

Collated Minutes

Student Parliament

Date: *(Tuesday, 23/01/18, period 7)*

Meeting was chaired by:

Arun Smith, Hannah Duthie

Other Captains in attendance:

Calum Silcock, Emma Sutcliffe, Jack Fulton

Prefects in attendance:

Colin Macfarlane, Eilidh Robertson, Isla Martin, Lauren Smith, Lewis MacQueen, Matthew Goring

Representatives at this meeting:

Items for discussion:

1. Introduction to Student Parliament
2. 'Dynamic Youth Award' - Claire Pearson
3. Milngavie Community Hub
4. Year of Young People Youth Participation Award
5. Anti-bullying Policy

Collated minutes:

1. Introduction to Student Parliament

Students were introduced to the new format - the selection of representatives was explained along with the role and function of the Parliament.

2. 'Dynamic Youth Award' - Claire Pearson

This opportunity was presented to students by the school youth worker Claire Pearson. Mrs Hoyle collected names of those students who were interested in participating in the award scheme.

3. Milngavie Community Hub

Students expressed interest in a number of different facilities and services. However, a general lack of understanding with regards to the purpose and potential of the new hub hampered students abilities to contribute freely.

Students expressed interest in:

- Wider educational opportunities such as coding workshops as well as craft workshops and fairs. This was consistently requested across all groups.
- Study spaces such as ‘sound proofed’ silent study areas and library resources targeted at students studying for SQA qualifications. This was requested by all groups.
- Opportunities to learn instrumental music and participate in community music groups that could be facilitated at the Hub.
- Access to technology including computers and other ‘interesting’ or ‘upcoming’ technology.
- A meeting area/cafe for young people to meet and use as an indoor social space.
- Careers advice, guidance counselling and sports facilities. Requested by some groups.

4. Year of Young People Youth Participation Award

Students were able to communicate a number of different ways in which they were both included in school decision making and had made an impact on the school or wider community.

However, the vast majority of students still expressed deep concerns that YGCs and other means of participation don’t result in tangible changes. Consequently many students felt that they weren’t listened to and, to a certain extent, that the YGCs and Parliament were futile and unimportant.

Students communicated the following positive things:

- That in some classes and departments teachers are successful in using feedback to develop more engaging lessons and to structure the delivery of courses.
- The strong whole school commitment to music allows students to feel as though they are making a positive difference to the community by performing at events and concerts - fosters sense of responsibility and community.
- Sports leadership awards allows students to show responsibility and improve their own and others skills. It has an impact both on the leaders and those they are ‘leading’.
- That there are strong links with the local community that both students and other stakeholders benefit from.

Students raised concerns about the following:

- Students have little say with regards to what charities the school supports.

- Students aren't aware of the impact of raising money for certain charities and as such can't fully appreciate or benefit from the awareness and sense of citizenship they aim to create.
- Students also felt that opportunities in sport were valued more highly than other areas of wider commitment. Students requested that more emphasis was placed on the value of art, media and academic opportunities that could have an impact on both students and the community.

5. Anti-bullying Policy

Student feedback on the Anti-bullying Policy will be collated separately and used by RRSA to update the draft policy.