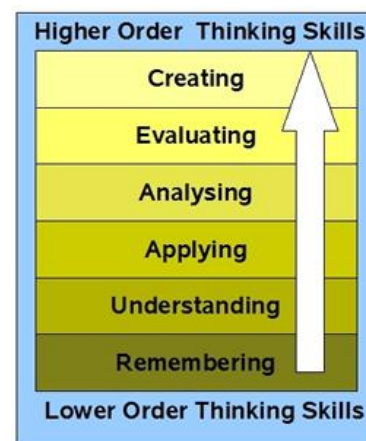
Personalisation and Choice

All pupils will experience a common curriculum in S1. Pupils will have opportunities for personalisation and choice across many aspects of their learning throughout S1 to S3. Choice will be made across four curricular areas in S1/2; Technologies, Expressive Arts, Social Subjects and Sciences. Through offering a degree of choice pupil motivation will be improved. This approach will provide a balance between traditional strengths and personal development courses. Departments may also develop new courses to offer pupils as the structure develops. Pupils will make choices for the Senior Phase at the end of S3.

Teachers across the school will continue to work towards offering personalisation and choice in pupil's learning at classroom level.

Challenge and Enjoyment

At St. Ninian's High School we will continue to have the highest possible expectations of what our young people can achieve. Through offering a truly broad general education until the end of S3, with choice at the end of S1/2, this structure provides an opportunity to challenge pupils to cover most third level outcomes by the end of S1/2 and reach fourth level outcomes by the end of S3. As pupils progress through the experiences and outcomes they will develop increasingly complex higher order thinking skills including analysing, evaluating and creating



The design of our new curriculum provides a number of enjoyable ways in which pupils can engage with the experiences and outcomes. Strategies such as co-operative learning, active learning and the use of technology all provide pupils with stimulating and engaging lessons matched to all learners' styles and abilities. Interdisciplinary projects and themed days will further enhance challenge and enjoyment.

Progression

Young people should experience appropriate and challenging progression from primary into secondary and through the levels. We have established strong links with our associated primaries through our cluster management group and our own transition programmes. These contribute to a shared understanding of teaching methodologies across both sectors and along with moderation activities across the level 2/3 experiences and outcomes we ensure that we build upon prior learning as pupils enter S1. Given the focus on literacy and numeracy, most young people should achieve outcomes at the fourth level in these two areas.

Most learners will progress to study at the fourth level in chosen areas at appropriate points during S1-S3. This model provides opportunities for pupils to progress across all curricular

areas. The introduction of choice within the broad general education phase should ensure that there are appropriate progression routes at the end of S3 as pupils move into the senior phase.

Coherence

Taken as a whole, learning activities should combine to form a coherent experience with clear links between different aspects of learning. Subject departments within curriculum areas will work closely together in order to ensure a coherent experience for pupils within the curriculum area and across the experiences and outcomes. Emerging practice in the school such as the interdisciplinary projects timetables across Technologies and Expressive Arts will ensure our broad general education is coherent allowing pupils to make connections across the learning.

Relevance

Pupils should understand the purpose of their learning and the activities they are engaged in. Courses should be planned so that pupils understand the relevance of their learning to their lives, present and future. This curriculum model aims to enhance relevance through offering choices in S1/2 that focus on personal development, are innovative, and will enhance skills for life, work and learning.

The Senior Phase Rationale

By the end of the Broad General Education (S1-S3) most pupils will have benefited from a wide range of learning and experiences through the broad and general education. They will have progressed at different rates and many will have reached high levels of literacy and numeracy. Almost all pupils will have covered most of the Level 3 Experiences and Outcomes and many will have covered Experiences and Outcomes at Level 4 in all 8 curricular areas. Other pupils with Additional Support Needs will have covered a number of early, second and third level experiences and outcomes appropriate to their individual needs and circumstances. They will have built a strong platform for later learning and for a successful transition into the senior phase and the new qualifications.

The Senior Phase at St Ninian's High School should have a clear purpose:

- to enable all pupils to undertake a range of national qualifications at the appropriate level to ensure post school progression into a positive destination.
- to further develop the knowledge, skills and qualities to support our pupils to take a meaningful and worthwhile place in society.
- to further develop the skills for life, learning and work.
- to experience opportunities for personal development and achievement.
- to experience challenge and success.
- to encourage an active and healthy lifestyle.
- to support planning for their future lives, careers and lifelong learning.

Application of the Principles of Curriculum Design to the St Ninian's High School Senior Phase Model

Breadth

The Senior Phase will cover 3 years with exit points as appropriate to individual pupil aspiration and plans. In S4 of the Senior Phase pupils will study up to 7 subjects including Maths and English to ensure all pupils leave the Senior Phase with a qualification in these two areas at the highest level they are capable of. In S5/6 pupils will study up to 5 subjects or timetabled experiences each year at an appropriate level. Breadth will be further enhanced by viewing S4-S6 as an integrated phase as pupils build on their qualifications over the three years. Breadth will also be achieved through ensuring a number of achievements, personal development and vocational opportunities are offered as an integrated part of the curriculum. In order to further support the purpose of the curriculum, especially Health and Wellbeing, all pupils will receive two periods of PE (in S4), two periods of RE and a period of Personal Support.

Depth

During the Senior Phase depth of learning will continue to be provided through opportunities for pupils to engage with increasingly demanding concepts, develop progressively more complex cognitive abilities and build and learn new skills. This will be provided through working towards National Qualifications at the appropriate level for each individual pupil as well as whole school personal development opportunities. The senior phase will allow depth of study at different levels depending on pupil interest, aptitude and aspiration. It will allow the by-passing of lower levels for pupils, if appropriate, and pupils in S6 will have opportunities to pick up qualifications in new subjects.

Personalisation & Choice

By the end of S3 all pupils will have covered a broad and general education with increased personalisation and choice introduced at the end of S1 and into S2. Personalisation and choice will be further increased in the Senior Phase with pupils choosing 7 options in S4 and 5 Options in S5/6. Personalisation and choice will be further enhanced through continuing to work with other Local Authority schools in offering extended choices especially at Advanced Higher Level. As well as this, and a choice in the column structure, extensive Vocational choices are offered through the LA in conjunction with a number of colleges. This offers pupils a greater degree of flexibility of choice. Pupils will have a choice to study at the various levels across the entire Senior Phase. They will also be offered greater personalisation and choice through a number of curricular and whole school opportunities to develop new skills and further develop their own interests. This is further enhanced through the

introduction of Caritas, Duke of Edinburgh, Princes Trust XL and Youth Achievement Awards.

Challenge & Enjoyment

During the Senior Phase at St. Ninian's High School we will continue to have the highest possible expectations of what our young people can achieve. Through offering choices in personal development, vocational options, leadership opportunities and extra-curricular activity our pupils will continue to be challenged to develop as well rounded, responsible and confident young people. Enjoyment comes from the satisfaction of having pushed oneself and successfully completed a difficult concept or skill. Our approach to tracking and monitoring and providing universal support in the Senior Phase through assertive mentoring in Personal Support classes, Guidance and SMT, will support our approach to challenging our pupils.

Progression

Young people should experience appropriate and challenging progression from the Broad General Education into the Senior Phase. The main progression routes that will be available to pupils based on their prior achievement, interests and aspirations are shown on the Senior Phase Progression Routes diagram. The S3 pupil profile completed at the end of the Broad General Education has been designed to support pupils in deciding on the most appropriate progression routes into the Senior Phase.

Coherence

As with the Broad General Education, learning activities in the Senior Phase should combine to form a coherent experience with clear links between different aspects of learning. The S3 personal profile will be a key document in supporting pupils to move into a coherent experience in the Senior Phase allowing reflection of strengths, interests and future career pathways.

Relevance

In the Senior Phase pupils should continue to understand the purpose of their learning and the activities they are engaged in. Courses should be planned so that pupils understand the relevance of their learning to their lives, present and future. This curriculum model aims to enhance relevance through offering a wide range of subjects and experiences. There will continue to be focus on developing skills for learning, life and work based on the school's framework. This will be further enhanced in the Senior Phase through links with business partners, work experience opportunities, community involvement and further and higher

education partners. For pupils with Additional Support Needs, the Senior Phase will continue to be at the heart of learning, equipping our pupils with the skills they will require to lead successful and independent lives.

Curriculum Plan

Broad General Education (S1-S3)

- Learning will take place across all the Experiences and Outcomes in the eight curriculum areas.
- Young people will experience a challenging gradient of progression.
- Most young people are expected to move onto Level 3 Experiences and Outcomes when they enter S1.
- Many young people will progress to study at Level 4 at appropriate points during S1 to S3.
- The Level 4 Experiences and Outcomes will provide opportunities for specialisation and depth.
- Interdisciplinary Learning will provide opportunities to extend and deepen understanding.

Transition from P6 to S1

- Strong curriculum links are developed with Associated Primary Schools over P6 and P7 through our Cluster Improvement Plan and through our Curricular Transition Programme that involves regular visits by P6 and P7 pupils to the secondary and by secondary staff in a number of departments visiting Primary Schools to work with pupils.

S1 Curriculum

- “New” subjects have been added – Mandarin, Drama and Business Enterprise.
- Young people will have the opportunity to study both French and Spanish as well as Mandarin.
- Themed days and IDL projects are a feature of the S1 curriculum.
- Pupils’ entitlement to Personal Support will be delivered through a timetabled period and involve mentoring by S6 pupils.

Language	Mathematics	Science	Social Studies	Technologies	Expressive Arts	Health & Wellbeing	Religious & Moral Education
7.5	4	3	3	7	3.5	3	2
English (4) French/Spanish (3) Mandarin (0.5)	Mathematics (4)	Integrated Course (3)	Geography (1) History (1) Modern Studies (1) (Rotation)	Computing (2) Technical (2) Home Economics (2) Business Enterprise (1)	Art & Design (2) Music (1) Drama (0.5)	PE (2) Personal Support (1)	RE (2)

S2 Curriculum

- Beyond S1, pupils will have the opportunity to make choices within some of the curricular areas as and when Level 3 Experiences and Outcomes have been achieved. This will result in a number of choice points from the end of S1 and into S2.
- IDL opportunities will be provided that will allow pupils to revisit Experiences and Outcomes where it is felt this would be beneficial.
- A team of teachers from the Expressive Arts faculty will provide a number of timetabled IDL opportunities to ensure that pupils who are not continuing with a particular subject have the opportunity of consolidating their experience of the subject.
- Young people will continue to have the opportunity to study both French and Spanish. Plans are in place to allow pupils to continue with their studies of Mandarin if they wish.
- Pupils will be given the opportunity of choosing two from Art, Music and Drama.
- Pupils will be given the opportunity to choose two from Computing, Business, Technical and Home Economics.

- Pupils will be given the opportunity to choose two from History, Geography and Modern Studies. This choice will be made around October in S2 to ensure those pupils have achieved the Level 3 Experiences and Outcomes across the complete Curriculum Area.
- Science continues to be an integrated course until Easter in S2 at which point pupils will be able to choose two from Chemistry, Biology and Physics. This will allow pupils to meet the entitlement to achieve the Level 3 Experiences and Outcomes across the Science curriculum area.
- The ability within the timetable to allocate four periods to each of these curricular areas facilitates this choice and therefore allows for breadth and depth as well as personalisation and choice.
- The timetable is constructed in such a way as to allow choice within each curriculum area to be made at any point throughout S2.
- Subject departments within curricular areas will work closely together to ensure a coherent experience for pupils.
- Pupils' entitlement to Personal Support will be met through a timetabled period and will include mentoring by S6 pupils.

Language	Mathematics	Science	Social Studies	Technologies	Expressive Arts	Health & Wellbeing	Religious & Moral Education
7	4	4	4	4	5	3	2
English (4) French/Spanish (3)	Mathematics (4)	Integrated course (4) then Two from: Chemistry (2) Biology (2) Physics (2) (Choice at Easter)	<i>Two from:</i> Geography (2) History (2) Modern Studies (2) (Choice in October)	<i>Two from:</i> Computing (2) Business (2) Technical (2) Home Economics (2)	<i>Two from:</i> Art & Design (2) Music (2) Drama (2) & IDL (1)	PE(2) Personal Support (1)	RE(2)

S3 Curriculum

- Pupils will mainly continue with subjects chosen throughout S2. This provides the opportunity to explore subjects in depth, to move on to the Level 4 Experiences and Outcomes and to begin to prepare pupils for Senior Phase qualifications.
- In Languages, pupils will be given the opportunity to begin to specialise in either French or Spanish if they so choose.
- Plans are in place to allow pupils to continue to study Mandarin if they wish.
- IDL opportunities will continue to be provided.
- A team of teachers from the Technologies faculty will provide a number of timetabled IDL opportunities to ensure that pupils are able to revisit Experiences and Outcomes without subject areas where they have not continued to study the subject beyond Level 3.
- Pupils' entitlement to Personal Support will be met through a timetabled period and will include mentoring by S6 pupils. The S3 profile will be developed during this time.

Language	Mathematics	Science	Social Studies	Technologies	Expressive Arts	Health & Wellbeing	Religious & Moral Education
7	4	4	4	5	4	3	2
English (4) French/Spanish (3)	Mathematics (4)	Option choices continued from S2				PE(2) Personal Support (1)	RE(2)

Responsibility of All

Literacy and Numeracy

- All departments have made explicit in their course plans their contributions to Literacy and Numeracy Outcomes.

Health and Wellbeing

- All departments have made explicit in their course plans their contribution to Health and Wellbeing outcomes. The school organises an annual Health Week with a focus on Health and Wellbeing Experiences and Outcomes.

Personal Support

- The school has introduced a structure to ensure each pupil is allocated a “key adult” and time is made available within the curriculum to deliver this entitlement.

Senior Phase

S4 Curriculum

- Pupils will continue to study seven subjects to the qualification stage.
- English and Mathematics will be compulsory.
- Literacy qualifications will be achievable within the Personal Support period.
- Opportunities for wider achievements through Duke of Edinburgh Awards, Prince's Trust XL and Youth Achievement Awards will be timetabled with pupils choosing these if they wish. These will be delivered through partners including Community Learning & Development.
- Four periods will be allocated to each subject.
- Pupils' entitlement to Personal Support will be met through a timetabled period and will involve one-to-one mentoring.

Language	Mathematics	Option 1	Option 2	Option 3	Option 4	Option 5	Health & Wellbeing	Religious & Moral Education
4	4	4	4	4	4	4	3	2
English	Mathematics	5 Options which could include Duke of Edinburgh, Prince's Trust XL or Youth Achievement Awards					PE (2) Personal Support (1)	RE

S5 Curriculum

- Pupils will continue to study five subjects or timetabled experiences. These could include alternative qualifications such as Prince's Trust XL or Youth Achievement Awards.
- Pupils will have the opportunity to participate in the EDC Vocational Programme.
- Pupils' entitlement to Personal Support will be met through a timetabled period and will include one-to-one mentoring.
- To allow for further breadth, "split columns" will be used to enable pupils to choose 2 options within some columns.
- There will be no compulsory subjects.

- Pupils' entitlement to Physical Education will be met by allowing them to choose PE as part of a split column.
- Six periods will be allocated to each option.

Option 1	Option 2	Option 3	Option 4	Option 5	Health & Wellbeing	Religious & Moral Education
6	6	6	6	6	1	2
					Personal Support	RE

S6 Curriculum

- Pupils will continue to study four or five subjects or timetabled experiences. These could include alternative qualifications such as Duke of Edinburgh or Youth Achievement Awards.
- Opportunities will be provided for pupils to participate in community work, for example, local primary school visits, Campsie View Special School.
- Pupils will have the opportunity to participate in the CARITAS Award.
- Pupils will act as mentors for S1-S3 pupils during Supporting Learners classes.
- Pupils take responsibility for leading committees for dealing with such issues as charities, senior citizens lunch, global links, whole school events and award ceremonies.
- Pupils lead and manage a number of extra-curricular activities.

Option 1	Option 2	Option 3	Option 4	Option 5	Health & Wellbeing	Religious & Moral Education
6	6	6	6	6	1	2
			Community Involvement/Prefect Duties	Private Study	Personal Support	RE

Curriculum Summary

S1 Curriculum

Language	Mathematics	Science	Social Studies	Technologies	Expressive Arts	Health & Wellbeing	Religious & Moral Education
7.5	4	3	3	7	3.5	3	2
English (4) French/Spanish (3) Mandarin (0.5)	Mathematics (4)	Integrated Course (3)	Geography (1) History (1) Modern Studies (1) (Rotation)	Computing (2) Technical (2) Home Economics (2) Business Enterprise (1)	Art & Design (2) Music (1) Drama (0.5)	PE (2) Personal Support (1)	RE (2)

S2 Curriculum

Language	Mathematics	Science	Social Studies	Technologies	Expressive Arts	Health & Wellbeing	Religious & Moral Education
7	4	4	4	4	5	3	2
English (4) French/Spanish (3)	Mathematics (4)	Integrated course (4) then Two from: Chemistry (2) Biology (2) Physics (2) (Choice at Easter)	<i>Two from:</i> Geography (2) History (2) Modern Studies (2) (Choice in October)	<i>Two from:</i> Computing (2) Business (2) Technical (2) Home Economics (2)	<i>Two from:</i> Art & Design (2) Music (2) Drama (2) & IDL (1)	PE (2) Personal Support (1)	RE (2)

S3 Curriculum

Language	Mathematics	Science	Social Studies	Technologies	Expressive Arts	Health & Wellbeing	Religious & Moral Education
7	4	4	4	5	4	3	2
English (4) French/Spanish (3)	Mathematics (4)	Option choices continued from S2				PE(2) Personal Support (1)	RE(2)

S4 Curriculum

Language	Mathematics	Option 1	Option 2	Option 3	Option 4	Option 5	Health & Wellbeing	Religious & Moral Education
4	4	4	4	4	4	4	3	2
English	Mathematics	5 Options which could include Duke of Edinburgh, Prince's Trust XL or Youth Achievement Awards					PE (2) Personal Support (1)	RE

S5 Curriculum

Option 1	Option 2	Option 3	Option 4	Option 5	Health & Wellbeing	Religious & Moral Education
6	6	6	6	6	1	2
					Personal Support	RE

S6 Curriculum

Option 1	Option 2	Option 3	Option 4	Option 5	Health & Wellbeing	Religious & Moral Education
6	6	6	6	6	1	2
			Community Involvement/Prefect Duties	Private Study	Personal Support	RE

Lucy's learning journey

S4	English Nat 4	Maths Nat 5	French Nat 5	Modern Studies Nat 5	Physics Nat 4	Craft & Design Nat 5	Business Management Nat 5	Admin Nat 5
S5	English Nat 5	Maths Higher	Business Management Higher	Craft & Design Higher	Admin Higher			
S6	English Higher	Modern Studies Higher	Business Management Higher	Volunteering Primary School	Prefect Duties			
Leaver Destination	University - Business							

Erin's learning journey

S4	English Nat 5	Maths Nat 5	French Nat 5	Geography Nat 5	Physics Nat 5	Music Nat 5	Business Management Nat 5	Art & Design Nat 5
S5	English Higher	Maths Higher	French Higher	Business Management Higher	Art & Design Higher			
S6	French Adv Higher	Music Higher	RMPS Higher	Volunteering Campsie View School	Prefect Duties			
Leaver Destination	University - Languages							

John's learning journey

S4	Chemistry Nat 5	Biology Nat 5	English Nat 5	Maths Nat 5	Modern Studies Nat 5	French Nat 5	Business Management Nat 5	Spanish Nat 5
S5	Chemistry Higher	Biology Higher	English Higher	Maths Higher	French Higher			
S6	Chemistry Adv Higher	Biology Adv Higher	RMPS Higher	Volunteering Campsie View School	Captain Duties			
Leaver Destination	University - Medicine							

Jack's learning journey

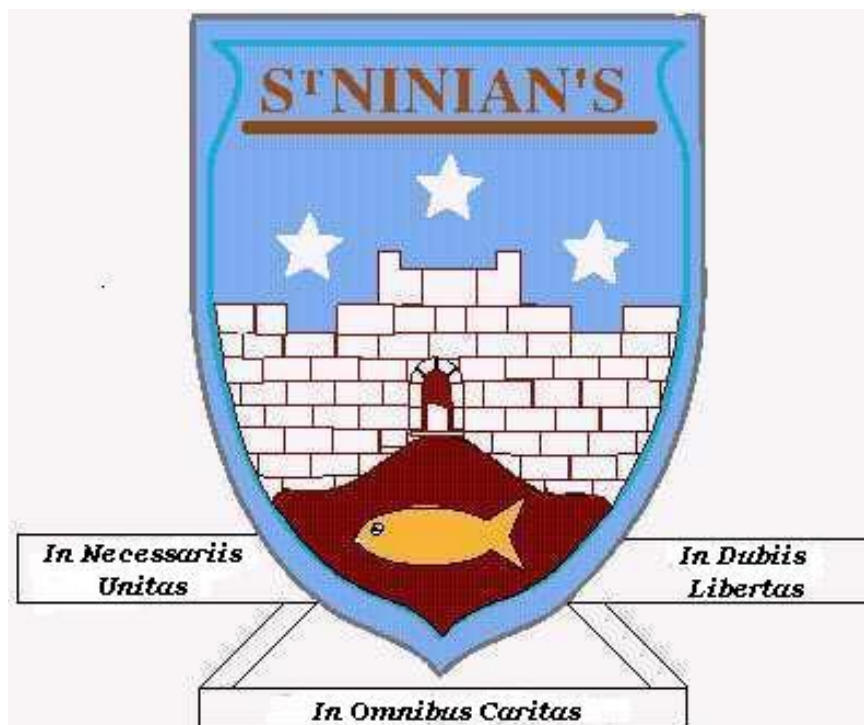
S4	English Nat 4	Maths Nat 4	Craft & Design Nat 4	History Nat 4	Chemistry Nat 4	Business Management Nat 4	PE Nat 5	Celtic Youth Academy Development
S5	English Nat 5	Maths Nat 5	History Nat 5	PE Higher	Celtic Youth Academy Development			
S6	English Higher	Celtic Youth Academy Development						
Leaver Destination	Full Time Footballer/Sport Science							

Dan's learning journey

S4	English Nat 5	Maths Nat 5	French Nat 5	Modern Studies Nat 5	Physics Nat 5	Craft & Design Nat 5	Graph Comm Nat 5	Art & Design Nat 5
S5	English Higher	Maths Higher	Physics Higher	Graph Comm Higher	Art & Design Higher			
S6	Art & Design Adv Higher	Modern Studies Higher	Craft & Design Higher	Work Experience	Prefect Duties			
Leaver Destination	Building Design/ Architecture							

Mary's learning journey

S4	English Nat 3	Maths Nat 4	Prince's Trust XL	Geography Nat 4	Chemistry Nat 4	Art & Design Nat 5	Drama Nat 4	History Nat 4
S5	English Nat 4	Drama Nat 5	Art & Design Nat 5	History Nat 5	Vocational + Empower			
Leaver Destination	College - Childcare/Nursery Nurse							



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