



Education

Resource Plan 2018/2019

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Section One – Introduction

I am pleased to share with you our Education Resources Plan for 2018-19.

This plan demonstrates our clear commitment to deliver on the priorities set out in the Council plan - 'Connect' and the vision to, "to improve the quality of life of everyone in South Lanarkshire".

South Lanarkshire Council continues to prioritise education as a key service. We have arguably the best school estate in Scotland – and of course a highly dedicated workforce who do some inspirational and amazing things to support all learners.

We want our children and young people to receive the best education possible and for everyone to achieve their potential. Our purpose is to raise achievement and attainment, inspire learners and to work in partnership with our communities so that children and young people have the best start in life and are supported to develop their skills for learning, life and work.

To help achieve this our focus will be on taking forward the drivers in the National Improvement Framework and on ensuring inclusion and equality are at the heart of what we do. Our purpose and priorities are highlighted in the diagram below. We will deliver high quality learning and teaching; provide a learner-centred curriculum, strengthen our partnership work and continue to support career long professional learning for all staff.

Funding being provided through the Pupil Equity Fund and the Scottish Attainment Challenge is being used to provide targeted support to close the poverty-related attainment gap between the most and least disadvantaged children, with a particular focus on literacy and numeracy and this is reflected in school improvement plans.



We will continue to celebrate the achievements of children and young people and to recognise the success of our employees, schools and services, particularly in this 'Year of Young People'.

It is also important to recognise the work of our staff and partners in working together to achieve better outcomes for children, young people and families. Some key achievements from last year are listed in section 2 with additional performance information included in section 4 and Annex 2. Our Standards and Quality Report at local authority level and those published by schools also provide information on how well we are performing, as well as providing an update on some achievements and on what we will continue to focus on over the coming year.

Our agenda for improvement through our actions and measures for 2018-19 are set out within section 6 of the Plan.

Improvements are highlighted across a wide range of areas of work including the attainment of young people particularly from backgrounds of disadvantage; how we are delivering a curriculum to more readily meet the needs of young people; supporting learners to develop their skills; taking forward the extension of free nursery provision and in planning for the implementation of 1140 hours of early learning and childcare; the completion of our school modernisation programme, what we doing to tackle poverty and the provision of a wide range of activities to provide better outcomes for children, young people and their families.

We will also ensure that our regulatory and statutory duties are being met and take account of the ever changing landscape of education through proposals to empower headteachers and take forward the drivers in the National Improvement Framework.

We are also working closely with our partners within the West Partnership Regional Improvement Collaborative to ensure we share practice and gain a collective benefit from the expertise available across our region.

Finally, I would like to take this opportunity to thank our staff for their commitment and dedication in taking forward our aspirations to provide high quality learning experiences for all and to deliver the best outcomes we can for learners.

We have an unwavering commitment to raise the aspirations of our children and young people and to provide them with highest quality of education we can so that they can go on to achieve the best they can in life. By working together we will continue to raise aspirations and to be a powerful force in improving educational outcomes. Our unity is our strength, as is our ability to make a difference to the lives of children, young people and families.

I hope you find our Resources Plan for 2018-19 helpful in setting out our vision and priorities.

Tony McDaid
Executive Director
Education Resources

Section Two – Context

2.0. Introduction

The challenges facing local government in Scotland continue. However, even with the on-going financial constraints, the council continues to do everything in its power to protect and maintain vital services.

The overview gives a brief outline of the extent of the services that we deliver, however these services will be significantly impacted in the coming year by social change, legislation and policies, the council's key plans and other statutory commitments.

There are some amazing things taking place in our schools and services which are impacting on children, young people and adults. A key aspect however, is the need to continue to track attainment and achievement across our schools and to use evidence to affect improvement and support the learner journey.

We will continue to plan, implement and review some of the key strategic changes that impact on the delivery of education such as:

- taking forward the drivers in the National Improvement Framework including empowering our Head Teachers;
- improving achievement and attainment and closing the poverty-related attainment gap;
- having a focus on equality and inclusion and on improving young people's health and wellbeing;
- the Governance Review of Education (the establishment of regional improvement collaboratives);
- the expansion of early years provision to deliver 1140 hours of education and childcare;
- supporting our workforce; and
- working closely with our partners within the West Partnership Regional Improvement Collaborative to ensure we share practice and gain a collective benefit from the expertise available across our region.

We will do this knowing that inclusion and equality is at the heart of our work in our establishments and services where there is a shared belief that all learners should be included and treated equally.

2.1. Resource overview

Education Resources in South Lanarkshire is responsible for the education of over 49,000 children and young people in schools and nurseries. There are:

- 124 primary schools, one of which provides Gaelic medium education;
- 17 secondary schools, one of which provides Gaelic education provision;
- Seven Additional Support Needs schools and 23 ASN provision bases;
- Pre-school education is provided in 72 Early Years establishments, along with our partnership agreements with external providers: facilities include, 60 nursery classes in schools, 12 community nurseries and partnerships with 82 external providers.
- Nine Universal Connections centres, which are managed by the Youth, Family and Community Learning Service and its partners, and provide a wide range of learning programmes for young people.

It is also responsible for:

- the work of centrally deployed staff, the Curriculum and Quality Improvement Service, Early Years' Service, Inclusive Education Service, IT (Education),

Operations Service, Psychological Services, Schools Modernisation, Support Service, Youth, Family and Community Learning Service; and

- delivering on the Education Children's Services Plan, the Employability Plan and in helping to tackle poverty.

Our purpose is to raise achievement and attainment, inspire learners and to work in partnership to strengthen our communities.

Our focus is on raising achievement and attainment, closing the poverty-related attainment gap in literacy and numeracy, improving health and wellbeing, and in developing skills for learning, life and work.

Further details on how we will do this taking forward the drivers in the National Improvement Framework is provided in the following paragraphs.

Additional performance information is also available in section 4.2 and Annex two of this Resource Plan.

2.2 Social change, legislation and policies

2.2.1. Getting it right for every child (GIRFEC)

GIRFEC is the national approach to improving the wellbeing of children and young people in Scotland. Through implementation of policy and delivery of services at a local level, the approach:

- puts the best interests of the child at the heart of decision making;
- takes a holistic approach to the wellbeing of a child;
- works with children, young people and their families on ways to improve wellbeing;
- advocates preventative work and early intervention to support children, young people and their families; and
- encourages professionals to work together in the interests of the child.

Wellbeing is the core of GIRFEC and all professionals consider the needs of the child based on the eight key indicators of wellbeing. These indicators are embedded in all assessments and plans to ensure that there is a common understanding among all the adults working for a child about what will help to make things better.

The principles of GIRFEC underpin a range of systems, approaches and initiatives that impact on children and families including the Children's Hearings System, the Early and Effective Intervention (EEI) approach to Youth Justice, Family Nurse Partnership, Curriculum for Excellence and the indicators and measures in the Children's Services Plan.

2.2.2. The National Improvement Framework

The National Improvement Framework (NIF) for Scottish education sets out the Scottish Government's vision to continually improve Scottish education and to close the attainment gap, delivering both excellence and equity.

The National Improvement Framework sets out six key drivers of improvement:

- School leadership;
- Teacher professionalism;
- Parental engagement;
- Assessment of children's progress;
- School Improvement; and
- Performance information.

The key priorities of the National Improvement Framework are:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing;
- Improvement in employability skills and sustained, positive school leaver destinations for all young people; and
- The requirement to develop an integrated framework for assessment and evaluation.

Education Resources will provide direction for all services in supporting schools and establishments in the implementation of the NIF. The Curriculum and Quality Improvement Service (CQIS) directly supports the delivery of the NIF and has aligned the work of lead officers to national priorities and key drivers. The CQIS will also lead work on the National Priorities and provide support and challenge to schools.

Schools are required to prepare an annual School Improvement Plan and a Standards and Quality Report linked explicitly to the NIF with a duty on local authorities to produce annual plans and reports. This is detailed in the revised Standards for Scotland's Schools Act (2000). In session 2017-18 Education Resources produced revised guidelines for schools in order to meet the requirements of this Act. School Improvement Plans were adapted to better meet the needs of the NIF agenda. Schools will continue to be supported to produce and publish annual Standards and Quality reports to report on progress. We will continue to report on the work of the authority to ensure that the national agenda is reflected and where our focus will be on providing better outcomes for all learners and families.

2.2.3. Curriculum for Excellence

The Scottish Government's ambition is for a world class education and skills system.

The purpose of Curriculum for Excellence is to provide a coherent, more flexible and enriched curriculum for children and young people aged from 3 to 18. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated. It aims to help every learner develop knowledge, skills and attributes, and to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

Following the review by the Organisation for Economic Co-operation and Development, commissioned by the Scottish Government, a number of recommendations were made to further enhance the curriculum in Scotland through the establishment of the National Improvement Framework.

Through Curriculum for Excellence, our schools and services are improving the experiences of children and young people including at the period transition and in providing positive destinations which is at its highest 95.8% for 2016/17.

Our actions and measures in the Education Resources Plan and in school improvement plans show how this is being achieved.

2.2.4 Literacy Strategy

The Literacy Strategy sets out how Education Resources will support employees in improving literacy for all learners. Implementation of the Literacy Strategy is co-ordinated by the Literacy Strategy Implementation Group which draws membership from across a range of sectors and services. The group meets regularly to promote and enhance the development of literacy, enabling professional dialogue and collaboration, and promoting excellent practice in literacy teaching and learning across South Lanarkshire. The work streams of the various subgroups within the Literacy Strategy Implementation Group independently ensure that sectors and services are being supported within their own unique settings to realise the strategy's aims whilst collectively, as members of the group,

collaborate to promote consistency in knowledge, understanding and practice across all establishments.

2.2.5 1+2 Strategy

The 1+2 strategy endorses the Scottish Government's ambition to develop and expand language learning in all of our schools and establishments, recognising the need to build on the best practices that are being used in our schools in order to make language learning accessible to all young people from the earliest ages. The strategy describes how teachers will be central to this aspiration along with partnerships beyond South Lanarkshire, to make learning languages enjoyable and valued by our young learners. The strategy is supported by the South Lanarkshire Council Framework Early Years to Primary 7, a resource which has been produced to support establishments and practitioners as they address the challenges of Languages 1+2. The strategy also sets out an implementation timeline to support establishments in fulfilling key targets towards full implementation by 2021.

2.2.6 Numeracy Strategy

The implementation of Curriculum for Excellence entitles all learners to have the opportunity to develop skills for learning, life and work with a focus on numeracy. Learning may take place in a variety of settings and it is the responsibility of every establishment and provider to ensure this. Capability in mathematical literacy can make a positive difference to the lives of individuals, families and society. It is fundamental to employability. South Lanarkshire Council is committed to improving outcomes in numeracy through:

- implementation of Curriculum for Excellence;
- applying imaginative and innovative approaches to meeting learner needs with a focus on developing learning and teaching methodologies including enhanced use of appropriate technologies;
- implementing early intervention to support learning;
- embedding Getting It Right For Every Child (GIRFEC) principles and practice across all services and recognising the important role our post-school learning and support agencies have;
- working in partnership with appropriate partners and agencies; and
- providing opportunities for all learners to develop their numeracy skills.

2.2.7 Inclusion and Equality Framework

In March 2018, the Inclusive Education Service published a new resource for schools, establishments, partners and stakeholders called "The Framework for Inclusion and Equality". This resource brought together and updated all the relevant policies and practice guidance on the most important aspects of providing an inclusive education service. The Framework is made up of policy papers, resource materials, including posters, and practice guides, which aim to cover many of the difficult and recurring questions and issues which schools, establishments and partners face when considering a child's additional support needs and how to overcome them. The Framework has been well received and there are plans through 2018-2019 to further extend it by adding more practice guides and updating the key operating procedure A28 to reflect the work within the Framework. The developments set out below are all contained within the Framework:

- staged intervention;
- framework for the education of pupils who have autism spectrum disorder;
- enhanced transition for pupils with additional support needs;
- corporate parenting; and
- wellbeing.

2.2.8 Children's Service Plan

Getting it Right for South Lanarkshire's Children, Young People and Families 2017-2020, our integrated children's services plan, builds on our achievements from previous plans to

ensure that our commitment to providing best outcomes possible remains central to all we do. This plan complies with the statutory duty of the Children and Young People (Scotland) Act 2014, in relation to the planning and reporting of children's services.

Central to our plan are three high level outcomes:

- prevention and early support: children have the best start in life and are supported to realise their potential;
- health and wellbeing: the health and wellbeing of children, young people and families is improved; and
- supporting vulnerable groups and keeping children safe: the life chances of our most vulnerable children with additional support needs and our most vulnerable young people are improved.

These outcomes support our shared vision - Children, young people and families will be safeguarded and supported to reach their full potential and thrive within their communities.

2.2.9. The Pupil Equity Fund

Pupil Equity Funding is distributed directly to schools targeted at those children most affected by poverty allowing them to achieve their full potential. The use of Pupil Equity Funding articulates closely to existing planning and reporting procedures for example, through School Improvement Planning and Standards and Quality reports. Headteachers must base their use of the funding on a clear contextual analysis which identifies the poverty related attainment gap in their schools. Plans must be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty. Headteachers can also use their professional judgement to bring additional children in to the targeted interventions. Education Resources will continue to offer support for schools to help them plan how to use their funding effectively and through engagement with stakeholders, including young people to help achieve better outcomes for learners.

2.2.10. The Scottish Attainment Challenge

The Scottish Attainment Challenge Schools' Programme in South Lanarkshire focuses on 12 primary schools and eight secondary schools where over 70% of pupils live within the most deprived areas. The significant number of South Lanarkshire schools working within the programme means that there is a need for a coordinated approach. We have evidence to suggest that the activities and programmes are making a difference to children's attainment. We will continue to monitor this over the coming year as our aim is to continue to share what works well with other schools in order to provide better outcomes for learners. An Attainment Challenge Leadership Team has been established within Education Resources to support schools to deliver their priorities and ensure that appropriate governance and best value is achieved.

2.2.11. Early Years Framework

The Early Years Framework details the steps the Scottish Government, local partners and practitioners in Early Years services need to take to begin the journey which gives all children the best start in life.

The Framework sets out a strategy for early intervention (pre-birth – eight years) that supports positive outcomes for children. It provides the basis for a vision for early years that reflects the high ambitions that the Scottish Government and South Lanarkshire Council have for early years: that children should be valued and provided for within communities; the importance of strong, sensitive relationships with parents and carers; the right to a high quality of life and access to play; the need to put children at the centre of service delivery; to provide more support through universal services when children need it and that children should be able to achieve positive outcomes irrespective of race, disability or social background. Parents and communities play a crucial role in outcomes for children and that role is supported by the community planning process. The vision also

highlights the importance of high quality, flexible and engaging services delivered by a valued and appropriately qualified workforce in meeting the ambitions of this framework.

In June 2015, the Scottish Government reiterated its commitment to further increasing the number of hours of free early learning and childcare provided to all 3 and 4 year olds and eligible 2 year olds to 1140 hours per year by 2020. The council will continue to address a number of challenges in delivering this entitlement including: the cost of the expansion, expanding the workforce, the impact of expansion on the existing workforce, adapting existing buildings and in planning to provide new nurseries, the impact on partner providers and, throughout the development, ensuring the delivery of responsive flexible services of the highest quality for all children. Education Resources will consider the lessons that can be learned from the pilot projects and will continue to focus on the solutions, risks and challenges facing the council in achieving the delivery of future expansion.

2.2.12. Developing Scotland's Young Workforce

The Scottish Government set out its ambition to improve youth employment levels in a report published in 2014. The report focuses on significantly enhancing Scotland's vocational education and training system. There is also a focus on the importance of business and industry working in partnership with schools and colleges as a key factor in ensuring young people are more prepared for employment and better informed in career choice. The report also contains a number of recommendations on advancing equalities within education and youth employment. Education Resources will continue to progress key recommendations preparing and equipping young people for the world of work. Our recent success in sustaining positive destinations for young people in South Lanarkshire is something that is worth highlighting. 95% of young people are recorded as having achieved a positive destination having left school in 2017. It is also worth highlighting that follow-up action is taken with young people who have not achieved a positive outcome to support them and to find out the reason why this is the case.

2.2.13. Teacher Professionalism

An ongoing focus on continuous improvement in teacher education, professional learning and leadership development continues to evolve at national level. The Scottish Government, Local Authorities, Professional Associations and the General Teaching Council for Scotland have maintained an explicit commitment to the underlying themes of leadership and leadership for change as key drivers in attaining successful outcomes. Education Resources will continue to give the highest priority to further strengthening the quality of its teachers, practitioners and of its educational leadership, through a relentless focus on the importance of high quality learning and teaching and the provision of focussed professional learning opportunities. This will enable the profession to meet the needs of our young people, our workforce and our communities and underpins our work towards inspiring learners and transforming learning.

2.2.14. School Improvement

Education Resources will continue to support schools with all aspects of school improvement. This will be a key focus for school session 2018-19 based on the needs of and the support requested by schools

School improvement is the overall quality of education provided by each school and its effectiveness in driving further improvement. This includes learning, teaching, assessment and the quality of the partnerships in place to support children. The development of these aspects are firmly rooted within a culture of robust self-evaluation. The National Standard for school improvement and self-evaluation is the document *How Good is Our School? (4th edition)* (HGIOS 4). It is designed specifically to promote self-evaluation within the process of achieving self-improvement. HGIOS 4 is focused explicitly on the drive to improve attainment for all, closing the attainment and achievement gap and securing positive post-school destinations. There is a strengthened focus on excellence and equity, wellbeing and skills for learning, life and work. HGIOS 4 is closely aligned to the key drivers in the

National Improvement Framework for Scottish Education, and GIRFEC, Developing Scotland's Young Workforce, the Scottish Attainment Challenge, and the Pupil Equity Fund.

Education Resources will continue support schools in the development and use of HGOIS 4 to effect improvement. School improvement will be evidenced through school inspection ratings for teaching and assessment and for attainment and achievement. Also attendance levels and exclusions per school will be examined. Further evidence will be provided by: school level self-evaluation, the Validated Self-Evaluation programme and local authority self-evaluation reports on raising attainment and achievement and progress with the National Improvement Framework priorities.

2.2.15. How Good is our Early Learning and Childcare?

'How Good is our Early Learning and Childcare?' (HGIOELC) is a self-evaluation framework tool to help in the process of self-evaluation for nurseries to improve their quality and aim for excellence using quality indicators to influence practice for the benefit of children's learning outcomes.

This framework seeks to build on and take a fresh look at developing needs and reflect the changes and increased provision of the Early Learning and Childcare sector today.

In April 2014, The Children and Young People (Scotland) Act was introduced with a renewed focus on children from birth to starting school. This focus highlighted the importance of Early Learning and Childcare for the future of individual children, their families and practitioners in the varying types of settings throughout Scotland. Recent changes in approach and policy direction have been the conduit for change to our existing self-evaluation materials. HGIOELC takes account of the continuous aspiration to make Scotland the best place to grow up, and embraces the diversity and type of provision across the country.

HGIOELC takes account of childminders, all private, voluntary and local authority settings. It is therefore for all practitioners working with children from birth to starting school. It complements the newly published How Good is our School? (4th edition), for primary and secondary schools, and underpins the approach to self-evaluation to drive forward improvement work across Scotland. It takes full account of recent policy initiatives such as, National Practice Guidance on Early Learning and Childcare: Building the Ambition, Pre-birth to Three, Getting it right for every child and Curriculum for Excellence.

2.2.16. How Good is our Community Learning and Development?

The following draws from "How Good Is the Learning and Development in Our Community?" – the revised Quality Indicators for Community Learning and Development, and also from the Community Learning and Development Standards Council.

The resource 'How Good is the Learning and Development in our Community'? has adopted the Framework for Evaluation of the Quality of Services and Organisations common to most public services. The quality indicators within 'How Good is the Learning and Development in our Community?' reflect the context within which community learning and development partners operate and focus specifically on the impact of community learning and development provision and includes work with young people, adults and communities. It is directly linked within the policy context of the National Improvement Framework for Scottish Education, the Scottish Attainment Challenge, GIRFEC, Developing Scotland's Young Workforce and the Pupil Equity Fund, National Youth Work Strategy and Adult Learning In Scotland 2020.

Education Resources will support establishments with all aspects of securing continuous improvement for young people, adults and communities.

Community Learning and Development improvement will be evidenced through inspection ratings for Improvements in Performance, Impact on the Local Community, Delivering the Learning Offer with Learners, and Leadership and Direction. Further evidence will be

provided by: locality level self-evaluation, Community Learning and Development Partnership outcome impact measures reporting, English for Speakers of Other Languages (ESOL) outcomes, and progress in line with the National Improvement Framework priorities.

2.2.17. Building for our future: South Lanarkshire's school estate

South Lanarkshire Council's ambitious schools modernisation programme is nearing completion. We have a first-class school estate with buildings which are:

- welcoming, safe and secure;
- providing for the learning needs of all learners and the local community;
- fully accessible by learners, staff and parents regardless of disability;
- resourced with ICT equipment to transform learning in line with our digital strategy; and
- providing environments which inspire learning and facilitate multi-agency working in the interests of the school and its community.

All of our secondary schools have been modernised with 20,000 pupils being taught in new school buildings more suited to 21st century learning.

The Primary Schools Modernisation Programme (129 primary schools) will continue through 2018-19. Currently, more than 99% of primary pupils are being taught in new school buildings.

Our investment in new schools and information technology is designed to create welcoming and inspiring places of learning where teachers and educators set high aspirations and celebrate the wider achievements of children, young people and adults.

2.2.18 Gaelic Education provision

South Lanarkshire Council is committed to working with Bòrd na Gàidhlig, our community planning partners and others to help safeguard the language for future generations.

Education Resources has a significant role in delivering the council's Gaelic Language Plan which sets out our vision of how we will promote and use the language in the delivery of our services. It makes clear the steps we will take to raise awareness of the language amongst both our employees and community. In doing so we show our support for the objectives of the National Gaelic Language Plan and the aspirations of the Gaelic Language (Scotland) Act 2005 in ensuring that Gaelic remains a living and distinctive aspect of our country's cultural heritage.

Mount Cameron Primary School has a Gaelic Unit which teaches children from nursery through to Primary 7. For the nursery years and the first three years of primary school, the children have total immersion in Gaelic. From there the curriculum is delivered bi-lingually in both English and Gaelic. The policy of the unit is based on the Curriculum for Excellence guidelines for Gaelic.

In the secondary school sector, Calderglen High School teaches Gaelic language as part of the curriculum.

We recognise the valuable contribution of the language with the provision of Gaelic medium education and have seen the benefits to our area of encouraging and attracting arts and activities. These are activities that we commit to maintaining and developing over the years ahead so that the part we play in helping to deliver the national plan will be one that will have a lasting effect.

We have also, in the last year, been able to provide opportunities for young people at Calderglen High and Mount Cameron Primary to take part in shinty thanks to recent upgrades to the external pitches.

2.2.19 Statutory Requirements

New and revised legislation will impact on the work of the Resource in 2018-19. These include:

| Statutory Requirements – Education Resources | |
|---|---|
| Legislative Area | Impact |
| The Children and Young People (Scotland) Act 2014 | <p>The Children and Young People (Scotland) Act 2014 sets out legislation which:</p> <ul style="list-style-type: none"> • ensures that children’s rights influence the design and delivery of policies and services; • improves the way services work to support children, young people and families; • strengthens the role of early years support in children’s and families’ lives; and • ensures better permanence planning for looked after children. <p>The Act relates to the practical implementation of the Getting it right for every child (GIRFEC) approach to improving outcomes through the delivery of services to support the wellbeing of children and young people. It provides the legislative impetus to affect transformational changes to working practices across a wide range of public bodies.</p> |
| The Education (Scotland) Act 2016 | <p>This Act makes provision in relation to: school education priorities and objectives, reducing pupils’ inequalities of outcome, Gaelic medium education and training of persons to be appointed as head teachers and extends the duty to provide early learning and childcare.</p> |
| The Education (Additional Support for Learning) (Scotland) Act 2004 | <p>The Act came into effect in 2005 and sets out a framework for supporting children who require additional support for learning, built around the concept of a process of staged intervention to support the identification, assessment and intervention for children and young people with additional support needs. This ensures a structured and inclusive approach to support children’s learning.</p> <p>The Act specifies that children and young people with additional support needs are entitled to education which enables them to become well developed individuals, full members of, and contributors to, communities and society.</p> <p>Education Resources continues to take forward the requirements of this Act through headline priorities, and in doing so will provide environments which promote multi-agency working to support children’s learning.</p> |

| Statutory Requirements – Education Resources | |
|---|--|
| Legislative Area | Impact |
| The Education (Additional Support for Learning) (Scotland) Act 2009 | The Education (Additional Support for Learning) (Scotland) Act 2009, which became law in October 2010, places additional responsibilities on authorities to take forward the given legislative requirements. In the coming year Education Resources will continue to implement the key requirements outlined within the Act. |
| General Data Protection Regulation (GDPR) | <p>The General Data Protection Regulation (GDPR) was approved and adopted by the European Union (EU) Parliament in April 2016. The regulation takes effect after a two-year transition period and is in force throughout the EU from May 2018. The aim of the GDPR is to protect all EU citizens from privacy and data breaches in an increasingly data-driven world. Although the key principles of data privacy still hold true, changes have been proposed to regulatory policies.</p> <p>Work will be required in implementing the General Data Protection Regulation.</p> |
| The Scottish Schools (Parental Involvement) Act 2006 | The Act aims to provide parents and carers with every opportunity to become more involved in their children's education. We want to support parents and carers to be involved with their child's learning, welcoming them as active participants in the life of the school. Encouraging them to express their views on school education generally in partnership with the school through the Parent Council and Parent Forum is another key aspect of the Act. |
| The Standards in Scotland's Schools etc. Act 2000 | This Act sets out the national agenda for education and provides an improvement framework for Scottish Education. |

Specific actions to address these legislative impacts are detailed in Section 6 (Action Plan) of the Resource Plan. Legal Services will assist all Resources to meet the demands of new and changing legislation.

2.3. The Council Plan, Community Planning and the Community Plan

- 2.3.1. Community Planning** is the process through which public services come together to positively change local situations. The Community Planning Partnership (CPP) is committed to improving the quality of life of everyone in South Lanarkshire by working together and with communities to design and deliver better services.

Through the 2015 Community Empowerment Act the Scottish Parliament gave a statutory purpose, for the first time, to community planning: to focus on improving outcomes and tackling inequalities in outcomes. This includes those communities (covering areas and/or groups of individuals) experiencing the poorest outcomes.

- 2.3.2.** The strategic themes of the CPP and the Community Plan are clearly aligned to the Ambitions in the Council Plan, Connect 2017-22, as shown below.

| Partnership strategic theme | Connect Ambition |
|----------------------------------|--|
| Community safety and crime | Make communities safer, stronger and sustainable |
| Health and wellbeing | Improve health, care and wellbeing |
| Sustainable economic growth | Promote economic growth and tackle disadvantage |
| Tackling poverty and deprivation | Promote economic growth and tackle disadvantage |
| Children and young people | Get it right for children and young people |

The Council Plan is considered in more detail in Section 3.

2.4. Other Commitments

2.4.1. Partnership Working

The council's key partnership working arrangements are co-ordinated through the Community Planning Partnership and the Getting it right for South Lanarkshire's Children Partnership Board, which works to improve the quality of life for people in South Lanarkshire by improving service delivery. Within Education a wide range of partnerships complement provision to our establishments and services and help us to deliver our commitment to continually improving services for all, whilst giving priority to children, young people, families and communities in most need.

The local authority and relevant health board have a statutory duty (Part 3 Children and Young People Scotland Act 2014) to produce a Children's Service Plan which details the work across the wider partnership to support children, young people and their families. It also requires the publication of an annual report detailing how the provision of children's services and related services in that area have been provided in accordance with the plan. The actions and outcomes detailed in the Children's Service Plan will also be incorporated in the Community Plan.

The Community Empowerment (Scotland) Act 2015 sets out the requirement for each Community Planning Partnership to prepare and publish a Community Plan, supplemented as appropriate by Locality Plans which target smaller geographical areas. The plan is required to set out how the wider partnership will work together to target support to areas of identified need, in doing so it must set out:

- local outcomes to which priority is to be given by the community planning partnership with a view to improving the achievement of the outcomes;
- a description of the proposed improvement in the achievement of the outcomes;
- the period within which the proposed improvement is to be achieved; and
- a description of the needs and circumstances of persons residing in the area of the local authority to which the plan relates.

Partnership Working Agreement

The council and the trade unions are committed to working together to deliver high quality services for the people of South Lanarkshire. To achieve this there is a commitment from both sides to work together in equal partnership.

This Partnership Agreement is based on four values of:

- Common goals;
- Understanding;
- Transparency; and
- Honesty.

The council and trade unions will work together in the spirit of these values to maximise openness and respect and to support our workforce.

2.4.2. Service Reviews

During 2017-18, efficiency reviews of the following services were undertaken:

- Integrated Children's Services;
- Youth Learning Services;
- Support Services; and
- the Curriculum and Quality Improvement Service.

The recommendations, action plans and changes to service delivery will continue to be introduced in 2018-19. Service efficiency reviews will continue to be examined in the coming year.

2.4.3. Equality and Diversity

Equality is an integral part of achieving best value and is an underpinning value of the council's vision to improve the quality of life of everyone in South Lanarkshire. The council is committed to: eliminating unlawful discrimination, harassment and victimisation; advancing equality of opportunity between different groups; and fostering good relations in all that it does. In doing so, it will reduce disadvantage and deprivation within the council and will work with others to do so in the South Lanarkshire area.

Education Resources has a key role to play delivering the council's equality outcomes as outlined in the [South Lanarkshire working for you - mainstreaming equalities report](#), and will take forward the following key actions:

- improve achievement, raise educational attainment and continue support lifelong learning for all and those with greatest need;
- ensure the implementation of the GIRFEC Improvement plan to promote awareness of, and compliance with, the legislative requirements of the Children and Young People (Scotland) Act 2014; and
- ensure outcomes of consultations to meet the requirements outlined in the Children and Young People (Scotland) Act 2014 are reflected in service developments.

2.4.4. Sustainable Development

Sustainable development is an integral part of best value and is also a priority for the council. The council has a statutory requirement under the Public Sector Climate Change Duties to: reduce carbon emissions arising from its own activities and to work with others to reduce those of the South Lanarkshire area in general; adapt to current and future changes in climate to ensure continued service delivery; and promote the sustainable development of the council and our local communities.

The council also has a statutory requirement under the Biodiversity Duty to further the conservation of biodiversity.

Education Resources has a key role to play delivering aspects of the council's Sustainable Development and Climate Change Strategy and the Biodiversity Duty Implementation Plan, and will take forward the following actions:

- continue to engage young people, pupils and the wider community in environmental education through Eco schools and similar programmes;
- deliver at least a 10% reduction in vehicle emissions by March 2021 in accordance with the corporate carbon reduction target; and
- ensure effective contribution to meet the council's sustainable development and climate change objectives outlined in the Sustainable Development and Climate Change Strategy 2017-2022.

2.4.5. Information Governance

Education Resources recognise that good information governance is necessary for the Resource and the council to carry out its functions efficiently and effectively.

The Information Governance Board, which has representation from all Resources, oversees the council's information management activities driving forward improvements and developing policies, procedures and guidance. The framework for information governance is provided by the Information Strategy which is being refreshed, and a new version will be available in 2018. This strategy outlines a number of key actions which will ensure that all Resources will progress improvement in the management of information throughout the council.

The council's first Records Management Plan was approved by the Keeper of the Records at the National Records of Scotland in June 2017. This was a statutory requirement of the Public Records (Scotland) Act 2011.

Improvement actions from the National Records of Scotland assessment of the Records Management Plan will form part of the revised Information Strategy available in 2018.

2.4.6. Top Risks

To successfully manage risk, council and Resource Plan objectives must inform the council's risk management arrangements. The council reviews its top risks each year and common themes are identified.

The top risks identified for the council are:

- Reduction in council funding, resulting in difficulties maintaining front line services;
- Potential liability arising from claims of historic abuse;
- Failure to maintain the required pupil/teacher ratio;
- Information management not subject to adequate control;
- Fraud, theft, organised crime and cyber-attacks;
- Failure to achieve results and demonstrate continuous improvement, through leadership, good governance and organisational effectiveness;
- Failure to work with key partners to achieve the outcomes of the Community Plan;
- The council is not sufficiently prepared to deliver the Integration Joint Board Strategic directions set out in the Strategic Commissioning Plan 2016-19; and
- Increasing levels of adverse weather.

In the coming year, Education Resources will take forward all reasonable necessary actions, where appropriate to mitigate or reduce the Resource's exposure to these key risks. A risk register is published, reviewed and reported on annually to the Education Resources Committee in line with the requirements of good governance

2.4.7. Best Value

Best value, a concept first introduced into the public sector through the Local Government (Scotland) Act 2003, seeks to drive continuous improvement in public service delivery. Best value has entered a new era which is intended to bring about more proportionate and risk-based external scrutiny of councils by national inspection bodies; placing greater emphasis on the use of self-assessment, benchmarking and public performance reporting to promote continuous improvement. The council will undergo a Best Value Audit (leading to the publication by Audit Scotland of a Best Value Assurance Report in 2019-20) and preparatory work will be undertaken over the course of 2018-19. Finance and Corporate Resources will lead on these preparations, focusing on the council's arrangements to secure and demonstrate Best Value.

Benchmarking

With the support of the Accounts Commission, the Society of Local Authority Chief Executives (SOLACE) has been working with the Improvement Service and the Convention

of Scottish Local Authorities (CoSLA) and has established a Local Government Benchmarking Framework (LGBF) and indicators for council services in Scotland.

The move away from league tables to benchmarking is to enable comparisons to be made on spending and performance between similar council groups, these are called family groups; to share areas of good practice and innovative ideas, with a long term aim to improve performance.

The LGBF indicators are included in this Resource Plan and, along with many other indicators and measures will be monitored throughout the year. Performance against these indicators can be found in our [Public Performance Reports](#).

The results for all Scottish councils and the family groups can be found on the online tool [mylocalcouncil](#).

2.4.8 External regulation and inspection

Education Resources will be subject to further requirements stemming from legislation and government policy that influence service delivery. The Best Value framework and the Shared Risk Assessment continue to focus on overall council efficiency, self-assessment, performance and improvement.

2.4.9 Digital and ICT Strategy

The council's Digital and ICT strategy sets out how South Lanarkshire Council will use new technologies to help deliver its vision 'to improve the quality of life of everyone in South Lanarkshire'. It describes how services will be delivered as 'Digital First' and how we will work with partners, service users and suppliers to create the data infrastructure to support digital services. The strategy also sets out the technical foundations necessary to realise the council's digital vision. This includes ensuring that appropriate and sustainable computer systems, networks, ICT skills, software and data services are in place to support the transformation to a Citizen Centric and Digital Council both in the short term and in the years beyond.

2.4.10 Good governance

The function of good governance in the public sector is to ensure that organisations achieve their intended outcomes while acting in the public interest at all times. This means doing the right things, in the right way, for the right people, at the right time, in an inclusive, open, honest and accountable manner.

The council is responsible for putting in place proper arrangements for the governance of its activities and facilitating the effective exercise of its functions including clear arrangements for the management of risk. This includes an internal audit function whose objective it is to evaluate and improve the effectiveness of risk management, control and governance processes.

Education Resources undertakes an annual review of governance arrangements and contributes to the production of the Annual Governance Statement and Improvement Plan which forms part of the Annual Accounts. The governance arrangements for the Resource are underpinned by the council's Local Code of Corporate Governance. The Code comprises a framework of policies, procedures, behaviours and values by which the council is controlled and governed. It shows how the council will continue to review the governance arrangements that are currently in place and implement improvements where necessary.

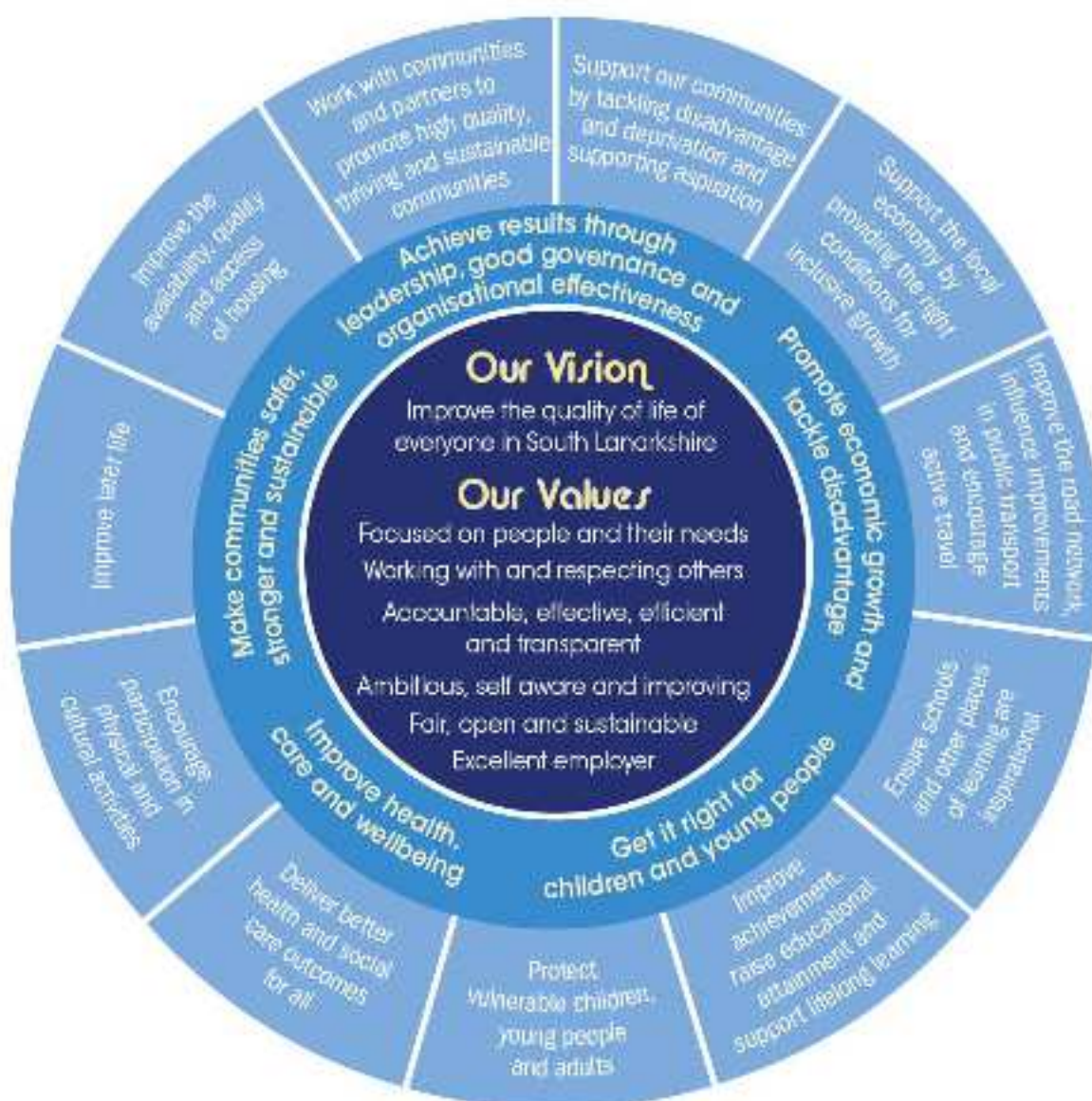
Section Three: The Council Plan - Connect

3.0. The Council Plan - Connect

The council's Vision to **'improve the quality of life of everyone in South Lanarkshire'** remains at the heart of the Council Plan and along with our Values, influences everything that we do.

Our five Ambitions circle our Vision and Values, linking our 11 Objectives in the outer ring to the wider work in our communities and with our other public partners.

The wheel diagram below is designed to show how our six core Values, five Ambitions and 11 Objectives interact with one another. For example, success in giving our children a better start in life links to early learning, their wellbeing, improvement in achievement and attainment and developing their skills for learning, life and work. This will lead to better prospects and improve life chances for young people and the economy as a whole.



3.1. Resource Objectives

Education Resources has established the following Resource objectives to support the delivery of Connect objectives in 2018-19.

We want to raise achievement and attainment and improve children and young people's health and wellbeing. Our focus will be on raising standards, particularly in literacy and numeracy and in closing the poverty-related attainment gap between the most and least disadvantaged children so that every child has the same opportunity to succeed. The Pupil Equity Fund will provide targeted support for those schools supporting children and young people in greatest need. We also want to provide our young people with the necessary skills for life and work.

3.1.1. Connect Objective: Improve achievement, raise educational attainment and support lifelong learning

By working towards this objective the council aims to achieve effective outcomes as a result of delivering learning opportunities and committing to improving literacy, numeracy, health and wellbeing, knowledge, skills, confidence and creativity, which will inspire learners, transform learning and strengthen communities.

To support the delivery of this Connect objective, Education Resources has developed the following Resource objectives:

- Raise standards in literacy, numeracy and close the poverty-related attainment gap;
- Improve health and wellbeing to enable children and families to flourish;
- Support children and young people to develop their skills for learning, life and work; and
- Ensure inclusion and equality are at the heart of what we do.

The main actions in this area will include:

- Take forward the National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy;
- Continue to achieve equity by 'closing the poverty-related attainment gap' and meeting the Scottish Government's ambitions for the delivery of the highest quality of Early Learning and Childcare;
- Take forward key aspects of Curriculum for Excellence in all schools and establishments;
- Provide high-quality learning experiences for all;
- Progress the key themes of self-evaluation and leadership in all establishments and services;
- Progress leadership development at all levels, within schools and all learning establishments;
- Develop employability skills and sustained positive school leaver destinations for all young people;
- Deliver services and programmes through the Community Learning Partnership to further improve literacy and numeracy skills among young people and adults; and
- Provide opportunities for learners to develop their skills and achieve awards through the Youth, Family and Community Learning Service.

3.1.2. Connect Objective: Ensure schools and other places of learning are inspirational

By working towards this objective the council aims to achieve positive outcomes from the investment it has made in modernising its school buildings and learning environments and in its Information and Communications Technology infrastructure. We want to create welcoming and inspiring places of learning where teachers and educators set high aspirations and celebrate success.

To support the delivery of this Connect objective, Education Resources has developed the following Resource objectives:

- Raise standards in literacy, numeracy and close the poverty-related attainment gap;
- Improve health and wellbeing to enable children and families to flourish;
- Support children and young people to develop their skills for learning, life and work; and
- Ensure inclusion and equality are at the heart of what we do.

The main actions in this area will include:

- Implement the council's accommodation strategy to achieve the increase of nursery hours for three and four year olds and eligible 2 year olds to 1140 hours by August 2020;
- Progress the council's schools modernisation programme and continue to invest in the education estate, transforming the learning environment for all learners;
- Support learning and raise attainment through the use of digital technologies and the ICT infrastructure;
- Deliver high quality continuous professional learning;
- Contribute to the National Improvement Framework priorities to address barriers to learning and support young people not fully engaging with their learning;
- Provide dynamic and interactive literacy and numeracy offers that inspire young people to achieve their full potential, by harnessing their own unique, creative pathways;
- Equip staff to deliver high quality learning, inspiring learners, improving attainment and celebrating success; and
- Provide innovative and inspirational facilities where learners choose to participate.

3.1.3. Connect Objective: Protect vulnerable children, young people and adults

By working towards this objective the council aims to achieve effective outcomes as a result of working with appropriate partners across the community planning partnerships including the Getting it right for South Lanarkshire's Children Board.

To support the delivery of this Connect objective, Education Resources has developed the following Resource objective:

- Ensure inclusion and equality are at the heart of what we do.

The main actions in this area will include:

- Progress approaches in respect of national education priorities;
- Lead review on children who are Looked After and Accommodated;
- Support children with vulnerable language skills and work towards reducing the language based attainment gap;
- Ensure the implementation of the GIRFEC Improvement plan to promote awareness of, and compliance with the legislative requirements of the Children and Young People (Scotland) Act 2014; and
- Ensure current national and local priorities for vulnerable children, young people and families are addressed.

3.1.4. Connect Objective: Support our communities by tackling disadvantage and deprivation and supporting aspiration

By working towards this objective the council aims to achieve effective outcomes as a result of working with community partnership boards and community learning development partners.

To support the delivery of this Connect objective, Education Resources has developed the following Resource objectives:

- Raise standards in literacy, numeracy and close the poverty-related attainment gap;
- Support children and young people to develop their skills for learning, life and work;
- Improve health and wellbeing to enable children and families to flourish; and
- Ensure inclusion and equality are at the heart of what we do.

The main actions in this area will include:

- Ensure the implementation of Pupil Equity Funding to target the most deprived children and promote equity; and
- Promote the Children's Services Partnership commitment to addressing poverty, inequality and disadvantage.

3.1.5. Connect Objective: Work with communities and partners to promote high quality, thriving and sustainable communities

By working towards this objective the council aims to achieve effective outcomes as a result of working with a range of partners including community planning partnerships, parents/carers, young people and other stakeholders, Education Scotland and national bodies.

To support the delivery of this Connect objective, Education Resources has developed the following Resource objectives:

- Raise standards in literacy, numeracy and close the poverty-related attainment gap;
- Improve health and wellbeing to enable children and families to flourish;
- Support children and young people to develop their skills for learning, life and work; and
- Ensure inclusion and equality are at the heart of what we do.

The main actions in this area will include:

- Progress the Scottish Government's commitment to increase nursery hours for three and four year olds and eligible two year olds by August 2020;
- Progress the key themes of self-evaluation and leadership in all establishments and services;
- Deliver high quality continuous professional learning to support all staff in achieving excellent service delivery;
- Continue to engage young people, pupils and the wider community in environmental education through Eco schools and similar programmes;
- Deliver at least a 10% reduction in vehicle emissions by March 2021 in accordance with the corporate carbon reduction target;
- Ensure effective contribution to meet the council's sustainable development and climate change objectives outlined in the Sustainable Development and Climate Change Strategy 2017-2022;
- Further enhance partnership working with young people, families and communities, and other stakeholders to promote a consistent focus on local and national democratic learning, as defined within the Community Learning Development Strategic Guidance;
- Provide a range of experiences and activities that equip young people and families with the skills to consider risk, make reasoned decisions and take control;
- Provide project management support for the Realigning Children's Services programme; and

- Deliver the Children's Services Partnership commitment to implementing Parts One and Three of the Children and Young People's (Scotland) Act 2014.

3.1.6. Connect Objective: Support the local economy by providing the right conditions for inclusive growth

It should be noted that our contribution to this sits within the Connect Objective 'Improve achievement, raise educational attainment and support lifelong learning' for example: progress recommendations to develop Scotland's young workforce and school leaver destinations.

3.1.7. Connect Objective: Encourage participation in physical and cultural activities

By working towards this objective the council aims to achieve effective outcomes as a result of working with community planning partners, Education Scotland and national bodies such as Creative Scotland.

To support the delivery of this Connect objective, Education Resources has developed the following Resource objectives:

- Improve health and wellbeing to enable children and families to flourish; and
- Support children and young people to develop their skills for learning, life and work.

The main actions in this area will include:

- Deliver adult learning programmes to promote positive health and wellbeing;
- Improve wellbeing outcomes for children and families and getting it right for every child;
- Continue to develop new approaches to ensure high quality physical education in establishments;
- Deliver family learning programmes to promote positive health and wellbeing; and
- Broaden the perspectives of learners through new experiences and thinking, through participation in physical and cultural activities.

3.2. Delivering the plan and achieving best value

In working towards achieving the Connect Objectives, Education Resources contribute to the delivery of the Plan and achieving Best Value, governing how we carry out our business and deliver all our services.

To support the delivery of the Plan and achieving Best Value, Education Resources has developed the following Resource objectives:

- Deliver and communicate the Council Plan and ensure high standards of governance;
- Promote equality and the wellbeing of staff;
- Develop improvement activity and promote scrutiny;
- Improve the skills, flexibility and capacity of the workforce; and
- Provide sound financial stewardship for the council.

The main actions in this area will include:

- Ensure the delivery of an action plan to implement the new Scottish Government 'National Standard';
- Develop a partnership strategy for the delivery of 1140 hours Early Learning and Childcare;
- Ensure that high standards of governance are being exercised;
- Promote high standards of information governance;
- Compliance with statutory response timescales for information in terms of the EI(S)Rs and FOISA and for subject access requests under the DPA;

- Implement effective Best Value management arrangements to ensure continuous improvement and efficient and effective service delivery;
- Ensure our commitment to employees through the development and implementation of personnel policies and employee learning and development opportunities;
- Ensure revised National Care Standards are implemented;
- Ensure the effective financial management of the remainder of the Primary School Modernisation Programme;
- Work collaboratively with Planning Services to negotiate appropriate levels of external funding contributions via developers using the agreed Education Resources' methodology; and
- Monitor the efficient use of the primary school estate to meet developing needs and provide accommodation solutions where required to meet growth and capacity pressures.

Section Four – Performance and results

4.0. Introduction

In this section we report our key performance and results, based on Connect 2017-22 for the financial year just ended - 2017-18.

4.1. Performance against Resource Plan Objectives (2017-18)

The Education Resource Plan for 2017-18 had 179 measures set against 7 of the council Objectives. Performance against these measures was as follows:

| Council Plan Objective/Theme | Green | Amber | Red | Report later | Total |
|--|------------|----------|----------|--------------|------------|
| Protect vulnerable children, young people and adults | 4 | | | | 4 |
| Work with communities and partners to promote high quality, thriving and sustainable communities | 16 | | | | 16 |
| Support our communities by tackling disadvantage and deprivation and supporting aspiration | 4 | | | | 4 |
| Improve achievement, raise educational attainment and support lifelong learning | 109 | 3 | | | 112 |
| Ensure schools and other places of learning are inspirational | 15 | | | | 15 |
| Encourage participation in physical and cultural activities | 3 | | | | 3 |
| Delivering the plan and achieving best value | 25 | | | | 25 |
| Total | 176 | 3 | 0 | 0 | 179 |
| Percentage | 98.3 | 1.7 | 0 | 0 | 100 |

Key to performance monitoring system:

| | |
|---------------------|--|
| Green | The timescale or target has been met as per expectations |
| Amber | There has been minor slippage against timescale or minor shortfall against target |
| Red | There has been major slippage against timescale or major shortfall against target |
| Report later | For some measures, the statistics are not yet available to allow us to say whether the target has been reached or not. These will be reported when available |

4.2. Key Achievements

The following table highlights achievements during session 2017-18.

| Council Objective 2017-22: Improve achievement, raise educational attainment and support lifelong learning | |
|---|--|
| Resource Objective | Achievement |
| Raise standards of educational achievement and attainment | Attainment figures for 2017 show that 36.2% of pupils left school with five or more Highers, an increase from last year and more than the national average. |
| Raise standards of educational achievement and attainment | Over 500 school support assistants completed the Supporting Literacy in the Early Stages course developed and delivered in partnership with Specialist Support Teams in the four localities. |
| Progress approaches in respect of National Education Priorities | The proportion of school leavers entering positive destinations increased to 95.8% which is above the national average of 93.7%. |
| Progress recommendations to develop Scotland's young workforce | Sanderson High School won a Gold Scottish Education Award in the category 'Employability Across Learning'. |
| Progress recommendations to develop Scotland's young workforce | The Aspire programme continues to prioritise care experienced young people as part of the service delivery model and all looked after young people are offered employability support through the programme. There is a multi-agency care experienced tracking and monitoring group which works to ensure that every care experienced young person has an individualised employability support package with regular monitoring and alterations to support as required. 89.8% of our care experienced young people who left school in 2017 entered a positive destination. |

| Council Objective 2017-22: Ensure schools and other places of learning are inspirational | |
|---|---|
| Resource Objective | Achievement |
| Implement the primary schools modernisation programme | 122 new primary schools have opened meaning 97% of primary aged children are being taught in a vibrant, modern and stimulating environment. |
| Ensure schools and other places of learning are inspirational | Digital technology is being used in all schools to support learning and raise attainment through the council's managed service. |

| Council Objective 2017-22: Work with communities and partners to promote high quality, thriving and sustainable communities | |
|--|---|
| Resource Objective | Achievement |
| Ensure an effective contribution to the Council's Sustainable Development Strategy | South Lanarkshire Council continues to maintain its 100% registration with Eco-Schools Scotland engaging young people, pupils and the wider community in environmental education. 168 schools are registered: 133 have bronze |

Council Objective 2017-22: Work with communities and partners to promote high quality, thriving and sustainable communities

| Resource Objective | Achievement |
|--------------------|---|
| | awards; 119 have silver awards and 73 have Green Flag awards. |

Council Objective 2017-22: Protect vulnerable children, young people and adults

| Resource Objective | Achievement |
|---|--|
| Ensure current national and local priorities for vulnerable children and families are addressed | Over 3,000 vulnerable young people have been supported through 218 targeted one-to-one and group work sessions to improve skills for learning, life and work and health and wellbeing. |

Council Objective 2017-22: Encourage participation in physical and cultural activities

| Resource Objective | Achievement |
|--|---|
| Engage children and young people in physical, cultural and social activities | A range of cultural activities were undertaken in partnership with South Lanarkshire Leisure and Culture including the 'Big Stampede' which involved schools designing their own version of animal artwork for display in their local community. |
| Ensure schools and other places of learning are inspirational | Over 2,000 young people have engaged in Mandarin and Chinese cultural learning opportunities across the authority area and 20 families have been identified to participate in a pilot family learning programme using Mandarin and Chinese cultural activities. |
| Engage children and young people in physical, cultural and social activities | <p>The Sports Scotland Gold School Sport Award has been awarded to Biggar High School, and Duncanrig High School for the second time. The award has also been presented to Holy Cross High School and Underbank Primary School.</p> <p>This is a prestigious national award, designed to encourage schools to continuously improve physical education and sport as well as developing partnerships with clubs and organisations in the local community.</p> |

Additional achievements and performance information are listed in Annex 2 of this Plan.

4.3. Key measures not achieved

There were no key measures recorded as 'not achieved' in the Education Resources Resource Plan Quarter 4 Progress Report 2017-18.

4.4. Benchmarking

A full progress report on the Resource Plan 2017-18 is available from the performance management system IMPROVe – all Quarter 4 Progress Reports are available on the performance pages of the website where you will also find further performance and benchmarking information, including South Lanarkshire Council's [Annual Performance Report](#) and [Public Performance Reports](#).

Education Resources benchmarks its performance over 20 Local Government Benchmarking Framework (LGBF) indicators. The Improvement Service published the 2016-17 results in March 2018 (with the draft 2017-18 results due at the end of 2018).

| Percentage of pupils gaining 5 or more awards at level 6 or better (Local Government Benchmarking Framework – Children’s Services Measure 5) | | | |
|---|----------------|----------------|----------------|
| Year | 2014-15 | 2015-16 | 2016-17 |
| SLC | 31% | 34% | 35% |
| Scotland | 31% | 33% | 34% |
| Our performance has increased in each of the last three years and is slightly above the national average. | | | |

| Percentage of pupils from deprived areas gaining 5 or more awards at level 5 or better (Local Government Benchmarking Framework – Children’s Services Measure 6) | | | |
|---|----------------|----------------|----------------|
| Year | 2014-15 | 2015-16 | 2016-17 |
| SLC | 31% | 38% | 43% |
| Scotland | 37% | 40% | 41% |
| Our performance has increased in each of the last three years and is above the national average. | | | |

| Proportion of Pupils Entering Positive Destinations (Local Government Benchmarking Framework – Children’s Services Measure 11) | | | |
|---|----------------|----------------|----------------|
| Year | 2014-15 | 2015-16 | 2016-17 |
| SLC | 93.1% | 94.1% | 95.8% |
| Scotland | 93.0% | 93.3% | 93.7% |
| Our performance has increased in each of the last three years and is above the national average. | | | |

4.5. Customer views

4.5.1 South Lanarkshire Residents’ Household Survey 2014

The council conducted its latest [Household Survey](#) in spring 2014. Feedback from residents was generally positive. 84% of those who responded were satisfied with the overall service provided by the council. Residents were asked to assess the ‘general service’ provided by the council, key ‘council services’ and recommend areas for improvement. As a result of this feedback Education Resources will take forward all reasonable actions, where appropriate to improve resident satisfaction with the services that we deliver. The actions being progressed can be found in the action plan at section 6.

Education Scotland includes the results of consultations with parents and pupils as part of any report published following a school inspection. Education Resources uses the results of these consultations on satisfaction levels to help to ensure the highest possible quality of education provision for children, young people, families and communities.

4.5.2 Education Resources Consultations

Early Learning and Childcare

We asked parents, families and children for their views on providing 1,140 hours of Early Learning and Childcare. This is a summary of what people (2,216) said and the actions we have taken as a result are:

- 87% of parents confirmed they would use the 1,140 hours;
- 59% wish the 1,140 to be delivered over 38 weeks;
- 41% requested 52 weeks extended hours; and
- 80% of parents confirmed the benefits of nursery provision for their child's future learning.

Health and wellbeing among children and young people in South Lanarkshire

Findings from the Realigning of Children's Services Wellbeing Survey Programme were as follows:

- 9,313 secondary aged pupils took part in the survey (over 70% of the eligible population) and gave their views on health and wellbeing. This included measures of physical and mental health, subjective wellbeing and health and risk behaviours (for example, drug/alcohol use);
- 85% assessed their own health as being either good (43%) or very good (42%). Only 2% rated their health as bad; and
- 6,800 pupils took part in the primary survey representing 81.7% of the eligible population.

The findings have been shared with schools and services to help deliver positive outcomes at a local level.

Youth Strategy 2017 - 2020

Young people were actively engaged in identifying the things that matter to them and asked what they would like to be included in the Youth Strategy. Young people took part in events where they gave their views about the aims and objectives to be included in the Youth Strategy. By taking forward the things young people said, council services and partners will focus on delivering those priorities which will make a difference to the lives of young people.

Year of Young People 2018

Young people have been involved and engaged in looking at activities and events to mark the Year of Young People (YoYP). The views of young people have helped to influence the YoYP 2018 activities and events which focus on six themes that they identified as most important to them.

Other consultations include:

- Review of admissions policy for entry to nursery and early years;
- Secondary school catchment area for the new primary school to be built in Jackton, near East Kilbride; and
- School holiday dates 2018-19.

4.6. Areas for improvement

Education Resources is committed to continuous improvement. As part of this process, we monitor our performance; participate in benchmarking activities; acknowledge the results of consultations; and feedback from complaints. We use this information to develop and improve the services we provide.

Section Five – Resourcing the Plan

5.0 Introduction

In this section we consider the resources needed to implement our Plan, including funding and staffing.

5.1 Revenue and Capital Resources 2018-19

The council's medium-term Financial Strategy, approved by elected members in June 2015, provides details on the funding assumptions for the years up to 2018-19.

The medium-term strategy details the council's proposals for managing its finances and also the principles and assumptions used in preparing the Revenue budgets.

Following on from this, the final budget position for the year 2017-18 was reported to members on 16 February 2017. An updated strategy for 2018-19 was approved by the Executive Committee on 28 June 2017 and provided updated assumptions for that year. Subsequent updates have been provided in December 2017, and January 2018, following receipt of the grant allocation for 2018-19. The 2018-19 budget was formally approved by the council on 28 February 2018.

The council will present a budget strategy covering 2019-20 to 2021-22 and the longer term, including issues likely to impact on the budget moving into this period, in the early part of 2018.

An update to the Capital Programme for 2018-19 to 2019-20 was approved by the council on 28 February 2018. This confirms the capital spending plans and funding for the two year period. An annual refresh of each programme will be considered by the council.

Based on the approved programme, a long term capital strategy will be prepared by September 2018, which will detail how the capital investment will assist in achieving the priority outcomes of the council. It will detail the funding in place and how the council's borrowing will provide value for money and be prudent, sustainable and affordable.

5.2. Revenue Budget 2018-19

The Resource has a Net Revenue Budget of £305.920 million for 2018-19. The table below allocates this budget across the operational services within the Resource:

| 2018-19 NET Budget by Service | | 2018-19 | |
|--|----------------|--------------|--|
| Detail | £ million | % | |
| Central Admin | 1.947 | 0.6% | |
| Curriculum & Quality Improvement Service | 1.464 | 0.5% | |
| Directorate | 0.399 | 0.1% | |
| Early Years | 24.047 | 7.9% | |
| Inclusion | 0.890 | 0.3% | |
| Integrated Children's Services | 2.821 | 0.9% | |
| Learning Community | 3.484 | 1.1% | |
| Operations | 0.166 | 0.1% | |
| Primary Schools | 100.481 | 32.8% | |
| Psychological Services | 1.621 | 0.5% | |
| School Modernisation | 33.676 | 11.0% | |
| Secondary Schools | 92.677 | 30.3% | |
| Special School | 16.960 | 5.5% | |
| Support Services | 23.019 | 7.5% | |
| Youth Learning | 2.268 | 0.7% | |
| Total | 305.920 | 100.0 | |

5.3. Capital Budget 2018-19

The following capital budget is allocated to the Resource for 2018-19:

| Capital Programme 2018-19 | |
|---|------------------|
| Detail | £ million |
| Primary Schools Modernisation Programme | £10.744m |
| ICT | £2.693m |
| Multi Use Games Area Pitches | £0.125m |
| Accommodation Pressures | £1.776m |
| Total | £15.338m |

5.4. Resource Employees

Education Resources has 6,306 employees as at the end of February 2018. We support these employees to deliver their duties through a range of policies including personal appraisal and a robust training framework.

The Employee Assistance Programme provides a range of preventative and early intervention strategies to maximise attendance and support employee health and wellbeing. The council recognises the responsibilities to ensure the health, safety and welfare of all employees who may be affected by the acts, work activities and services provided by the council. We have a Corporate Health and Safety Policy which is supplemented by individual Resource/Service working practices and manuals.

Workforce Plan

As a Resource we have recognised a number of specific actions in relation to our workforce. These actions are being addressed through our Workforce Plan 2017-2020.

Some of the areas include:

- considering future staffing requirements in the primary and secondary sectors taking into account pupil growth, national policy developments and trends and, in the secondary sector, consideration of specific subject requirements;
- reviewing the current staffing and cover model taking into account the Newly Qualified Teacher requirements;
- planning for the impact of Scottish Attainment Challenge Funding and Pupil Equity Funding;
- developing the strategy and processes needed to ensure delivery of future expansion in employee numbers as a result of the national policy to implement 1140 hours Early Learning and Childcare by 2020;
- establishing staffing models to future proof demands of the hours Early Learning and Childcare Service; and
- reviewing recruitment and retention strategies within the Resource.

The number of employees by type is as follows:

| Employee Type | Number of employees |
|------------------------|----------------------------|
| Teaching staff | 3,717 |
| Local Government staff | 2,589 |
| Total | 6,306 |

Section Six – Action Plan

6.0 Resource actions for 2018-19

This Action Plan identifies the Resource objectives and associated actions for 2018-19. The Lead Officer responsible for each action and the related measures is identified. Connect objectives are listed in the order in which they appear in the Council Plan progress reports. The reference numbers link directly to the Connect next steps which are reported against the Council Plan at Quarter 2 and Quarter 4 each year, and the links show where the actions and measure tie into other strategies, plans and frameworks.

| Key to Links: used where appropriate | |
|---|---|
| ADM | All Directors Measure |
| Connect (reference number) | Connect – The Council Plan – Connect 2017-22 |
| CP | Community Plan |
| CMP | Carbon Management Plan |
| EQA | Equality Act 2010 |
| Gov | Good Governance |
| LGBF | Local Government Benchmarking Framework |
| SDCC | Sustainable Development and Climate Change Strategy |

The Education Resources' Action Plan for 2018-19 includes objectives, actions and measures, which support the achievement of each of the Council Plan priorities, the Community Plan and Education Resources' objectives. The programme is presented under each of the Council Plan objectives and includes actions and measures that have a timescale of one, two or three years.

Unless otherwise stated all measures are anticipated to be achieved by the end of March 2019.

The current position and target position of measures are referenced through the Improve reporting mechanism. This enables Education Resources to produce summary reports where detailed descriptions of measures are captured.

| Connect objective: Improve achievement, raise educational attainment and support lifelong learning | | | |
|--|--|----------------------------------|---|
| Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| 1. Further embed Early Years Literacy training approaches at locality level | Build the capacity of Early Years practitioners in supporting emergent literacy development, especially for the most vulnerable children, by a thorough needs analysis and evaluation of feedback | Connect 10.5 | Head of Education (Senior Phase) |
| 2. Take forward the National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy | Develop support materials and deliver training on literacy, numeracy and health and wellbeing for all early learning and childcare establishments to ensure improved outcomes for children | Connect 9.2 | Head of Education (Senior Phase) |
| | Provide a range of support to refresh learning and teaching skills in numeracy resulting in high quality experiences for learners | Connect 9.2 | Head of Education (Broad General Education) |
| | Provide high quality support and guidance for establishments to support the implementation of the SLC Literacy Strategy | | |
| | Provide a range of support to refresh learning and teaching skills in literacy resulting in high quality experiences for learners | Connect 9.2 | |
| | Provide high quality support and guidance for establishments to support the implementation of the SLC Numeracy Strategy and new benchmarked progression pathways | | |
| | Ensure the highest quality of experiences for all learners through implementation of learning and teaching approaches and strategies | | |
| | Continue to provide a range of supports to all establishments to progress assessment, monitoring and tracking which confirms learners' achievement of levels | | Head of Education (Broad General Education) |
| | Build on existing good practice in moderation and understanding standards activities within establishments to enable all staff to have confidence in assessments within the Broad General Education and Senior Phase | | |
| | Percentage of primary school pupils (P1, P4, P7 combined) achieving expected Curriculum for Excellence levels in Literacy | | Head of Education (Broad General Education) |
| | Percentage of primary school pupils (P1, P4, P7 combined) achieving expected Curriculum for Excellence levels in Numeracy | | |
| | Percentage of secondary school pupils achieving expected Curriculum for Excellence levels in Literacy (S3, 3 rd level or better) | | Head of Education (Broad General Education) |

| Connect objective: Improve achievement, raise educational attainment and support lifelong learning | | | |
|---|---|----------------------------------|---|
| Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| 3. Continue to achieve equity by 'closing the poverty related attainment gap' and meeting the Scottish Government's ambitions for the delivery of the highest quality of Early Learning and Childcare | Implement the new curriculum guidance 'Together we can and we will' to ensure the delivery of the highest quality learning experiences for children aged 0-5 years | Connect 9.3 | Head of Education (Senior Phase) |
| | Support the delivery of key aspects of 'How Good is our Early Learning and Childcare?' | Connect 9.3 | |
| 4. Continue to achieve equity by 'closing the poverty related attainment gap' and meeting the aspirations of the Scottish Attainment Challenge and improve the qualifications of young people | Percentage of secondary school pupils achieving expected Curriculum for Excellence levels in Numeracy (S3, 3 rd level or better) | Connect 9.3 | Head of Education (Broad General Education) |
| | Provide support to ensure all schools participating in the Scottish Attainment Challenge to meet their aims and to submit annual reports to the Scottish Government | Connect 9.3 | |
| | Provide training and support for staff in Scottish Attainment Challenge schools to assist meeting | Connect 9.3 | |
| | Overall Average Total Tariff | Connect 8.2 LGBF | Head of Education (Senior Phase) |
| | Average Total Tariff SIMD Quintile 1 | Connect 8.2 LGBF | |
| | Average Total Tariff SIMD Quintile 2 | Connect 8.2 LGBF | |
| | Average Total Tariff SIMD Quintile 3 | Connect 8.2 LGBF | |
| | Average Total Tariff SIMD Quintile 4 | Connect 8.2 LGBF | |
| | Average Total Tariff SIMD Quintile 5 | Connect 8.2 LGBF | |
| | Percentage of pupils achieving 1 or more awards at SCQF level 4 or above (on leaving school) | | |
| | Percentage of pupils achieving 1 or more awards at SCQF level 5 or above (on leaving school) | | |
| 5. Continue to achieve equity by 'closing the poverty related attainment gap' and meeting the | Percentage of pupils achieving 1 or more awards at SCQF level 6 or above (on leaving school) | Connect 8.2 Gov | Head of Education (Senior Phase) |
| | Provide support to schools in effective use of Pupil Equity Funding to help close the poverty related attainment gap | | Head of Education (Broad General |

| Connect objective: Improve achievement, raise educational attainment and support lifelong learning | | | |
|--|--|----------------------------------|---|
| Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| aspirations of the Pupil Equity Funding | | | Education) |
| 6. Manage the planning, delivery and performance of projects defined within the Education ICT Managed Service Contract | Ensure that the ICT managed service continues to deliver outcomes which are focused on supporting learning and teaching | Connect 9.4 | Head of Education (Senior Phase) |
| 7. Promote the development of the right range of skills, qualifications and achievements to enable all learners to succeed | Percentage of pupils gaining 5 or more awards at Level 5 | Connect 8.2 LGBF | Head of Education (Senior Phase) |
| | Percentage of pupils from deprived areas gaining 5 or more awards at Level 5 (SIMD) | Connect 9.4 LGBF | |
| | Percentage of pupils gaining 5 or more awards at Level 6 | Connect 8.2 LGBF | |
| | Percentage of pupils from deprived areas gaining 5 or more awards at Level 6 (SIMD) | Connect 9.4 LGBF | |
| | Provide a range of supports to schools and establishments to implement the changes to national qualifications | Connect 9.2 Gov | |
| | Increase the percentage of pupils at key stages meeting or exceeding the appropriate level for their stage in literacy | Connect 9.2 Gov | |
| | Increase the percentage of pupils at key stages meeting or exceeding the appropriate level for their stage in numeracy | | |
| | Provide support to establishments to take forward the SLC Languages 1+2 Strategy | | Head of Education (Broad General Education) |
| 8. Promote and celebrate the achievements of young people | Develop Science, Technology, Engineering & Maths (STEM) Strategy and support establishments to take forward its implementation | | Head of Education (Broad General Education) |
| 9. Take forward key aspects of Curriculum for Excellence in all schools and establishments | Organise the annual achievement award ceremony to celebrate children's success by June 2018 | | Operations Manager |
| | Increase knowledge and confidence amongst practitioners in the use of Benchmarks to assess pupil learning | | Head of Education (Broad General Education) |
| | Provide professional learning activities which support the learning and teaching of Literacy | | Head of Education |

| Connect objective: Improve achievement, raise educational attainment and support lifelong learning | | | |
|--|--|----------------------------------|--|
| Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| | and English for all children and young people | | (Broad General Education) |
| | Provide professional learning activities which support the learning and teaching of Numeracy and Mathematics for all children and young people | | |
| 10. Provide high-quality learning experiences for all | Provide support to establishments to enhance professional learning in Languages 1+2 | | Head of Education (Broad General Education) |
| | Percentage of primary pupils consulted as part of HMIE process who express satisfaction with school | | |
| | Percentage of secondary pupils consulted as part of HMIE process who express satisfaction with school | | |
| | Percentage of parents of pre-school children, consulted as part of HMIE or Care Commission process, on the quality of service provision | LGBF | Head of Education (Senior Phase) |
| 11. Progress the key themes of self-evaluation and leadership in all establishments and services | Percentage of adults satisfied with local schools | LGBF | Head of Education (Broad General Education) |
| | Percentage of funded Early Years provision which is graded good/better | | Head of Education (Senior Phase) |
| | Increase the proportion of schools receiving positive inspection reports | | Head of Education (Broad General Education) |
| | Provide support to establishments on improvement planning and reporting which leads to focused delivery of key priorities | | |
| 12. Implement the requirements of General Teaching Council for Scotland's, Professional Review and Development and Professional Update | Provide support for establishments to engage in rigorous and robust self-evaluation using How Good is our School (4th Edition) which results in improved outcomes for learners | | Head of Education (Broad General Education) |
| | Continue to implement the General Teaching Council for Scotland's processes for Professional Review and Development and Professional Update | | Head of Education (Broad General Education) |
| 13. Provide high quality professional learning activities for practitioners based on the | Continue to implement quality assurance systems for the Professional Review and Development and Professional Update | | Head of Education (Broad General Education) |

| Connect objective: Improve achievement, raise educational attainment and support lifelong learning | | | |
|---|---|----------------------------------|---|
| Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| needs identified in the CQIS annual audit | | | |
| 14. Progress leadership development at all levels, within schools and all learning establishments | Audit professional learning needs of practitioners and work to provide opportunities linked to these by June 2019 | Connect 10.5 | Head of Education (Broad General Education) |
| | Continue to develop leadership for Newly Qualified Teachers (NQTs) | Connect 10.5 | |
| | Continue to develop leadership at all levels through the Leadership Framework | | |
| | Provide support to establishments to participate in phase 3 of 'Professional Learning Trios' to further develop leadership skills | Gov | |
| | Share improved practice through the new Tapestry Programme, "Leading Learning: Improving Pedagogy for Equity" | | |
| 15. Review the Education Resources Parental Involvement Strategy | Review the Parental Involvement Strategy by January 2019 | | Operations Manager |

| Connect objective: Improve achievement, raise educational attainment and support lifelong learning | | | |
|---|---|----------------------------------|---|
| Resource objective: Improve health and wellbeing to enable children and families to flourish | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| 16. Take forward key aspects of Curriculum for Excellence in all schools and establishments as appropriate annually | Provide professional learning activities which support the learning and teaching of Health and Wellbeing to help improvement outcomes for children and young people | | Head of Education (Broad General Education) |

| Connect objective: Improve achievement, raise educational attainment and support lifelong learning | | | |
|--|---|----------------------------------|---|
| Resource objective: Support children and young people to develop their skills for learning, life and work | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| 17. Develop employability skills and sustained positive school leaver destinations for all young people | Continue to develop and implement a range of supports to establishments to take forward Developing Scotland's Young Workforce | Connect 7.3 | Head of Education (Senior Phase) |
| | Continue to build and sustain strategic partnerships with local authorities, establishments, colleges and universities and business partners to widen the offer to young people in the Senior Phase | Connect 7.3 | |
| | Continue to support the implementation of the Standard for Work Experience | | |
| | Provide high quality professional learning activities in partnership with key stakeholders to support the implementation of Developing Scotland's Young Workforce work streams | | |
| 18. Work with key partners to ensure that young people enter a positive and sustained destination | Proportion of Pupils Entering Positive Destinations | Connect 9.7 | Head of Education (Broad General Education) |
| | Continue to work to close the poverty related gap in positive and sustained destinations for young people in the most and least deprived areas | | |
| | Maintain the percentage of young people entering and sustaining a positive destination | Connect 9.7 LGBF | |
| | Participation rate for 16-19 year olds (per 100) | LGBF | |
| 19. Develop Foundation Apprenticeship opportunities for young people in S5 and S6 (Senior Phase) | Provide 250 Foundation Apprenticeship places for young people starting in August 2018 | | Head of Education (Senior Phase) |
| 20. Develop the Gradu8 programme which will provide a college based learning opportunity with a focus on a vocational learning experience with a nationally recognised qualification | Provide 300 places, starting in August 2018, across a range of courses which meet the national and local skills demand | | Head of Education (Senior Phase) |
| 21. Deliver the Training for | Deliver 100 places to meet the needs of young people who have been identified as requiring | | Head of Education |

| Connect objective: Improve achievement, raise educational attainment and support lifelong learning | | | |
|--|---|----------------------------------|-------------------------------|
| Resource objective: Support children and young people to develop their skills for learning, life and work | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| Trades programme to provide a vocational learning experience and industry related qualifications through work placements. | additional support to achieve and sustain a positive post school destination | | (Inclusion) |
| 22. Deliver services and programmes through the Community Learning Partnership to further improve literacy and numeracy skills among young people and adults | Provide adult learning programmes to improve skills for employability and work | | Head of Education (Inclusion) |
| 23. Provide opportunities for learners to develop their skills and achieve awards through the Youth, Family and Community Learning Service | Number of participants who achieve a nationally recognised award or qualification | | Head of Education (Inclusion) |
| | Number of participants who have received an award to recognise their achievements | | |
| | Number of awards achieved | | |

| Connect objective: Ensure schools and other places of learning are inspirational | | | |
|---|--|----------------------------------|----------------------------------|
| Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| 24. Continue to embed Digital Education Strategy | Continue to implement a modern ICT to meet evolving learning and teaching needs through the managed service contract | | Head of Education (Senior Phase) |
| 25. Promote the | Provide a range of supports to schools and | | Head of |

| Connect objective: Ensure schools and other places of learning are inspirational | | | |
|---|--|----------------------------------|--|
| Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| development of the right range of skills, qualifications and achievements to enable all learners to succeed | establishments to facilitate development of 'Curriculum Rationale' and 'Learner Journey' | | Education (Senior Phase) |
| 26. Continue to develop the use of digital technology and the ICT infrastructure to support learning and raise attainment | Support the evolution of ICT use to enable it to become an increasingly transformational element of learning and teaching | Connect 10.2 | Head of Education (Senior Phase) |
| | Ensure that the ICT infrastructure is fit for purpose and supports the evolving needs of learners and practitioners | Connect 10.2 | |
| 27. Progress the council's schools modernisation programme and continue to invest in the education estate, transforming the learning environment for all learners | Continue to progress the building of new schools/establishments during 2018-2019 to work towards the final target of 129 primary schools on completion of the School's Modernisation programme | Connect 10.1 | Head of Education (Support Services and School Estate) |
| | Take forward plans to build the new school for the East Kilbride Community Growth area | | |
| 28. Support learning and raise attainment through the use of digital technologies and the ICT infrastructure | Continue to support schools to implement national and local digital learning strategies in order to embed the use of digital technologies and lead to increased attainment | Connect 10.2 | Head of Education (Senior Phase) |
| 29. Deliver high quality continuous professional learning | Continue to deliver a high quality programme of professional learning opportunities across a range of themes e.g. Learning and Teaching and the Curriculum | Connect 10.3 | Head of Education (Broad General Education) |
| 30. Equip staff to deliver high quality learning and teaching, inspire learners, | Provide a range of supports to all establishments to ensure the delivery of high quality learning experiences for all learners | Connect 10.4 | Head of Education (Broad General Education) |

| Connect objective: Ensure schools and other places of learning are inspirational | | | |
|---|---|----------------------------------|----------------------------------|
| Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| improve attainment and celebrate success | | | |
| 31. Strengthen partnership working to promote a consistent focus on learning when shaping and delivering services | Maintain and update annually a register of Education Resources partnerships | | Head of Education (Senior Phase) |

| Connect objective: Ensure schools and other places of learning are inspirational | | | |
|--|---|----------------------------------|----------------------------------|
| Resource objective: Improve health and wellbeing to enable children and families to flourish | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| 32. Complete an evaluation of Phase 1 of the rollout of additional hours for Early Learning and Childcare 1140 hours | Evaluate the outcomes to assess the impact for children and parents of the 1140 hours across 12 nursery classes and 12 stand-alone establishments | Gov | Head of Education (Senior Phase) |
| 33. Complete the implementation of Phase 2 of the rollout of additional hours for Early Learning and Childcare 1140 hours nursery establishments | Develop and implement an action plan for Phase 2 of the delivery of 1140 hours in line with funding available from the Scottish Government | Gov | Head of Education (Senior Phase) |
| 34. Deliver targeted Family Learning transition programmes at Early Years to P1 and P7-S1 | Number of families who report feeling supported at key transition stages | Connect 9.6 | Head of Education (Inclusion) |
| 35. Deliver programmes to build parental capacity | Number of participants successfully using new skills to enhance their parenting skills | | Head of Education (Inclusion) |

| Connect objective: Ensure schools and other places of learning are inspirational | | | |
|---|---|----------------------------------|----------------------------------|
| Resource objective: Improve health and wellbeing to enable children and families to flourish | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| 36. Deliver family learning programmes to support literacy and numeracy | Number of parents who report feeling more confident to support their child's literacy and numeracy | | Head of Education (Inclusion) |
| 37. Provide Family Learning programmes for English for speakers of other languages (ESOL) families | Number of parents who report feeling more confident to support their child's learning | | Head of Education (Inclusion) |
| 38. Engage parents and carers in family learning activities to support curricular learning | Number of parents who report feeling more confident to support their child's learning | | Head of Education (Inclusion) |
| 39. Take forward key aspects of Curriculum for Excellence in all schools and establishments as appropriate annually | Continue to support establishments to implement South Lanarkshire Council's Outdoor Learning Strategy | | Head of Education (Senior Phase) |

| Connect objective: Ensure schools and other places of learning are inspirational | | | |
|---|---|----------------------------------|----------------------------------|
| Resource objective: Support children and young people to develop their skills for learning, life and work | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| 40. Contribute to the National Improvement Framework priorities to address barriers to learning and support young people not fully engaging with their learning | Deliver services and enhanced curriculum programmes to improve skills for learning, life and work | | Head of Education (Senior Phase) |
| 41. Provide dynamic and interactive literacy and | Deliver alternative learning opportunities, developed in partnership with young people | | Head of Education (Inclusion) |
| | Improved representation of learners views in | | |

| Connect objective: Ensure schools and other places of learning are inspirational | | | |
|--|--|----------------------------------|-------------------------------|
| Resource objective: Support children and young people to develop their skills for learning, life and work | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| numeracy offers that inspire young people to achieve their full potential, by harnessing their own unique, creative pathways | influencing service design and delivery, reflecting issues within their community | | |
| 42. Equip staff to deliver high quality learning, inspiring learners, improving attainment and celebrating success | Organise a range of Youth, Family and Community Learning Service celebration events and/or awards ceremonies that recognise the achievements of young people, adults, families and communities | | Head of Education (Inclusion) |

| Connect objective: Ensure schools and other places of learning are inspirational | | | |
|---|---|----------------------------------|--|
| Resource objective: Ensure inclusion and equality are at the heart of what we do | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| 43. Provide innovative and inspirational facilities where learners choose to participate | Ensure learners are fully engaged in the future planning, delivery and evaluation of Youth, Family and Community Learning Service provision within communities | | Head of Education (Inclusion) |
| 44. Review primary school and nursery estate to meet developing needs of children with Additional Support Needs (ASN) | Identify possible refinement / enhancement of existing primary estate, in conjunction with Inclusive Education and ASN Service, to support pupils with additional support needs within mainstream accommodation | | Head of Education (Support Services and School Estate) |
| 45. Review secondary school estate to meet developing needs of young people with Additional Support Needs | Identify possible refinement / enhancement of existing secondary estate, in conjunction with Inclusive Education and ASN Service, to support pupils with additional support needs within mainstream accommodation | | Head of Education (Support Services and School Estate) |

| Connect objective: Ensure schools and other places of learning are inspirational | | | |
|--|--|----------------------------------|--|
| Resource objective: Ensure inclusion and equality are at the heart of what we do | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| (ASN) | | | |
| 46. Implement the council's accommodation strategy to achieve the increase of nursery hours for three and four year olds and eligible 2 year olds to 1140 hours by August 2020 | Maximise the use of accommodation to meet the commitment to provide 1140 hours of Early Learning and Childcare within approved funding levels | | Head of Education (Senior Phase) |
| 47. Refine nursery designs to continue to provide appropriate accommodation to support and reflect Curriculum for Excellence principles | Continue to design new nursery establishments which are inspirational and adapted to deliver 1120 hours of Early Years and Childcare by 2020 | | Head of Education (Support Services and School Estate) |
| 48. Complete the building of new primary schools in the schools modernisation programme | Continue to deliver new primary schools built to modern, sustainable standards with improved technologies in line with the schools modernisation programme | | Head of Education (Support Services and School Estate) |

| Connect objective: Protect vulnerable children, young people and adults | | | |
|---|--|----------------------------------|--|
| Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| 49. Support the Broad General Education of vulnerable young people and improve life chances through learning, personal development and active citizenship | Provide a range of targeted one-to-one and group work sessions, guidance and programmes to support young people broaden their perspectives, through new experiences and thinking, to make informed decisions and to participate safely and effectively in groups | | Head of Education (Broad General Education) |

| Connect objective: Protect vulnerable children, young people and adults | | | |
|---|--|----------------------------------|-------------------------------------|
| Resource objective: Ensure inclusion and equality are at the heart of what we do | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| 50. Progress approaches in respect of national education priorities | Exclusion incidents per 1,000 pupils in primary schools | | Head of Education (Senior Phase) |
| | Exclusion incidents per 1,000 pupils in secondary schools | | |
| | Reduction in the overall number of days lost through exclusion in secondary schools | | |
| | Reduction in the overall number of days lost through exclusion in primary schools | | |
| | Reduction in the average number of half days absence per pupil in primary schools | | |
| | Reduction in the average number of half days absence per pupil in secondary schools | | |
| | School attendance rates (per 100 pupils) | LGBF | |
| | School attendance rates (per 100 looked after children) | LGBF | Head of Education (Inclusion) |
| | School exclusion rates (per 1,000 pupils) | LGBF | Head of Education (Senior Phase) |
| | School exclusion rates (per 100 looked after children) | LGBF | Head of Education (Inclusion) |
| 51. Implement the duties of the Designated Managers / | Take forward the Corporate Parenting Strategy and Action Plan 2016-2018 by ensuring that schools and establishments understand and fulfil the core commitments for Education | Connect 2.4 | Head of Education (Inclusion) |
| | Increase the percentage attendance for children | Gov | |

| Connect objective: Protect vulnerable children, young people and adults | | | |
|--|--|---------------------------|-------------------------------|
| Resource objective: Ensure inclusion and equality are at the heart of what we do | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| Named Persons with regard to Part 9 of the Children and Young People (Scotland) Act 2014 | Looked After at Home on an incremental basis over the next three years | | |
| | Reduce the percentage of exclusions for children Looked After at Home on an incremental basis over the next three years | Gov | |
| 52. Take forward the actions arising from the Realigning Children's Services sub group | Improve outcomes for Looked After Children on a multi-agency basis within South Lanarkshire | | Head of Education (Inclusion) |
| 53. Lead review on children who are Looked After and Accommodated | Establish 'Task and Finish' group to review current procedures and practices, regarding assessment and planning moves of school for South Lanarkshire's children who are Looked After and Accommodated and report on recommendations for improvement | Connect 2.2 | Head of Education (Inclusion) |
| 54. Support children with vulnerable language skills and work towards reducing the language based attainment gap | Collaborate with NHS partners to build the capacity of primary school staff to identify children with vulnerable language skills | | Head of Education (Inclusion) |
| | Pilot and evaluate the delivery of a targeted intervention programme to work towards reducing the language-based attainment gap | | |
| 55. Increase opportunities for English for speakers of other languages (ESOL) learners to actively engage in local communities | Number of English for speakers of other languages (ESOL) learners participating in wider community based provision | | Head of Education (Inclusion) |
| 56. Provide English for speakers of other languages (ESOL) classes in local communities from literacies to intermediate level | Number of English for speakers of other languages (ESOL) learners accessing class provision | | Head of Education (Inclusion) |
| 57. Provide English for speakers of other languages | Maintain number of English for speakers of other languages (ESOL) learners reporting increased confidence in applying skills to daily life | | Head of Education (Inclusion) |

| Connect objective: Protect vulnerable children, young people and adults | | | |
|---|---|---------------------------|-------------------------------|
| Resource objective: Ensure inclusion and equality are at the heart of what we do | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| (ESOL) classes in local communities from Literacies to Intermediate level | | | |
| 58. Audit current practice and produce best practice guidelines for Alternative and Augmentative Communication (AAC) | Ensure that the use of Alternative and Augmentative Communication (AAC) guidelines are helping to support the needs of individual learners | | Head of Education (Inclusion) |
| 59. Develop, in collaboration with partner agencies, effective interventions to promote better outcomes for children who are autistic and their families | Develop guidance for schools on how best to engage autistic children with a demand avoidant profile | | Head of Education (Inclusion) |
| | In collaboration with Social Work Resources and NHS Lanarkshire create a plan to develop strong teams across South Lanarkshire to deliver the Early Bird menu of programmes for families with children diagnosed with Autism | | |
| 60. Ensure the implementation of the GIRFEC Improvement plan to promote awareness of, and compliance with the legislative requirements of the Children and Young People (Scotland) Act 2014 | Develop revised guidance and regulations concerning the Children and Young People(Scotland) Act 2014, implement the structures required for the Named Person Service within Education Resources, following on from binding code of practice on information sharing being published by Scottish Government | | Head of Education (Inclusion) |
| 61. Ensure current national and local priorities for vulnerable children, young people and families are addressed | Ensure establishments put into place good practice identified within Quality Indicator 2.1 of How Good is Our School 4: "Safeguarding and Child Protection" | Connect 8.4 | Head of Education (Inclusion) |
| 62. Implement anti-bullying | Provide schools with the anti-bullying guidance 'Treat me Well' | Gov | Head of Education |

| Connect objective: Protect vulnerable children, young people and adults | | | |
|---|--------------------------------|----------------------------------|-----------------------|
| Resource objective: Ensure inclusion and equality are at the heart of what we do | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| guidance to ensure a consistent approach across all establishments | | | (Inclusion) |

| Connect objective: Support our communities by tackling disadvantage and deprivation, and supporting aspiration | | | |
|---|--|----------------------------------|--|
| Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| 63. Ensure the implementation of Pupil Equity Funding to target the most deprived children and promote equity | Provide continued advice and guidance for establishments to support their management of Pupil Equity Funding | Gov | Head of Education (Broad General Education) |
| | Monitor the impact of Pupil Equity Funding through our revised Standards and Quality reporting framework | Gov | |

| Connect objective: Support our communities by tackling disadvantage and deprivation, and supporting aspiration | | | |
|---|--|----------------------------------|----------------------------------|
| Resource objective: Support children and young people to develop their skills for learning, life and work | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| 64. Continue to take forward best practice arising from the Children and Young People's Improvement Collaborative | Report the requirements of the Children and Young People's Collaborative to the Community Planning Partnership | CP | Head of Education (Inclusion) |
| | Ensure the implementation of relevant actions from the Children and Young People's Collaborative national events | | |

| Connect objective: Support our communities by tackling disadvantage and deprivation, and supporting aspiration | | | |
|---|--|----------------------------------|-------------------------------|
| Resource objective: Ensure inclusion and equality are at the heart of what we do | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| 65. Promote the Children's Services Partnership commitment to addressing poverty, inequality and disadvantage | Work with key Community Planning and Education Resources partners to establish a Child Poverty Action Plan by March 2019 | CP EQA | Head of Education (Inclusion) |

| Connect objective: Work with communities and partners to promote high quality, thriving and sustainable communities | | | |
|--|---|----------------------------------|-------------------------------|
| Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| 66. Provide a range of class and project based Adult Literacy and Numeracy activities in local communities | Maintain number of adult learners reporting increased confidence in applying literacy and numeracy skills in daily life | | Head of Education (Inclusion) |
| 67. Progress the key themes of self-evaluation and leadership in all establishments and services | Provide support for establishments and services to engage rigorous and robust self-evaluation using How Good is the Learning and Development in our Community? which results in improved outcomes for learners | | Head of Education (Inclusion) |
| 68. Deliver high quality continuous professional learning to support all staff in achieving excellent service delivery | Deliver a range of high quality learning opportunities to paid/voluntary staff and partner organisations, through the YFCL Service Learning and Development Plan, in line with Community Learning and Development Standard Council's Professional Learning Strategy | | Head of Education (Inclusion) |

| Connect objective: Work with communities and partners to promote high quality, thriving and sustainable communities | | | |
|--|--|----------------------------------|----------------------------------|
| Resource objective: Improve health and wellbeing to enable children and families to flourish | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| 69. Develop a communication strategy to ensure the support for the delivery of 1140 hours Early Learning and Childcare | Implement a communication strategy for 1140 hours Early Learning and Childcare | | Head of Education (Senior Phase) |
| 70. Progress the Scottish Government's commitment to increase nursery hours for three and | Lead a range of consultation events to ensure the planning and delivery of flexible 1140 hours meets the future needs of children, families and communities for implementation over a 3 year phased approach | Connect 9.1 Gov | Head of Education (Senior Phase) |

| Connect objective: Work with communities and partners to promote high quality, thriving and sustainable communities | | | |
|---|--|----------------------------------|--|
| Resource objective: Improve health and wellbeing to enable children and families to flourish | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| four year olds and eligible 2 year olds by August 2020 | | | |
| 71. Ensure the delivery of the European Social Fund programme 'readiness for work' for 2 6 month programmes for a total of 40 unemployed parents | Ensure implementation of European Social Fund (ESF) programme across stand-alone nurseries for the targeted 20 parents for 26 weeks over 2 years in order to support and tackle unemployment into employment | | Head of Education (Senior Phase) |
| 72. Continue to engage young people, pupils and the wider community in environmental education through Eco schools and similar programmes | Further embed climate change awareness and sustainability in Curriculum for Excellence | SDCC Gov | Head of Education (Broad General Education) |
| | Continue to increase climate change awareness and sustainability in education establishments | SDCC Gov | |
| | Continue to support involvement in programmes and initiatives that help reduce climate change including Eco-schools programme; Earth Hour and Globally Aware Schools | SDCC Gov | |
| | Maintain 100% Eco School Scotland registration and increase percentage of establishments with bronze, silver and green flag awards | | |
| 73. Deliver at least a 10% reduction in vehicle emissions by March 2021 in accordance with the corporate carbon reduction target | Continue to reduce vehicle emissions in 2018-19 against the baseline of 2014-15 | ADM | Head of Education (Support Services and School Estate) |
| | Engage with Community and Enterprise Resource's Fleet Services to agree service specific vehicle emissions reduction strategies in line with service delivery requirements | ADM CMP | |
| 74. Ensure effective contribution to meet the Council's Sustainable Development and Climate Change objectives outlined in the Sustainable Development and Climate | Ensure sustainable development principles and climate change duties are incorporated in new or revised policies, plans, strategies and projects and initiatives, where appropriate | ADM SDCC | Head of Education (Support Services and School Estate) |

| Connect objective: Work with communities and partners to promote high quality, thriving and sustainable communities | | | |
|--|---|----------------------------------|---|
| Resource objective: Improve health and wellbeing to enable children and families to flourish | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| Change Strategy 2017-2022 | | | |
| 75. Contribute to reducing the Council's reliance of avoidable single-use plastic items | Contribute to the development and implementation of the Council's single-use plastic action plan by prioritising items in use across the Resource. Progress will be reported to the Sustainable Development Member Officer Working Group in June and October 2018 | ADM | Head of Education (Support Services and School Estate) |

| Connect objective: Work with communities and partners to promote high quality, thriving and sustainable communities | | | |
|--|--|----------------------------------|----------------------------------|
| Resource objective: Support children and young people to develop their skills for learning, life and work | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| 76. Promote and support the role of volunteering within local communities | Number of volunteers supporting Youth Family and Community Learning Service activities | | Head of Education (Inclusion) |
| | Maintain number of volunteer hours delivered in support of Youth Family and Community Learning Service activities in local communities | | |
| | Facilitate volunteer opportunities for people in communities that enhance social commitment | | |
| 77. Further enhance partnership working with young people, families and communities, and other stakeholders to promote a consistent focus on local and national democratic learning, as defined within the Community Learning Development Strategic Guidance | Increase awareness of the democratic decision making processes that give young people, families and communities the opportunity to express their voice, develop confidence and resilience, and optimism for the future | | Head of Education (Inclusion) |
| | Maintain the number of individuals who engage effectively and confidently through the Youth Participation Network | | |
| | Maintain the number of groups and partners that engage effectively and confidently through the Community Learning Development Partnership | | |
| 78. Provide a range of experiences and activities that equip | Sustain the range of Youth Family and Community Learning Service experiences and activities which enable learners to make informed choices, to be resilient and consider | | Head of Education (Inclusion) |

| Connect objective: Work with communities and partners to promote high quality, thriving and sustainable communities | | | |
|--|--------------------------------|----------------------------------|-----------------------|
| Resource objective: Support children and young people to develop their skills for learning, life and work | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| young people and families with the skills to consider risk, make reasoned decisions and take control | risks. | | |

| Connect objective: Work with communities and partners to promote high quality, thriving and sustainable communities | | | |
|---|---|----------------------------------|-------------------------------|
| Resource objective: Ensure inclusion and equality are at the heart of what we do | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| 79. Provide project management support for the Realigning Children's Services programme | Ensure the local and national reporting and other requirements of the Scottish Government national team are met | Connect 2.4 | Head of Education (Inclusion) |
| | Ensure the agreed change themes of 'Mental Health' and 'Children Looked After at Home' are implemented on a partnership / multiagency basis | Connect 2.4 | |
| 80. Deliver the Children's Services Partnership commitment to implementing Parts one and three of the Children and Young People's (Scotland) Act 2014 | Meet the requirement to provide a Children's Services Plan annual report | Connect 2.4 CP Gov | Head of Education (Inclusion) |
| | Produce a children's version of the Children's Services Plan | Connect 2.4 CP | |

| Connect objective: Encourage participation in physical and cultural activities | | | |
|---|---|----------------------------------|--|
| Resource objective: Improve health and wellbeing to enable children and families to flourish | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| 81. Establish Breakfast Clubs across the primary sector | Plan for the introduction of up to 40 breakfast clubs across the primary sector | | Head of Education (Support Services and School Estate) |
| 82. Deliver adult learning programmes to | Number of adult learning programme participants who report adopting healthier lifestyle practises | Connect 9.5 | Head of Education (Inclusion) |

| Connect objective: Encourage participation in physical and cultural activities | | | |
|---|--|----------------------------------|---|
| Resource objective: Improve health and wellbeing to enable children and families to flourish | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| promote positive health and wellbeing | | | |
| 83. Improve wellbeing outcomes for children and families and getting it right for every child | Continue to provide a range of supports to all establishments to embed Health and Wellbeing in the curriculum | | Head of Education (Broad General Education) |
| 84. Continue to develop new approaches to ensure high quality Physical Education in establishments | Monitor the percentage of establishments undertaking 2 hours of Physical Education through the Healthy Living Survey | | Head of Education (Broad General Education) |
| | Continue to deliver a range of professional programmes for practitioners, with partners, focused on the quality of provision of Physical Education | | |
| 85. Deliver family learning programmes to promote positive health and wellbeing | Number of family learning programme participants who report adopting healthier lifestyle practices | Connect 9.6 | Head of Education (Inclusion) |

| Connect objective: Encourage participation in physical and cultural activities | | | |
|--|--|----------------------------------|----------------------------------|
| Resource objective: Support children and young people to develop their skills for learning, life and work | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| 86. Broaden the perspectives of learners through new experiences and thinking, through participation in physical and cultural activities | Increase access to learning opportunities for individuals and communities such as Chinese language, theatrical learning and performance, sport, dance and music, through innovative approaches such as the Confucius Hub and family learning | | Head of Education (Inclusion) |
| 87. Promote the development of the right range of skills, qualifications and achievements to enable all | Increase achievement in instrumental music tuition through the Youth Music Initiative | | Head of Education (Senior Phase) |

| Connect objective: Encourage participation in physical and cultural activities | | | |
|--|--|---------------------------|--|
| Resource objective: Support children and young people to develop their skills for learning, life and work | | | |
| Action | Measures and timescales | Connect reference / links | Responsibility |
| learners to succeed | | | |
| 88. Continue to develop and consolidate the SLC Confucius Hub | Sustain the provision of Mandarin and Chinese language and culture lessons in primary and secondary schools throughout South Lanarkshire | | Head of Education (Broad General Education) |

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| Delivering the Plan and achieving Best Value | | | |
|---|--|--------------------------|--|
| Resource objective: Deliver and communicate the Council Plan and ensure high standards of governance | | | |
| Action | Measures and Timescales | Connect Reference/ Links | Responsibility |
| 89. Ensure that high standards of governance are being exercised | Complete Resource Good Governance self-assessment by due date and develop actions to address non-compliant areas | ADM Gov | Head of Education (Support Services and School Estate) |
| 90. Promote high standards of information governance | Information governance self-assessment audit checklist to be completed annually and all relevant actions to be implemented | ADM Gov | Head of Education (Support Services and School Estate) |
| 91. Compliance with statutory response timescales for information in terms of the EI(S)Rs and FOISA and for subject access requests under the DPA | 96% of Freedom of Information (FOISA) requests to be processed within the 20 working day period | ADM | Head of Education (Support Services and School Estate) |
| | 96% of Environmental Information (Scotland) Regulations EI(S)R requests to be processed within the 20 working day period unless extended to 40 working days in exceptional circumstances | ADM | |
| | 90% of Data Protection Act (DPA) requests to be processed within 20 calendar days | ADM | |
| Note: results should be considered in the context of the number of requests received | | | |

| Delivering the Plan and achieving Best Value | | | |
|--|--|--------------------------|---|
| Resource objective: Promote equality and the wellbeing of staff | | | |
| Action | Measures and Timescales | Connect Reference/ Links | Responsibility |
| 92. Develop and implement council wide equality performance measures and publish results in accordance with Public Sector Equalities Duties (PSED) | Number of equality impact assessments undertaken for all relevant new and reviewed policies and procedures | ADM EQA | Head of Education (Support Services and School Estate) |
| | Provide annual report to the Equal Opportunities Forum on uptake of service, based on the agreed equality outcomes | ADM EQA | Head of Education (Inclusion) |

| Delivering the Plan and achieving Best Value | | | |
|--|---|--------------------------|---|
| Resource objective: Develop improvement activity and promote scrutiny | | | |
| Action | Measures and Timescales | Connect Reference/ Links | Responsibility |
| 93. Implement effective Best Value management arrangements to ensure continuous improvement and efficient and effective service delivery | Engage in self-evaluation activity and take forward any improvement actions | ADM Gov | Head of Education (Broad General Education) |
| | Use the results of benchmarking activity (including the Local Government Benchmarking Framework) to inform and improve service delivery | ADM Gov | Operations Manager |
| 94. Ensure that high standards of governance are being exercised | 85% of risk control actions completed by due date | ADM | Head of Education (Support Services and School Estate) |
| | 90% of audit actions completed by due date | ADM | |
| 95. Ensure audit recommendations are taken forward to effect improvement | Action points from audit reports are taken forward to effect improvement | | Head of Education (Support Services and School Estate) |

| Delivering the Plan and achieving Best Value | | | |
|---|---|--------------------------|-------------------------------------|
| Resource objective: Improve the skills, flexibility and capacity of the workforce | | | |
| Action | Measures and Timescales | Connect Reference/ Links | Responsibility |
| 96. Ensure the delivery of an action plan to | Develop training materials and deliver outcomes for all Early Learning and Childcare establishments | | Head of Education (Senior Phase) |

| Delivering the Plan and achieving Best Value | | | |
|---|--|--------------------------|----------------------------------|
| Resource objective: Improve the skills, flexibility and capacity of the workforce | | | |
| Action | Measures and Timescales | Connect Reference/ Links | Responsibility |
| implement the new Scottish Government 'National Standard' | | | |
| 97. Deliver high quality Early Learning and Childcare through enhanced professional qualifications strategy for staff | Support 11 members of staff to complete the professional qualification 'Froebel and Childhood Practice Course' | | Head of Education (Senior Phase) |
| | Enable partner providers to engage in professional modules of Leadership of Change; Leadership for Learning; Leadership of Pedagogy | | |
| | Enable local authority managers to engage in professional modules of Leadership of Change; Leadership for Learning; Leadership of Pedagogy | | |
| 98. Ensure staff continue to engage in BA Childhood Studies | Support and provide guidance to ensure 20 members of staff continue in BA childhood studies | | Head of Education (Senior Phase) |
| 99. Ensure the commitment of Early Learning and Childcare to Foundation Apprentices Programme | Develop and deliver training and support programme for Foundation Apprentices | | Head of Education (Senior Phase) |
| 100. Ensure the engagement of 50 modern apprentices for Early Learning and Childcare | Develop and deliver training and support programme for 50 Modern Apprentices | | Head of Education (Senior Phase) |
| 101. Ensure all Early Learning and Childcare establishments engage in 'quality leadership' events | Deliver a programme of training and support to ensure greater understanding and targeted outcomes in standards and quality reports | | Head of Education (Senior Phase) |
| | Deliver a programme of training and support to ensure greater understanding and targeted outcomes in improvement plans | | |
| | Implement a programme of training to ensure adherence to new national standards for the Care Inspectorate | | |
| 102. Develop a partnership strategy for the delivery of 1140 hours Early Learning and | Deliver professional development and support for third sector organisations through Support for Play and Learning in Lanarkshire (SPELL) | | Head of Education (Senior Phase) |
| | Develop and implement programme of training and support for Childminders in partnership with Scottish Childminding Association (SCMA) | | |

| Delivering the Plan and achieving Best Value | | | |
|--|--|--------------------------|----------------------------------|
| Resource objective: Improve the skills, flexibility and capacity of the workforce | | | |
| Action | Measures and Timescales | Connect Reference/ Links | Responsibility |
| Childcare | | | |
| 103. Ensure 24 Modern Apprentices engage in professional training programme | Develop and deliver a training and support programme for the 24 'year 2' Modern Apprentices | | Head of Education (Senior Phase) |
| 104. Ensure opportunities are provided to develop the Early Learning and Childcare (ELCC) Workforce | Ensure the appointment of 26 additional graduates is aimed at specific nurseries to ensure effective support for children within targeted SIMD areas | | Head of Education (Senior Phase) |
| | Implement Scottish Government National Early Learning and Childcare (ELCC) Workforce Outcomes. | | |
| 105. Ensure our commitment to employees through the development and implementation of personnel policies and employee learning and development opportunities | Labour turnover rate less than 5% | ADM | Head of Education (Senior Phase) |
| | 100% coverage of Performance Development Appraisals (PAs) of employees in scope | ADM | |
| 106. Utilise the council workforce strategy toolkit to review and monitor Resource Workforce plans and continue the cyclical reporting framework | Continue to review Resource workforce plans and monitor actions to respond to workforce changes and meet future needs | ADM | Head of Education (Senior Phase) |
| 107. Progress the council's Digital Strategy within the Resource | Provide updates on digital transformation activities within the Resource | ADM | Head of Education (Senior Phase) |

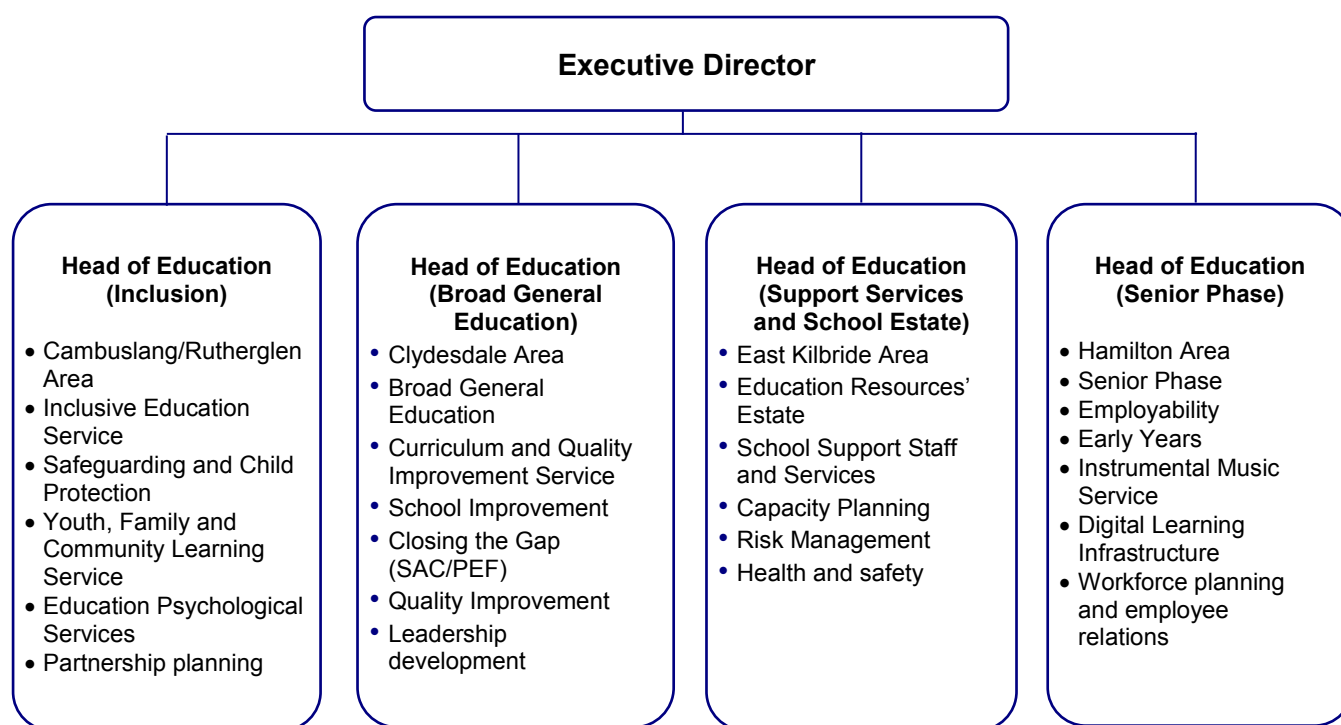
| Delivering the Plan and achieving Best Value | | | |
|---|---|--------------------------|--|
| Resource objective: Provide sound financial stewardship for the council | | | |
| Action | Measures and Timescales | Connect Reference/ Links | Responsibility |
| 108. Implement effective Best Value management arrangements to ensure continuous improvement and efficient and effective service delivery | Cost per primary school pupil | LGBF | Head of Education (Senior Phase) |
| | Cost per secondary school pupil | LGBF | |
| | Cost per pre-school education registration | LGBF | |
| 109. Ensure revised National Care Standards are implemented | Develop and deliver a professional learning programme to support the key aspects of the revised national care Standards for Heads/Owners and facilitators across all Early Learning And Childcare (ELCC) establishments | | Head of Education (Senior Phase) |
| 110. Ensure the effective financial management of the remainder of the Primary School Modernisation Programme (PSMP) | Deliver projects within the Primary School Modernisation Programme on time and in budget | | Head of Education (Support Services and School Estate) |
| 111. Work collaboratively with Planning Services to negotiate appropriate levels of external funding contributions via developers using the agreed Education Resources' methodology | Maximise Developer Contributions to mitigate the impacts of new housing developments on the Education Estate | Gov | Head of Education (Support Services and School Estate) |
| | Take forward reviews of catchment areas | | |
| | Develop effective solutions, by undertaking feasibility study funded by City Deal / Developer Contributions for secondary school estate to meet increasing pupil population as a result of Community Growth Areas | Gov | |

Delivering the Plan and achieving Best Value

Resource objective: Provide sound financial stewardship for the council

| Action | Measures and Timescales | Connect Reference/ Links | Responsibility |
|---|--|--------------------------|--|
| 112. Monitor the efficient use of the primary school estate to meet developing needs and provide accommodation solutions where required to meet growth and capacity pressures | Develop effective solutions, funded via City Deal / Developer Contributions, for early years & primary school estate to meet the increasing pupil population as a result of Community Growth Areas | Gov | Head of Education (Support Services and School Estate) |

Annex 1 Education Resource Organisational Structure



Annex 2

Additional Performance Information

Achievement highlights during session 2017-18 are detailed in section 4.2. Additional achievements are listed in the table below.

| Council Objective 2017-22: Improve achievement, raise educational attainment and support lifelong learning | |
|---|--|
| Resource Objective | Achievement |
| Raise standards of educational achievement and attainment | Attainment figures 2017 show that 64.4% of pupils left school with five or more National 5 awards, an increase from last year and more than the national average. |
| Raise standards of educational achievement and attainment | Approximately 140 additional primary teachers are currently being trained in French and Spanish. Opportunities are being sought for children and young people in primary and secondary schools to benefit from interaction with native language speakers. |
| Raise standards of educational achievement and attainment | 300 young people received an achievement award at the annual achievement award ceremony. Evaluations from young people showed the impact for them was in terms of their sense of pride, achievement and being valued. |
| Progress approaches in respect of national education priorities | Staff at all levels are using the How Good is Our School? 4 and How Good is Our Early Learning and Childcare? toolkit to support self-evaluation for self-improvement. Schools have been supported in making best use of these documents through a series of events and whilst preparing for Validated Self-Evaluation activity and HMIE inspection. Staff have opportunities to engage in high quality Career Long Professional Learning which is linked to raising attainment within their establishments. |
| Progress approaches in respect of national education priorities | Nearly 1,200 young people have accessed 77 programmes supporting the development of literacy and numeracy. Activity undertaken has included: a Homework Club after school in Clydesdale, Strategy Games, a range of cooking workshops increasing skills in weight and measures to improve numeracy and literacy skills, programmes of solution-focused group work to promote improved mental health and personal development through goal setting, life skills and literacy, the power of the spoken word and positive communication through Bridges programmes, SQA Employability and Working With Others awards with H2O+, and Script writing sessions with Vertigo 365 Theatre group. |
| Progress approaches in respect of national education priorities | A range of supports and programmes continue to provide young people with learning offers that meet their educational needs. These offers include: supported access to Nurture groups, Mentors against Violence Programme, encouraging young people to make positive life choices and challenge behaviour and remove barriers to participation, Soccerworx, Danceworx, Flourish, PACE (Pathway to Alternative Curricular Education), 'Surviving School' Group for young people from Carluke High School in Carluke Universal Connections and the Jump Start Programme at East Kilbride Universal Connections. Almost all schools in South Lanarkshire Council are now offering Duke of Edinburgh as either a curricular or extracurricular option and South Lanarkshire Modern Apprentices are now participating in the |

Council Objective 2017-22: Improve achievement, raise educational attainment and support lifelong learning

| Resource Objective | Achievement |
|---|---|
| | award. |
| Progress approaches in respect of national education priorities | More than 90 targeted one-to-one and group work sessions, guidance and programmes have engaged nearly 1,500 young people to broaden their perspectives, through new experiences and thinking, to make informed decisions and to participate safely and effectively in groups. Places continue to be taken up by vulnerable young people on H2O+ developing effective group working, decision-making and risk assessment skills. |
| Progress approaches in respect of national educational priorities | Over 90% of establishments have participated in the training on the Early Learning and Childcare Literacy Programme. This multi-agency approach is delivered in partnership with Psychological Services and Speech and Language Therapists. The programme focuses on Building Vocabulary, Phonological Awareness, Making Picture Books Sparkle and sharing best practice. |
| Progress approaches in respect of national educational priorities | The views of children, young people, families, carers, partners and other stakeholders have been instrumental in shaping the way the expansion of early learning and childcare will be delivered throughout South Lanarkshire. In order to ensure the plans for expansion are firmly based on the needs of our younger children, a full and wide ranging strategy was put into practice entitled 'Together we can, and we will'. We asked parents, families and children for their views on providing 1140 hours of early learning and childcare. Over 2,200 people took part with 87% of parents/carers confirming they will use the 1140 hours. |
| Improve outcomes for individual children and families in South Lanarkshire | The health and wellbeing of children and young people continues to be a high priority in schools and services through GIRFEC which underpins our systems, approaches that impact on children and families. |
| Increase levels of achievement through community capacity building | Nearly 800 young people contributed almost 23,000 hours through volunteering. Activity included: undertaking weekly volunteering duties within programmes such as Carluke Sports Club, Vertigo 360 Youth Theatre, Money For Life, South Lanarkshire Youth Council, breakfast clubs supporting the community during the summer holidays, social enterprise through delivering holiday break youth club sessions within communities, the planning and delivery of celebration events such as Youth Action Plan and the Year of Young People 2018, and in completing their Duke of Edinburgh Awards section through a variety of settings. |
| Implement the ambitions and aims of The Children and Young Persons Improvement Collaborative, developing improvement methodologies to reduce inequality, inequity and close the gap in educational outcomes | 26 staff commenced a BA Childhood Studies in August 2017 to help meet commitments to progress the Scottish Government's commitment to increase nursery hours. |
| Progress recommendations to develop Scotland's young workforce | The South Lanarkshire Council Developing the Young Workforce (DYW) Delivery Framework continues to work with our partners to deliver the key aspirations of DYW for South Lanarkshire learners. |

| Council Objective 2017-22: Improve achievement, raise educational attainment and support lifelong learning | |
|---|--|
| Resource Objective | Achievement |
| Progress recommendations to develop Scotland's young workforce | Over 1,150 young people are being supported to address inequalities that they face through participation in over 60 innovative youth work opportunities, including: H2O+, the Moving On Project, the Rural Energy Academy, Personal and Social Development youth work, work experience and extended work placements within youth centres, access to dual accredited learning awards, the Achievement Generators project in conjunction with Youth Scotland and 'The Street 8'. All Youth Learning Services staff continue to offer young people support with employability, CV's, job searches, advice and sign posting to partner agencies for issues including benefits and housing advice. |
| Ensure the highest quality of education provision for children, young people and communities | A programme of comprehensive support for establishments to engage in rigorous and robust self-evaluation using How Good is our School 4th Edition (HGIOS4) was implemented last session and has continued in session 2017-18. This support has included production and distribution of a HGIOS4 Toolkit, presentations at Head Teacher meetings and a number of support meetings for those establishments pending inspection. This has resulted in positive outcomes for schools e.g. of the establishments being inspected for the first time this session or last session (under a new inspection model), all have received "positive" outcomes, that is, a grade of satisfactory or above for all Quality Indicators. |
| Ensure the highest quality of education provision for children, young people and communities | More than 140 adults took part in Family learning activities have reported being better able to support their child's / family member's health and wellbeing. A range of physical and emotional family learning programmes were offered including: Healthy Eating, Family Fun Time, Outdoor Learning and Forest Schools. |
| Ensure the highest quality of education provision for children, young people and communities | Over 350 adults took part in family learning programmes that supported their child's literacy and numeracy and reported they are better able to support their child's / family member's learning in literacy and numeracy. |
| Increase levels of achievement through community capacity building | Almost 15,000 volunteer hours have been contributed directly to Community Learning and Home School Partnership provision. In addition, relationships with partner agencies and appropriate progression and referral routes has led to a range of additional volunteering opportunities being taken up in local communities, including through the Discovery Award programme. |
| Increase levels of achievement through learning and young people and adults | Over 1,800 young people actively participated in awards schemes through Youth Learning Services. |
| Improve health and wellbeing outcomes for all children and young people | Engaging with parents/carers, to involve them in family learning activities and experiences with their children, led to more than 350 adults reporting that they are better able to support their child's curricular learning. Parents have participated in programmes such as Tea with the Teacher, Rhyme Time and the Families and School Together programme for families who previously had little or no contact with the school. |

| Council Objective 2017-22: Ensure schools and other places of learning are inspirational | |
|---|---|
| Resource Objective | Achievement |
| Ensure schools and other places of learning are inspirational | A wide range of success has been achieved by young people and their schools in music through their involvement in bands, orchestras and musical performances at both national and local level. |
| Ensure schools and other places of learning are inspirational | Over 800 young people have actively participated in planning, delivery and evaluation of youth work provision in their facility. Young people accessed a variety of opportunities during 2017/18 including: the development of holiday programme provision, Mix United LGBTI provision, Scottish Youth Parliament campaign delivery, development of social enterprise activity and the creation of the new script and scenarios for 'The Street 8'. |
| Ensure schools and other places of learning are inspirational | Young people from all Universal Connections (UCs) are actively involved in the organisation of local Year of Young People events and young people from Street Level with UC are actively involved in all aspects of the new youth environmental project at the facility. These processes ensure that programmes meet the needs of young people and that they themselves, are fully involved, including in delivery where applicable, building their confidence, skills and commitments to others. |
| Ensure schools and other places of learning are inspirational | A high quality programme of professional learning opportunities across a range of different themes, for example: Leadership, Curriculum and Learning and Teaching has been delivered by the Curriculum and schools/educational establishments. |
| Ensure schools and other places of learning are inspirational | More than 30 Youth Learning celebration events that recognise the achievements of Young People have taken place. |
| Ensure schools and other places of learning are inspirational | The South Lanarkshire Council Learning and Teaching Group continues to develop materials to equip staff to deliver high quality learning and teaching, inspire learners, improve attainment and celebrate success. |
| Ensure schools and other places of learning are inspirational | Leadership development continues to be progressed with a wide range of opportunities for all staff to participate at an appropriate level. |
| Ensure schools and other places of learning are inspirational | Young people were actively engaged in identifying the things that matter to them and asked what they would like to be included in the Youth Strategy. Young people took part in events where they gave their views about the aims and objectives to be included in the Youth Strategy. By taking forward the things young people said, council services and partners will focus on delivering those priorities which will make a difference to the lives of young people. |

| Council Objective 2017-22: Encourage participation in physical and cultural activities | |
|---|--|
| Resource Objective | Achievement |
| Ensure schools and other places of learning are inspirational | Young people have experienced and engaged in a variety of theatrical, sporting and cultural learning experiences including: the Big Music Project, outdoor teambuilding and educational cultural excursions, a new music group in Lanark Universal Connections and through theatre, benefits including learning in performance skills, improvisational skills, stage |

Council Objective 2017-22: Encourage participation in physical and cultural activities

| Resource Objective | Achievement |
|---|--|
| | management, costume making and design, budgeting, improvisation, voice, movement and experience in the development of drama workshops for peer education. |
| Ensure schools and other places of learning are inspirational | 260 people, including the Provost, elected members partner agencies and pupils attended the Confucius Hub annual showcase event showcasing the learning being undertaken across the authority. |

Council Objective 2017-22: Work with communities and partners to promote high quality, thriving and sustainable communities

| Resource Objective | Achievement |
|---|--|
| Ensure effective partnership working with parents, carers, learners and other stakeholders in order to provide leadership and engagement that enables a clear focus on learning and participation | Young people organised and planned a very successful event to mark the launch of the 'Year of Young People'. |
| Ensure effective partnership working with parents, carers, learners and other stakeholders in order to provide leadership and engagement that enables a clear focus on learning and participation | Highly effective working relationships continue with Higher Education, Further Education and other external partners to strengthen joint working and to support learning and increase opportunities for young people to move towards training and employment. |
| Ensure effective partnership working with parents, carers, learners and other stakeholders in order to provide leadership and engagement that enables a clear focus on learning and participation | Almost 3,900 young people engaged in learning and application of democratic decision-making processes in different contexts. These contexts included new opportunities such as the South Lanarkshire Disability Access Panel and the Young People's Sports Panel, Clydesdale 3rd Sector Forum, young volunteers voted on to committee for Calderglen Youth Club, Health Issues In the Community (HIIC), and the Confucius Hub Scottish Dragons. |
| Ensure effective partnership working with parents, carers, learners and other stakeholders in order to provide leadership and engagement that enables a clear focus on learning and participation | Nearly 2,900 young people engaged effectively and confidently through the Youth Participation Network. Engagement included consultation with young people on their knowledge and experiences of local youth mental health services, Mentors Against Violence Prevention Programme, Members of Clydesdale area Youth Council attended their first Clydesdale 3rd Sector Forum meeting, Year of Young People Youth Ambassadors actively developed and planned the successful launch of Year of Young People (YoYP) 2018 in South Lanarkshire with young people attending and helping shape the YoYP 2018 legacy for South Lanarkshire. |
| Ensure effective partnership working with parents, carers, learners and other stakeholders in order to provide leadership and engagement that enables a clear focus on learning and participation | From November 2017 to January in 2018 we asked people about the admission policy for allocating places in nurseries and Early Years establishments to enable us to better meet the needs of individual children across South Lanarkshire. Flexibility, accessible provision and 'free at three' were the main views put forward. Changes are being introduced for the |

| Council Objective 2017-22: Work with communities and partners to promote high quality, thriving and sustainable communities | |
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| Resource Objective | Achievement |
| participation | start of the new term in August 2018. By administering from a central team there will better opportunities to ensure consistency of approach between local authority and partner nurseries resulting in better outcomes for families. |
| Improve the safety of our young people and their families | Over 3,800 young people accessed 679 experiences and activities that equip them with skills to consider risk and make reasoned and informed decisions. These programmes support young people to develop the skills, experience and confidence to make the right decision in a critical situation. Duke of Edinburgh expeditions, creation of behaviour support plans and risk assessments, completion of challenges set to reduce anger, anti-social behaviour and risk talking behaviour. |

| Council Objective 2017-22: Support our communities by tackling disadvantage and deprivation and supporting aspiration | |
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| Resource Objective | Achievement |
| Improve the life chances of children and families | The Education Resources Mental Health Improvement Network has been established to progress a coherent and consistent approach to support vulnerable children and young people in health related matters. |
| Improve the life chances of children and families | Over 1,500 young people have been supported to tackle issues affecting their life chances and life choices. Young people on the H2O+ programme have benefited from supportive opportunities relating to financial literacy and life skills. The Money for Life Group continues to work in partnership with Lanarkshire Credit Union. Activities provided enable staff to engage positively with young people offering support, guidance and sign posting to those in need. Key interventions and crisis supports have included individual young people who are experiencing homelessness receiving crisis support; young people completing the 'Managing own Money' unit as part of the Personal and Social Development (PSD) award; young people involved in one-to-one support regarding mental health, homelessness, anti-social behaviour, alcohol and substance misuse, gambling, and employment and training. |
| Improve the life chances of children and families | A key aim of Realigning of Children's Services (RCS) is to improve the availability and use of evidence about local needs and services. In the RCS Wellbeing Survey Programme, over 16,000 primary and secondary pupils gave their views on Health and Wellbeing including measures of physical and mental health, subjective wellbeing and health and risk behaviours for example, drug/alcohol use. The results of the survey have been shared with schools. The findings provide a basis for discussion with pupils and parents about specific issues (such as diet or physical activity) and what changes could be made for improvement. The findings are also being considered at a school cluster level to take into account the socio-economic and deprivation levels at a local |

| Council Objective 2017-22: Support our communities by tackling disadvantage and deprivation and supporting aspiration | |
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| Resource Objective | Achievement |
| | community level and to plan for improvements and better targeted services. The use of this evidence based research is being used to target resources and effect improvement. |

Additional performance information is also available in the introduction and at Section 4.2 of this Resource Plan.