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# SECTION 1

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Headteacher Introduction

Introduction

SLC Aims

School Aims





## INTRODUCTION BY HEAD TEACHER

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Dear Parent /Carer

I am delighted to welcome you to Strathaven Academy. This Handbook provides you with key information in relation to all aspects of the school and also acts as a reference document in relation to school procedures and personnel. Beyond that I hope that it provides a flavour of the culture and ethos of Strathaven Academy - a positive and purposeful community committed to meeting the needs of every pupil and to providing education of the highest standard.

We seek to provide a rich and varied range of learning experiences both within and beyond the formal curriculum and indeed within and beyond the school building. Expectations of young people from employers and from Further/Higher Education have never been higher. Our pupils must therefore develop and demonstrate skills, attributes and abilities and secure accredited achievements and qualifications that will enable them to successfully enter the very competitive world beyond school. Working together school staff, parents and our many partners seek to support and challenge our pupils in this endeavour.

We continue to seek improvement in the quality of the service we provide. Ongoing communication with parent/carers and partners is an important part of that process and you are most welcome to contact us here at the Academy with regard to any aspect of your child's education. Our improvement agenda continues to focus on ensuring that our curriculum and our approaches to Learning and Teaching develop the skills, abilities, personalities, and talents of our pupils to their fullest extent. Our Improvement Plan is available from the school office.

I look forward to working with you over the coming years to ensure that you and your child enjoy a successful and happy partnership with Strathaven Academy.

Stewart Nicolson  
Head Teacher





## INTRODUCTION

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Strathaven Academy is one of 17 Secondary Schools throughout South Lanarkshire Council.

South Lanarkshire Council is the fifth largest authority in Scotland. It covers the following main areas; Clydesdale in the south which features extensive rural areas, Cambuslang, Rutherglen, Blantyre and Uddingston to the north as well as the towns of East Kilbride and Hamilton.

The Council's Plan Connect sets out the Council's vision which is, "to improve the quality of life for all within South Lanarkshire".

For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone at the same time as giving priority to children, young people, families and communities in most need. The priorities for schools and services are set out in the Education Resources Plan which confirms the commitment to provide better learning opportunities and outcomes for children and young people.

The context for Education Resources includes major national and local developments. These include a commitment to implement all aspects of the national programme, Curriculum for Excellence (CfE); a commitment to work in partnership with colleagues to meet the challenges of 'Getting it Right for Every Child; and an awareness of the need to seek continuous improvement as we embark on a Journey to Excellence.

It is hoped that with your support and the support of other parents that the school can work together in creating an environment where children can be successful learners, confident individuals, effective contributors and responsible citizens.

Curriculum for Excellence has been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.





Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner is responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There are new ways of assessing progress and ensuring children achieve their potential. Pupils sit new qualifications, National 4 and 5, and our well regarded Highers and Advanced Highers are updated to take account of and support the new approaches to learning and teaching.

There's personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be an emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims is to improve our children's life chances, building on Scotland's reputation for first class education.

**STRATHAVEN ACADEMY  
BOWLING GREEN ROAD  
STRATHAVEN  
ML10 6DP**

**HEAD TEACHER: STEWART NICOLSON**



## **SOUTH LANARKSHIRE COUNCIL AIMS TO PROVIDE THE HIGHEST QUALITY OF EDUCATION BY:**

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- providing a stimulating curriculum to meet the needs of learners
- promoting partnership with pupils, parents, staff and the wider community
- assuring the quality of education within establishments
- encouraging learners to achieve their maximum potential
- ensuring equality of opportunity
- establishing opportunities for staff development
- encouraging effective teaching and learning
- providing safe and appropriate premises
- promoting access to education as a lifelong process
- maximising the use of resources





## OUR ASPIRATION IS THAT

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... all young people who leave Strathaven Academy do so with a sense of confidence, purpose and optimism and with qualifications and accreditation that reflects their achievement and attainment. They move on to positive destinations and participate in the world beyond school in a positive and meaningful way, demonstrating the attributes and capabilities of the 4 capacities encapsulating the purpose of the curriculum.

### **What we do:**

In order to support their transition to life beyond school, their learning is structured, directed and validated and their positive engagement with opportunities for attainment and achievement lead to success. Their development and growth is positively influenced and nurtured by the culture, ethos and opportunities that exist in the school community.

### **How we do it:**

This is achieved by a skilled team working together to deliver experiences and activities which support effective learning in the context of Curriculum for Excellence in a safe, caring environment which fosters a culture of belonging and of aspiration, where everyone's rights are respected.

### **The key components:**

We share:

- a commitment to doing the right things well, supported by robust self evaluation;
- a commitment to building our individual and collective capacity;
- a commitment to working together with a clear understanding of our purpose and our roles.

### **We value:**

- Shared ambition and aspiration
- Working together
- Contributing positively
- Belonging and ownership
- Individual and collective success

### **Our key aims for the next 3 years are to:**

- Promote and develop our ethos of success through collective endeavour in a supportive, caring environment.
- Ensure that our curriculum in its widest sense continues to provide appropriate development opportunities and progression pathways that optimise provision, progression, achievement and attainment for all young people.
- Ensure that pupils are actively involved in, and can take responsibility for, their own learning through: effective personal learning planning; their personal development and their own skills profile; the development and application of their skills – including literacy and numeracy - in contexts across the curriculum.
- Ensure that our approaches to assessment are consistent, appropriate and rigorous, enabling pupils and teachers to make sound judgements about how much and how well pupils have learned, enabling clear feedback in relation to next steps to be made, including the need for support/intervention and curriculum development. Reports to parents will reflect the quality of assessment information generated.
- Maintain a clear focus on 'doing the right things well', based on robust self-evaluation.
- Actively develop our individual and collective capacity to deliver education of the highest quality.



# SECTION 2

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About Strathaven Academy  
The Staff at Strathaven Academy  
Staff List  
Concerns and Complaints





## ABOUT STRATHAVEN ACADEMY

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**(i) Official Address**

Strathaven Academy  
Bowling Green Road  
Strathaven

ML10 6DP      TELE: 01357 524040      FAX: 01357 524041

E-MAIL: [office@strathaven.s-lanark.sch.uk](mailto:office@strathaven.s-lanark.sch.uk)

WEBSITE: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

**(ii) Current Roll, December 2015**

S1	170	S2	173
S3	162	S4	170
S5	151	S6	119

Strathaven Academy is a non-denominational, co-educational S1-S6 secondary school with a current roll of 945 pupils.

The current roll reflects a number of additional pupils from outwith our Learning Community Schools who choose to attend Strathaven Academy rather than their Learning Community Secondary School.

**(iii) Intake**

Likely predicted intake over the next three years from our Learning Community schools is:-

2015/2016	122
2016/2017	115
2017/2018	110

As part of South Lanarkshire Council's investment in improving school buildings, the current Strathaven Academy opened to pupils in session 2009/10.

All school accommodation can be made available as far as possible outwith school hours for use by the community. Such use by groups, clubs etc. will be in accordance with approved letting procedures and enquiries should be directed to Community Resources – East Kilbride Arts Centre 51 - 53 Old Coach Road, East Kilbride, G74 4DO, Tele: 01355 578157, Fax: 01355 261280.





(iv) **Strathaven Learning Community Primary Schools**

Head Teacher – Mrs L Callender

**CHAPELTON PRIMARY SCHOOL**

Chapelton, Near Strathaven, ML10 6RS  
Chapelton 300243

Head Teacher – Mrs E Jack

**GILMOURTON PRIMARY SCHOOL**

Drumclog, Near Strathaven, ML10 6QF  
Drumclog 440331

Head Teacher – Mrs A Donnelly

**GLASSFORD PRIMARY SCHOOL**

Alston Street, Glassford, Near Strathaven, ML10 6TG  
Strathaven 521124

Head Teacher – Mrs E Kirkwood

**KIRKLANDPARK PRIMARY SCHOOL**

Kirklandpark Avenue, Strathaven ML10 6DY  
Strathaven 520177

Head Teacher – Mrs E Jack

**SANDFORD PRIMARY SCHOOL**

Stonehouse Road, Sandford, Near Strathaven ML10 6PD  
Strathaven 520345

Head Teacher – Ms A Thompson

**WESTER OVERTON PRIMARY SCHOOL**

Ashkirk Road, Strathaven ML10 6JT  
Strathaven 521870



**(v) Integrated Children's Services**

Education Resources is a key partner in developing an approach which promotes the delivery of better integrated services to children, young people and their families.

Our vision for children and young people in South Lanarkshire is to ensure that they live in a community where they feel safe, included, nurtured and respected. They should be part of a society where they have the opportunity to maximise their full potential and have access to good quality health, education and leisure services and to have co-ordinated support for the most vulnerable.

Learning communities will strengthen the integration agenda at both strategic and local levels to enable a more collaborative approach in delivering services to all children.

A support team for Integrating Children's Services works across four education areas, and within the Council, enabling all services to children and families to plan and work together, to achieve our vision.





## THE STAFF OF STRATHAVEN ACADEMY

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### Head Teacher

Mr S Nicolson

Responsible to the Executive Director of Education Resources for the overall management of the school.

### Depute Head Teachers

Ms E Barr

Responsible for S5 & S6 curriculum, assessment and discipline.

Ms W Huq

Responsible for S4 curriculum, assessment and discipline.

Vacancy

Responsible for S2 & S3 curriculum, assessment and discipline.

Mrc C Martis

Responsible for S1 curriculum, assessment and discipline.

The Head Teacher and Depute Head Teachers also have a responsibility for specific aspects of school management and for a group of subject departments.





# STAFF LIST AND ROOM ALLOCATION

HEAD TEACHER: S NICOLSON

DEPUTE HEAD TEACHERS: L BARR (S5/6), W HUQ (S4), VACANCY (S2/3), C MARTIS (S1)

<b>ART AND DESIGN</b>	<b>ROOM</b>	<b>MATHEMATICS</b>	<b>ROOM</b>
Mr A Simpson (PT Faculty)	F050	Mrs J Yates (Acting PT Faculty)	G118
Mr G Wellcoat	F053	Mr K Bruce (PT PS)	G125
Mr P Collins	F049	Mr J Seils	G115
Ms S Fleming (0.5 FTE)	*	Mr R Woodhouse	G119
Ms T McGuire (NQT)	*	Mrs E Ferguson (0.6 FTE)	G124
<b>BIOLOGY</b>		Mr D Anderson (Area Cover)	G124
Ms R James (PT Faculty)	S035	Ms M Copland (NQT)	G116
Miss S Harvey	S027	Ms W Huq (DHT)	*
		Mrs C Martis (DHT)	
Miss C A O'Connell	S026	<b>MODERN LANGUAGES</b>	
Miss C Aitken	*	Ms S Baran (PT Faculty)	F034
<b>BUSINESS EDUCATION</b>		Mrs J Paterson (PT PS)	F005
Mrs J Lamb (PT Faculty)	F022	Mr R Greenberg	F006
Mr D Hegarty	F012	Mrs A Robson	F033
Mrs A Stott (0.5 FTE)	F012	Mr J Milligan (Acting PT Faculty)	F005
<b>CHEMISTRY</b>		<b>MODERN STUDIES</b>	
Mrs S Whitelaw	S034	Mr C MacPhee	S014
Mr D Gilroy	S025	<b>MUSIC</b>	
Ms C McIntyre (1 FTE Cover Scheme)	*	Mr D MacKay	G107
Mr T Tinkler (NQT)	*	Mrs H Blades	G106
<b>COMPUTING</b>		Miss K Jackson (1 FTE)	*
Ms L McCabe	F021	<b>PHYSICAL EDUCATION</b>	
Mr D Watt	F013	Mr H Robertson (PT Faculty)	*
<b>ENGLISH</b>		Mr I Fleming	*
Mrs H Bradshaw (PT Faculty)	F062	Mrs E Wellcoat	*
Ms M McGinley	F060	Ms S Aird (0.6 FTE)	*
Mrs S Rankin (0.5 FTE)	F058	Mrs H Barran (1 FTE Cover Scheme)	*
Ms F McNair	F063	<b>PHYSICS</b>	
Mrs M Blackwood	F059	Mr S Taylor	S028
Mr J Dunn (PT PS)	F069	Mr A Gardner	S029
Ms J Reilly	F058	Mrs V Miller	S033
Mr D Shirreffs	F068	<b>RELIGIOUS &amp; MORAL EDUCATION</b>	
Ms J Kane (PT PS)	F069	Mrs E McArthur (PT)	G114
<b>GEOGRAPHY</b>		<b>SPECIALIST SUPPORT SERVICES</b>	
Miss A Johnston (PT PS)	S012	Ms E Mair	G031
Mrs R Greenan	S013	<b>SUPPORT for LEARNING</b>	
Ms L Steedman (NQT)	*	Mr D Campbell (PT PS)	G015
Ms L Barr (DHT)	*	<b>TECHNICAL EDUCATION</b>	
Ms R McGinlay (0.5 Cover Scheme)	*	Mr G Connor	*
<b>HISTORY</b>		Mr P McGuigan	*
Mr R McNair (PT Faculty)	S008	Mr G Blackwood	*
Mr J McGarrie	S007	Ms P Martion	*
Miss V Kennedy	*	Mr W Simpson (0.5 FTE Cover Scheme)	
Ms B MacBain (NQT)	*		
<b>HOME ECONOMICS</b>			
Mrs J Ireland (0.6 FTE)	*		
Miss M Hare	F044		
Mr I Sinclair	F040		
Ms I Kilpatrick (0.4 FTE Area Cover)	*		



## NON-TEACHING STAFF

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### SUPPORT SERVICES

#### Support Services Team

**Mrs M Pollock**  
Mrs C Duffy  
Mrs J Adams  
Mrs S McLaren  
Mrs C Orr  
Mrs L Winship  
Mrs M Mitchell

Mrs T Waters  
Mrs A Lone  
Mrs G Jenks  
Miss L Gardiner

#### Support Services Team Leader

School Support Assistant  
School Support Assistant  
School Support Assistant  
School Support Assistant  
School Support Assistant  
School Support Assistant  
(ASN/HE Support)  
School Support Assistant (ASN)  
School Support Assistant (ASN)  
School Support Assistant (ASN)  
School Support Assistant (ASN)

#### Technician Team

**Mr P Brown**  
Mr B McGibbon  
Miss D Noble  
Mr G McIlvenney  
Mr M Coles

#### Technician Team Leader

Technician (Science)  
Technician (Science)  
Technician (AV)  
Technician (AV)

#### Cluster Support Team

**Mrs L Yule**  
Mrs C Paterson

#### Support Services Coordinator

Cluster Team Officer

### FACILITIES MANAGEMENT

#### Facilities Assistant

**Mr D Bryceland**  
Mrs K Reid  
Mrs D Jackson

#### Janitor

Janitor/Cleaning Supervisor  
Cook in Charge

#### Spie Technicians

**Mr R Wilson**  
Mr D McLean

### INSTRUMENTAL INSTRUCTORS

Mr H Longalong (Woodwind)  
Miss F Aitkenhead (Woodwind)  
Mr D Love (Percussion)  
Mr T Reilly (Guitar)  
Mr J McAleenan (Brass)  
Mr S Dowling (Violin)  
Mrs R Chalmers (Cello)

#### LIBRARIAN

Mr C Doig

#### COUNSELLOR

Ms J MacLeod

#### EDUCATIONAL PSYCHOLOGIST

Ms J Smith





## CONCERNS AND COMPLAINTS

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There are occasions when parents and pupils have a concern about an aspect of the service that we provide. In the first instance parents and pupils should contact the appropriate Guidance Teacher to raise their concern either by telephone or in writing.

In most cases, the Guidance teacher will be able to investigate and respond within a few days and the majority of issues are resolved in this way. For more complex or serious matters, complaints should be made in writing, again to the Guidance teacher. They will acknowledge receipt and pass it on to an appropriate Senior Manager. Complaints will be investigated and a written response provided within 20 days, in line with South Lanarkshire Council's 'Have Your Say' policy. We would normally maintain contact within that period to provide, or to seek, further information.

In exceptional circumstances, where this timescale cannot be met, we would maintain contact and explain why. If we cannot resolve the complaint at school level, complaints can be escalated to the Quality Link Officer for Strathaven Academy within the Education Resources team at South Lanarkshire Council.

### Working With Parents Team

**Area of responsibility of team**

Bullying and related issues,  
care and welfare issues,  
Class organisation and  
complaints.

**Contact number**

[parents@southlanarkshire.gov.uk](mailto:parents@southlanarkshire.gov.uk)

**Des Dickson**

Parent Council: (procedural  
and administrative issues  
only), Parental Involvement.

01698 454495

[des.dickson@southlanarkshire.gov.uk](mailto:des.dickson@southlanarkshire.gov.uk)

Parental enquiries and concerns relating to school transport, placing requests, property, Inclusive Education and Early Years should be directed to the appropriate service manager:

**David  
Hinshelwood**

School transport (mainstream),  
placing requests and property  
issues

01698 454408

[david.hinshelwood@southlanarkshire.gov.uk](mailto:david.hinshelwood@southlanarkshire.gov.uk)

**Trevor  
Baxter**

Inclusive Education Manager

01698 454455

[trevor.baxter@southlanarkshire.gov.uk](mailto:trevor.baxter@southlanarkshire.gov.uk)

**Morag  
McDonald**

Early Years Manager

01698 454474

[morag.mcdonald@southlanarkshire.gov.uk](mailto:morag.mcdonald@southlanarkshire.gov.uk)





# SECTION 3

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## Parental Involvement





## PARENTAL INVOLVEMENT

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South Lanarkshire Council recognises the importance of parents as partners in the education of their child and has published a strategy entitled, 'Making a difference – working together to support children's learning'. This is available from the Council's website: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

Parents, carers and family members are by far the most important influences on children's lives. Children between the ages of 5 and 16 children spend only 15% of their time in school! Research shows that when parents are involved in their child's learning, children do better at school and throughout life. Parental involvement can take different forms but we hope you share the same aims and agree that by working together we can be partners in supporting children's learning.

As a parents/carers we want you to be:

- Welcomed and given an opportunity to be involved in the life of the school;
- Fully informed about your child's learning;
- Encouraged to make an active contribution to your child's learning;
- Able to support learning at home;
- Encouraged to express your views and involved in forums and discussions on education related issues.

To find out more on how to be a parent helper, or a member of the Parent Council and/or the Parent Teacher Association just contact the school or visit our website.

Some useful information contacts for parents to find out more on education are as follows:-

- Parentzone – [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)
- Engage Parent Forum – [www.engageforeducation.org](http://www.engageforeducation.org)
- National Parent Forum for Scotland – [www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone)
- South Lanarkshire Council – [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

### Parent Council

The school and the local authority are obliged to listen to what the Parent Council says and to respond to the issues raised. Parent councils may be different because it will be parents in each school who decide such things as:

- > how their Parent Council will be set up
- > what it should be called (Parent Council or other name)
- > what size it should be – eg in a very small primary, all parents could be involved
- > who should be a member of the Parent Council



- > how they should be appointed
- > when the most convenient time is to hold meetings
- > what will be discussed at meetings – these might be topics such as school uniform, parking near the school, the school's anti-bullying policy etc. However, it should be noted that a Parent Council cannot discuss issues attributed to individual pupils.

### **Parental involvement – what does it mean?**

As a member you can expect to:

- get information about what your child is learning
- get information about events and activities at the school
- get advice/help on how you can support your child's learning
- be told about opportunities to be involved in the school
- have a say in selecting a parent council to work on behalf of all parents at your school

### **Working together – here is what we are trying to achieve:**

We wish to give parents/carers every opportunity to become more involved in their child's education.

### **Parents/carers are:**

- welcomed and given an opportunity to be involved in the life of the school;
- fully informed about their child's educating and learning;
- encouraged to make an active contribution to their child's learning;
- able to support learning at home;
- aware of their responsibility for the school;
- encouraged to express their views and involved in forums and discussions on education related issues.

### **Your commitments**

We ask that you:

- support and encourage your child's learning
- respect and adhere to the school policies and guidance
- let the school know if you change your mobile/telephone number and/or address
- enjoy and take part in school activities
- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward it's commitment to care for and educate your child.





## PARENT COUNCIL

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### OFFICE BEARERS

Mr Beattie (Chairperson)

Mrs Osborne (Vice Chairperson)

Mrs Storrie (Secretary)

### PARENT MEMBERS

Ms Bell

Mr Bruce

Ms Hewart

Mr Kennet

Ms Mccarron

Ms Maxwell

Ms Moon

### HEAD TEACHER

Mr Nicolson

### STAFF MEMBERS

Mr Sinclair

### S6 PUPIL MEMBERS

School Captains

School Vice Captains

Enquiries should be made via the school office by email ([office@strathaven.s-lanark.sch.uk](mailto:office@strathaven.s-lanark.sch.uk)) or phone 01357 524040.





## PARENT TEACHER ASSOCIATION

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The school is fortunate in having an enthusiastic and hard working committee which organises functions and fund raising activities which have provided the school with many new resources.

The aims of the association are:-

- To maintain a close interest in current developments affecting the education of children at Strathaven Academy.
- To assist the school by raising funds and offering practical support to school activities.

The business of the association is arranged by a committee composed of:-

- Four Office Bearers (who are parents or carers of pupils attending the Academy and elected annually at the Annual General Meeting.
- Six – eight parent/carer members elected annually at the AGM.
- The Head Teacher, and one Depute Head Teacher of Strathaven Academy.
- Other members of Strathaven Academy teaching staff.
- Two pupils of Strathaven Academy.

A programme of open meetings and fund-raising is organised annually for the autumn and spring terms. The school greatly appreciates the high level of support which it receives from the PTA. The PTA has regularly provided the school with many items of equipment and furnishings, thus helping to improve the education environment of our pupils and subsidising many pupil activities.

Enquiries should be made via the school office by email ([office@strathaven.s-lanark.sch.uk](mailto:office@strathaven.s-lanark.sch.uk)) or phone 01357 524040.







# SECTION 4

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Ethos





## **SPIRITUAL, SOCIAL, MORAL & CULTURAL VALUES**

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It is the policy of the school to provide in the curriculum a compulsory element of Religious and Moral Education. This is based on the policy on religious education and religious observance (1993). Although the study of Christianity is a main component of the Religious and Moral Education syllabus, it does also involve the study of beliefs and customs of a number of world religions.

- We value the links with our school chaplaincy team who contribute to both the formal and informal life of the school. The role of the chaplains is diverse and includes:
- assisting the school to provide young people with opportunities for reflection, both individual and collective
- providing pastoral care and support for staff, pupils and their families, where appropriate;
- having a key role during times of extreme difficulty or crisis;
- supporting school community events;
- visiting classes to complement the curriculum;
- leading or helping pupil groups with a particular religious, moral or citizenship interest;
- providing a link between the school and local community;
- addressing the school community at end of term services

The school chaplaincy links are Rev Shaw Paterson (Rankin Church) and Rev Alan Telfer (Avenale Old and Drumclog Parish).

## **RIGHTS OF PARENTS / CARERS**

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Scottish Government Ministers consider that religious observance complements religious education and is an important contribution to pupils’ development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

Parents have a statutory right to withdraw children from participation in religious and moral education. However, national guidance also indicates that without this aspect of their education, learners will not enjoy the full benefits of Curriculum for Excellence since this area of their education contributes to pupils thinking for themselves and making their own decisions about what they believe to be true about human living.

This right of parents’ wishes will be respected. Where a child is withdrawn from religious observance, we will make suitable arrangements for the child to participate in a worthwhile alternative activity.





## EXTRA CURRICULAR ACTIVITIES

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As a school, we strongly believe in the importance of extra curricular activities and we offer a range of activities outwith normal classroom work which help to widen the experience of all pupils. Extra curricular activities can relieve some of the pressures of academic work and assist pupils to develop their talents and use leisure time effectively. These activities may occur at lunchtime or at the end of the normal school day. There are also opportunities to take part in visits and excursions both at home and abroad.

Activities which have recently been available to pupils include:-

American Football	Fairtrade Group	Library
Baking	Football	Netball
Badminton	Five-a-side football	Photography
Bands	Gaming Club	Public Speaking
Basketball	Golf	Rugby
Card making	Guitar Group	S6 Yearbook Group
Choirs	Gymnastics	String Ensemble
Creative Writing	Hockey	Volleyball
Debating	Hospitality	
Drama	Junior Enterprise	

There is also a well developed voluntary house system which encourages healthy competition between the houses, and which helps to foster good relationships between pupils and staff as do all the extra curricular activities including Discos, the Senior Prom, and other events which occur in the school calendar.

One extremely popular activity for S1 pupils is the residential school camp which is held at Broomlee Camp, West Linton for 4 days in mid-May. Pupils have to pay their own costs but these are kept to a minimum and a camp bank operates from October each year.

The school camp offers unique advantages for practising outdoor education in the widest sense and includes a comprehensive programme of exploring the countryside, together with physical and social activities.

Many pupils participate in the Duke of Edinburgh Award Scheme, John Muir Award and Youth Achievement Awards.



## OTHER ACHIEVEMENTS



The school experience is much more than achievements in examinations and, as indicated elsewhere in the handbook, the Academy encourages all pupils to take part in a wide range of activities. Individuals and groups of pupils have brought credit to themselves and the school with a variety of achievements.

Our pupils have received national and local recognition in activities such as golf, karting, show jumping, cross-country, athletics, swimming, gymnastics, football, netball, rugby and curling.

In non-sporting activities, our pupils have acquitted themselves well in Art, Maths, Music, Public-speaking, Debating and Business skills, with pupils representing us in competitions and in conferences at both local and national level.

The school's interest in helping others less fortunate than ourselves is obvious in the offerings made by pupils at the end of term church services and by a wide variety of fund-raising by various groups throughout the year, co-ordinated by active Charities Committee.

A highlight of the school year is the Senior Prom held each year in the Strathaven Hotel and attended by sixth year pupils and staff.

The school bands and choirs have once again proved extremely successful. Around 150 pupils played in the bands at junior or senior level, the Senior Concert Band and Stage Band appearing at a wide variety of venues.





It is important to widen the horizons of our pupils and to this end many educational excursions take place to theatres and conferences, field trips and places of interest, as well as visits to Iceland, China, Auschwitz, France, Malawi and Marbella by parties of pupils and teachers.

A report on the affairs and achievements of the school is an important part of the Awards Ceremony towards the close of each session.

## HOME AND SCHOOL LINKS

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Strathaven Academy places great value on the links which have been established between the school and parents.

A formal consultation evening is normally arranged once per session for each year group which gives parents the opportunity to speak to class teachers.

Consultation evenings are normally held after parents are in receipt of either an Interim or Final Report and at present those evenings take place at the following times:-

<b>S1</b>	<b>January</b>	<b>S3</b>	<b>December</b>	
<b>S2</b>	<b>March</b>	<b>S4</b>	<b>February</b>	<b>S5/6</b> <b>December</b>

In addition there are information evenings for parents, held at the time when pupils are choosing subjects to study in subsequent years. Information on these meetings and on other school activities is given in letters which are sent home periodically.

At all other times, parents who wish to consult a member of staff should arrange an appointment through the school office (01357 524040). If the interview is concerned with a child's general progress or welfare, a meeting with the appropriate Guidance Teacher will be arranged. On other matters, school administrative personnel will direct parents to the most appropriate member of staff.

Parents who call at the school without an appointment may not be able to see the teacher best qualified to deal with the enquiry because of teaching commitments, but we always do our best to arrange an interview with an appropriate member of staff.

Informal school events such as concerts and meetings of the PTA provide an invaluable opportunity for developing links between staff and parents. It is hoped that parents will give these events their full support.



## SCHOOL/COMMUNITY LINKS

We try to extend the learning experiences of our pupils beyond the confines of the classroom by means of various educational visits and excursions not only within the local area but also further afield.

The school is very conscious of its role in the wider community, and every effort is made to foster links. Many senior pupils contribute their time and efforts for the local community during the festive period by creating food hampers and distributing these as gifts to elderly residents. The Hospitality class, P6 Prefects and talented musicians also prepare,



cook, serve and provide entertainment at a Christmas Lunch for 60 senior citizens from the local community. The school has been actively involved in the Strathaven Gala Day; pupils assist local charities in a variety of ways; many pupils are involved with activities in local Primary Schools and Playgroups. There are also strong links with local organisations such as Rotary, Round Table and Inner Wheel as well as with local business and industry, in particular with business partners, Sainsbury's, Rissons Restaurant, St Andrews' Hospice and First Direct banking. Many school functions are open to the general public, such as our annual Award Ceremonies and school concerts.

In addition to this, we have well established links through the Strathaven Academy Parent Council and Parent Teacher Association.





## HOMEWORK AND STUDY

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Homework is an extremely important part of the learning process. Research has shown again and again the strong link that exists between achievement and homework. Clearly, the more committed pupils and parents are to the whole issue of homework, the greater are the pupils' chances of success.

It is vital that, as soon as possible, pupils learn good habits of working and studying at home and take an increasing responsibility for their own learning.



### WHAT IS HOMEWORK?

There is a wide variety of homework activities. Homework may include some or all of the following:

- 1 learning newly taught topics
- 2 completing work started in class
- 3 revising
- 4 writing essays or completing exercises
- 5 redrafting
- 6 reading to prepare for a lesson
- 7 carrying out research for topics and projects
- 8 reading for pleasure

Parents should be aware that even when no specific task has been set, pupils are still expected to keep up with and be familiar with the ongoing work of the class.

### WHAT IS STUDY?

Parents should be aware that even when no specific homework tasks have been set, pupils can study topics previously covered in each of their subjects. As pupils progress through the school this becomes increasingly important. Pupils ideally should have a quiet place to study and have a study plan which they are working to. Pupils should identify areas of weakness that they can then work on to improve their attainment in that subject. If they are still experiencing difficulties then class teachers can be consulted for support with any areas causing concern. Different subjects may require different approaches to study and revision but in general pupils will be more successful if they are actively involved. For example, note taking, summarising, mind mapping and trying past paper questions are recommended rather than simply reading notes. It is also important that pupils take breaks when studying as long periods of study may actually be ineffective. Pupils involved in SQA examinations should have a detailed study plan that allocates time to all subjects and takes the examinations timetable into consideration.





## HOW MUCH HOMEWORK?

It is not possible to set exact limits for the amount of homework that will be set. It will often depend on the progress of the individual pupil. For example, homework may allow pupils with special aptitudes to push on ahead and allow others with learning difficulties an opportunity to overcome these.

However, because we believe that homework is a vital part of the learning process, pupils will start from first year to receive homework on a regular basis. Of course, it is also vital that pupils have plenty of time for relaxation and social activities and that they are not subject to too much pressure too soon.

Parents are provided with a Homework Guide for the appropriate year group at the start of each session.

## HOW CAN PARENTS HELP?

Parents' help, support and encouragement are extremely important. The following are some guidelines to help your child to establish good working habits.

Enquire regularly about homework. All pupils will be issued with a homework and study planner and parents are requested to check this and sign it each week. Insist that it is kept up to date. Remember, however, that some ongoing work such as revision or personal reading may not always be entered but still needs to be carried out.

Provide a quiet spot at home free from distractions.

Express an interest in what is being done. Things may have changed from your own school days but don't be put off. Encourage your child to discuss the homework and always offer encouragement.

Check that homework is completed as fully as possible and sign it where this is appropriate.

Establish a routine and help your child to plan ahead and not leave things to the last minute.

Encourage your child to look after and organise jotters, folders and textbooks.



## ANY PROBLEMS?

Occasionally some problems may emerge. There may be difficulties with a piece of homework or circumstances at home may prevent homework from being completed on time. In such cases, please write a short note to the class teacher. If you feel that there are regularly more serious problems, then do not hesitate to contact your child's Guidance teacher.

If a child does not complete homework or regularly does not complete it on time or to a satisfactory standard, then a letter will be sent home. In these circumstances, your co-operation is requested in signing and returning the letter's attached tear-off slip promptly and ensuring that your child completes the outstanding work as requested.

We will, of course, happily deal with any enquiries or suggestions about homework at Strathaven Academy. With your support, we hope to provide your child with the best possible education.

## STUDY SUPPORT INITIATIVES

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Strathaven Academy encourages all pupils to work and study for assessments and formal examinations.

### Supported Study

Pupils are encouraged to take advantage of lunchtime and after school supported study sessions in a variety of subjects provided by specialist teachers. This normally takes place during the weeks immediately preceding prelims, formal exams and S3 exams. Some departments run homework clubs at a set lunchtime through the session.

All pupils are regularly reminded of appropriate revision web sites. All pupils experience study skills through their PSHE programme and are encouraged to use revision materials provided by teachers materials posted on the school website or commercially provided study guides and past paper books.





## PROMOTING POSITIVE BEHAVIOUR

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In Strathaven Academy, it is our collective responsibility to encourage pupils to behave in a responsible manner. One of our aims is to develop the school as a caring community in which each member exercises concern and respect for the welfare of others.

Research shows that almost all pupils are capable of sustained good behaviour in the classroom and in and around the school. To achieve this, the right conditions have to be created and maintained as the norm. Young people welcome recognition and praise for their willingness to act in a socially responsible manner as well as for their academic effort. The principal aim is the establishment of a positive and constructive atmosphere with mutual respect between teacher and pupil and the nurturing of a culture of praise.

Young people are generally very willing to accept that, in the pursuit of teaching and learning, there is a need for rules and procedures. Pupils are likely to accept rules that are clearly and simply stated, apply in every classroom and in the greater school community, and are obviously necessary for good order.

It is the responsibility of staff within the school to ensure that parent council members, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour. Equally, the school whilst trying to promote positive behaviour must support young people should incidents or bullying occur. Parents have a significant role to play in working with the school so that teachers, parents and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment which young people can enjoy and feel safe in.

Early intervention is crucial so that support can be provided to children and young people to help them address issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

In Strathaven Academy, we have developed a Promoting Positive Behaviour Position Statement. An important part of this development was to look at how we recognise and encourage achievement. We are all aware that recognition of achievement is important. Whatever our age and status, we all enjoy receiving a pat on the back for a job well done. In Strathaven Academy, there are a number of ways in which our pupils receive additional encouragement.



- All first year pupils participate in a merit/demerit scheme. Where teachers judge that a pupil has, for example, completed an exceptional piece of work or has demonstrated citizenship in the classroom by helping another pupil, they will register a merit electronically against that pupil. Equally a pupil who, for example, fails to behave appropriately or to consistently hand in homework might have a demerit entered their name.
- class teachers recognise the significant efforts of individual pupils with a “Letter of Commendation”.
- display boards in each department feature examples of pupil work.
- an increased number of certificates are awarded to pupils, from recognising excellent attendance, progress and attitude, to celebrating participation in key events in the life of the school.
- pupils are encouraged to participate in the House System with a wide range of activities on offer.
- the scope of the annual Awards Ceremonies has been broadened. This was in evidence at the recent ceremonies, with additional categories of recognition.
- a revised Code of Conduct is in operation for our pupils. In addition, Rules of the Classroom and guidance on conduct outwith the classroom are displayed in all rooms. These ensure that our high expectations of all our pupils are clearly understood by all.

## **ANTI-BULLYING**

The school promotes an anti-bullying message and must support young people should incidents of bullying occur. Incidents of bullying should be reported to the school immediately so that each alleged incident can be investigated. Together we can work towards creating a safer school for our pupils and staff.

Parents have a significant role to play in working with the school so that teachers, parents and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

## **DISCIPLINE**

When a child’s indiscipline reaches a serious level, a letter may be sent home to make parents/carers aware of a punishment which requires to be completed, or to identify an area of concern. Both require the signature of parent/guardian and ask for support with the problem identified.

Continuing misbehaviour or aggressive or violent behaviour means that additional sanctions, withdrawal of privileges, or the imposition of a Conduct Monitoring Card (yellow card) which monitors a child’s behaviour and attitude throughout the school day, may be imposed. Serious cases of persistent misbehaviour, outrageous behaviour or refusal to accept the legitimate discipline of the school can lead to the child’s temporary exclusion from school and to an interview with the parent or carer who is required to give an assurance that the child will comply with the rules, regulations and disciplinary requirements of the school. Further serious indiscipline leads to action through South Lanarkshire Council and may include a transfer of schools.





In addition to being subject to the above sanctions, post-compulsory pupils will be warned verbally if their performance gives rise for concern. If oral warnings prove ineffective, they will be followed by formal written warnings, copies of which are sent to the parent or carer. Failure to heed warnings may result in a pupil being withdrawn from class or ultimately from the school.

## ATTENDANCE

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### Attendance at School

It is important for the school to work with parents in encouraging all children to attend school. All absences from school are required by law to be recorded. Absences will normally fall into two categories – authorised or unauthorised absence. In cases where you child is unable to attend school parents are asked to note the following:

- If you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, telephone us or let us know in writing. Please also give your child a note on his/her return to school, telling of the reason for absence;
- Notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return and keep them informed if the date changes;
- Inform the school of any change to the following :-
  - home telephone number
  - mobile number
  - emergency contact details
- Requests for your child to be absent from school to make an extended visit to relatives must be made in writing to the head teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an authorised absentee in the register.

### Family holidays during term time

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school.

Family holidays should be avoided during term time as this both disrupts the child's education and reduces learning time. If holidays are taken during times when the school is open, parents should inform the school in advance by letter.

If your child is taken on a family holiday during term time then in line with Scottish Government advice this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when, for example, parents are unable to obtain leave during the



school holiday period.

Clearly, absence with no explanation from parents will mean that the absence will be recorded as unauthorised.

In our approach to raising attainment and achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

The school holiday dates and in-service dates are available from the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

### **Information on Proposed Transfer of School**

Children and young people may transfer school for a number of reasons such as families moving house, parental choice etc.

If you move house you can transfer your child at any time of the year to the catchment area school for your new address or, your child can stay at the school that he/she has been going to, however if you choose this option, free school transport will not be provided. Contact the school or call South Lanarkshire Council on 01698 454102 for further information.

If you are proposing a change of school for your child please provide as many contact details as possible in relation to the new school so that we can ensure a smooth transfer of information relating to your child.

This will help us to ensure the continued wellbeing of your child.

## **SCHOOL UNIFORM**

We ask all parents/carers to support the school by ensuring that all children adhere to the agreed dress code and wear our school uniform. The wearing of a school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.

In addition, the wearing of a uniform helps towards increasing the protection of all pupils. The wearing of a uniform helps staff and the pupils to distinguish between who belongs to the school and those who may be visitors. This enables staff to approach and identify visitors more readily and helps in trying to offer a safer environment for pupils and teachers alike.

Equality of opportunity is an important aspect of the life of the school. Any proposals on the dress code will be the subject of discussion with the Parent Council and where appropriate consultation with parents, pupils and staff.

There are forms of dress which are unacceptable in all schools such as:

- the wearing of football colours
- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)



- clothing which advertises alcohol, tobacco or drugs
- clothing which can be deemed unsuitable in terms of health and safety grounds such as track suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes
- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so
- footwear that may damage flooring.

### Support for parent/carers

#### Clothing grant

In certain circumstances the Council provides support to parents/carers for the purchase of school wear.

Application forms for clothing grant are available from the Council's website: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or from Q&A Offices, Audit and Development 01698 453504/453505/453213, the school or Education Resources, Almada Street, Hamilton, telephone 01698 454545.

### The school uniform for all Strathaven Academy pupils is:-

- White shirt with school/senior tie
- Black sweater or cardigan
- Black skirt/trousers  
(optional tartan skirts/pinafore for girls)
- Black socks or tights for girls
- Plain black footwear.
- Burgundy Blazer.
- Belts, if worn, should be black.

Order forms are available from reception.  
Uniform evenings are scheduled for parents.

The school anticipates that it will receive the full co-operation of parents in implementing this policy, supporting our drive to improve security within the school, the image of the school in the community and the attitude of pupils towards school work as well as creating a strong sense of identity and belonging for all pupils.





# SECTION 5

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## The Curriculum





## THE CURRICULUM

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The school curriculum is based on National and South Lanarkshire Council policies and guidelines and takes account of local area, school and individual needs. It provide a cohesive plan which recognises that an effective curriculum has informal, hidden and pastoral aspects as well as formal course components. At all stages, courses are based on the policy of the school to promote equality of opportunity regardless of gender, race, colour or personal circumstances. This applies to both the formal and informal aspects of the curriculum.

Curriculum for Excellence is the name given to the curriculum in Scotland for all children and young people aged 3-18. It is a forward looking, coherent, flexible and enriched curriculum that provides young people with the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future.

The curriculum includes all of the experiences that are planned for children and young people to support the development of their skills wherever they are being educated, for example in the family and community, pre-school centre, nursery and school. This broad, general education will allow them to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21st century.

In taking this forward our school will work closely with South Lanarkshire Education Resources and other services to enable Curriculum for Excellence to be fully embedded, ensuring the best possible education for all children and young people. We wish you to feel confident that your child is encouraged and supported to develop their literacy, numeracy and other skills whilst they attend our school. The curriculum areas are as follows:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

If you want to know more about Curriculum for Excellence, please visit website [www.curriculumforexcellence.gov.uk](http://www.curriculumforexcellence.gov.uk) or [www.parentzonescotland.gsi.gov.uk](http://www.parentzonescotland.gsi.gov.uk)

Our learning and teaching activities are based on the outcomes and experiences in the guidelines that all schools have for Curriculum for Excellence.



Level	Stage
Early	The pre-school years and Primary 1 or later for some.
First	To the end of Primary 4, but earlier or later for some.
Second	To the end of Primary 7, but earlier or later for some.
Third	Secondary 1 to Secondary 3, but earlier for some. The fourth level broadly equates to SCQF level 4.
Senior Phase	Secondary 4-6 and college or other means of study.

### AIMS

Curriculum for Excellence aims to:

- o Focus classroom practice upon the child and around the four capacities of education:
  - Successful learners
  - Confident individuals
  - Responsible citizens
  - Effective contributors
  
- o Simplify and prioritise the curriculum
- o Encourage learning through experiences
- o Create a single framework for the curriculum and assessment 3-18

### PURPOSES OF THE CURRICULUM 3-18

The curriculum provides the structure and support in learning which will develop the four capacities listed above.

Our approach has been to alter the balance between a process that is heavily dependent on content, providing learning and teaching approaches that improve the pupils' understanding of what is being taught. This is not a one-off change but the start of a continuous process of review to ensure that the curriculum remains up to date.

### PRINCIPLES FOR CURRICULUM DESIGN

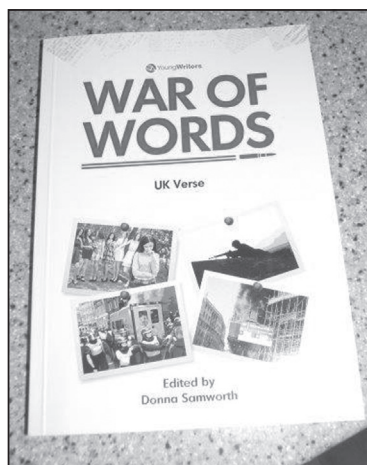
- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance



## ORGANISATION & THE CURRICULUM: S1/2/3

In S1 and S2 pupils are generally in mixed ability teaching groups and follow a set of courses that covers each of the curriculum areas as shown below. However, where more than one section attends a subject at a time, for example in Mathematics, there may be some broad grouping according to prior attainment.

Courses are based around the 3rd level Experiences and Outcomes of curriculum for excellence and follow on from work done in Primary school. We liaise closely with our Learning Community Primary Schools through subject links, Pupil Support, Support for Learning and regular Learning Community management meetings.



(All Primary 7 pupils visit the school for two days in June prior to coming to the Academy in August).

Curriculum Area	Subject	Periods in S1	Periods in S2
Language	English	4	4
	Modern Languages	3	3
Mathematics	Mathematics	4	4
Social studies	History	2	
	Geography	2	
	Modern Studies	1	
Sciences	Social Studies		3
	Sciences	3	3
Expressive arts	STEM	0	1
	Art and Design	2	2
	Music	1	2
Technologies	Drama		1
	Computing	1	1
	Business Education	1	1
Health and wellbeing	Technical Education	2	1
	Home Economics	2	2
	Physical Education	2	2
Religious and Moral Education	Personal, Social and Health Education	1	1
	Religious and Moral Education	1	1



In S3 pupils have the opportunity to personalise their curriculum, choosing specialist subjects across the Broad General Education curriculum areas and experiencing 3 elective courses from a choice of 10. Electives provide opportunities for enrichment and depth, often enriching themes of community involvement. S3 courses are based on the 4th level outcomes and experiences and are designed to lead into National 4 and National 5 qualifications. Pupils have the opportunity to acquire, practise and develop a range of skills for life, work and learning – including those required to secure success in examinations.

It is recognised that children and young people will progress at different rates: some will require additional support and may require additional time to consolidate their learning, others will achieve secure learning sooner. Most learners will progress through 4th level outcomes – beyond for some – during S3.

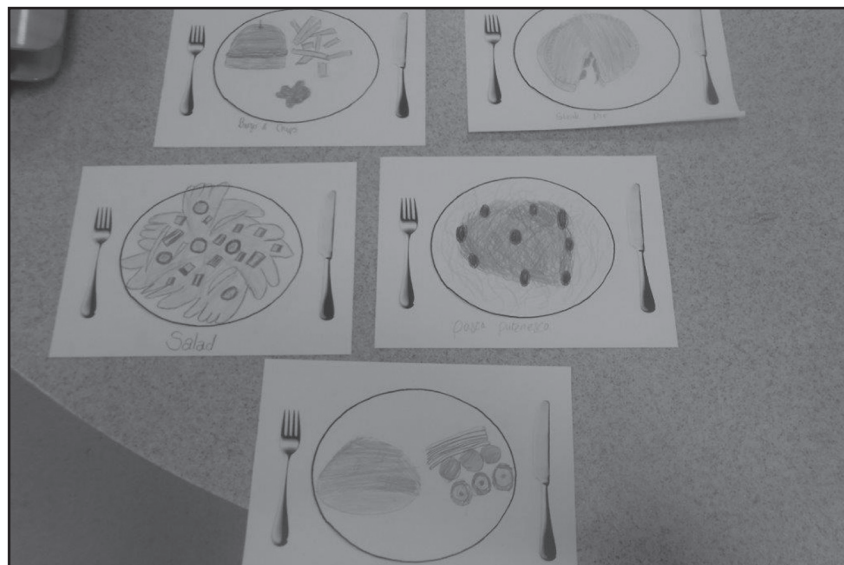
## MAKING CHOICES

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Guidance and support for pupils and parents/carers is provided towards the end of S2 in relation to specialisation.

As pupils progress through S3, further information, guidance and support will be provided at every stage of the process to ensure that progression beyond the Broad General Education into the Senior Phase is purposeful and positive. For each child, we aim to provide a curriculum matched to their strengths, their interests and their potential career path, with the aim of securing the best possible set of experiences and qualifications.

We encourage parents to discuss areas of interest, of strength and possible careers with their children to facilitate the process of specialisation towards the Senior Phase.



## ORGANISATION AND CURRICULUM: COURSES IN S4/5/6 – THE SENIOR PHASE

Pupils in S4 will work towards the new National Qualifications. They follow seven courses for four periods each, building on skills and attainment developed and achieved during S1-S3.

The level of study in S4 will depend on prior attainment, but our aim is to present as many pupils as possible at National 5 level in all or most of their subjects. Those pupils who do not attain at this level will work towards National 3 or National 4 qualifications. National 3 and National 4 qualifications do not include a final exam – instead pupils are assessed in school and our assessments are verified by SQA.

As in S1-S3, all pupils in S4 will have two periods of Physical Education, one period of Religious Education and one period of Personal, Social and Health Education.

In S5 and S6, we aim to provide a wide range of courses meeting the needs of all pupils. Each session we amend and customise the choices available to pupils with a view to ensuring that our staffing and accommodation are used to best effect. Pupils in S5 study five courses at Higher, National 5 or National 4 level. A number of vocational courses are also available.

In S6, pupils will follow a minimum of four courses (or 3 Advanced Higher courses). Information and advice for parents and pupils is provided as part of the options process, but parents are most welcome to contact the Guidance team to discuss any aspect of their child's progress and progression choices.

A suite of elective courses are also available for S6 pupils, providing opportunities for leadership, enterprise and also skills development. An increasing range of opportunities for links with business and industry are planned, in line with the national "Developing Scotlands Young Workforce" agenda.





**STRATHAVEN ACADEMY**  
**Curriculum for Excellence – Choices for S3**  
**Session Exemplar**



Pupil Name \_\_\_\_\_ Register Class \_\_\_\_\_

Every pupil will take **English**. 1

Every pupil will take **Mathematics**. 2

Choose **one** modern language from **French** or **Spanish**. 3

Choose **one** science subject from **Biology, Chemistry** or **Physics**. 4

Choose **one** social subject from **Geography, History** or **Modern Studies**. 5

Choose **one** technical/expressive subject from:  
**Administration and IT, Art and Design, Business, Computing Science, Home Economics, Design and Manufacture, Graphic Communication, Music, Physical Education**. 6

Choose **two** other subjects from the list below: 7

**Administration and IT, Art and Design, Business, Computing Science, Design and Manufacture, Home Economics, Physical Education, Music, French, Spanish, Geography, History, Modern Studies, Biology, Chemistry, Physics, Graphic Communication**. 8

Select another **two** reserve subjects from the list above. Reserve subjects will only be considered if a first choice subject cannot be timetabled.

\_\_\_\_\_

*Signature of Parent/Carer*

\_\_\_\_\_

*Signature of Pupil Support Teacher*





**STRATHAVEN ACADEMY  
FIFTH YEAR OPTION REQUEST  
2016/2017**

Summer Leaver S4? YES <input type="radio"/> NO <input type="radio"/> Winter Leaver S5? YES <input type="radio"/> NO <input type="radio"/>
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Name: \_\_\_\_\_ Class: \_\_\_\_\_ DOB: \_\_\_\_\_ Parent/Carer Signature: \_\_\_\_\_

Course	Column A	Column B	Column C	Column D	Column E
<b>Higher Courses</b>	Choose 2 from: English <input type="radio"/> Biology <input type="radio"/> Business <input type="radio"/> Mathematics <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Accounts <input type="radio"/> Art and Design <input type="radio"/> Chemistry <input type="radio"/> Computing <input type="radio"/> French <input type="radio"/> History <input type="radio"/> Music <input type="radio"/> Physics <input type="radio"/>	Administration <input type="radio"/> Biology <input type="radio"/> Business <input type="radio"/> Computing <input type="radio"/> Environmental Science <input type="radio"/> Graphic Communication <input type="radio"/> Modern Studies <input type="radio"/> Music <input type="radio"/> Physics <input type="radio"/>	Art and Design <input type="radio"/> Chemistry <input type="radio"/> Design and Manufacture <input type="radio"/> Geography <input type="radio"/> History <input type="radio"/> Health & Food <input type="radio"/> Photography <input type="radio"/> Physics <input type="radio"/> Physical Education <input type="radio"/> Spanish <input type="radio"/>
<b>National 5</b>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Mathematics <input type="radio"/> Scottish Studies <input type="radio"/>	Accounts <input type="radio"/> Art and Design <input type="radio"/> French <input type="radio"/> Metalwork <input type="radio"/> Computing <input type="radio"/>	Administration <input type="radio"/> Business <input type="radio"/> Computing <input type="radio"/> Environmental Science <input type="radio"/> Graphic Communication <input type="radio"/> Leadership in Sport <input type="radio"/> Music <input type="radio"/>	Art and Design <input type="radio"/> Design and Manufacture <input type="radio"/> Health & Food <input type="radio"/> Physical Education <input type="radio"/> Photography <input type="radio"/> Spanish <input type="radio"/>
<b>National 4 SQA Awards</b>	<input type="radio"/> <input type="radio"/>	Financial Education/Lifeskills <input type="radio"/> Scottish Studies <input type="radio"/>	Art <input type="radio"/> Metalwork <input type="radio"/> PC Passport <input type="radio"/>	Administration <input type="radio"/> Leadership in Sport <input type="radio"/> Music <input type="radio"/>	Art <input type="radio"/> Design and Manufacture <input type="radio"/> Photography (NPA) <input type="radio"/>

Pupil Support Signature: \_\_\_\_\_



**STRATHAVEN ACADEMY  
SIXTH YEAR OPTION REQUEST  
2016/2017**

Summer Leaver S5?  
 YES   
 NO   
 UNSURE

Name: \_\_\_\_\_ Class: \_\_\_\_\_ DOB: \_\_\_\_\_ Parent/Carer Signature: \_\_\_\_\_

Course	Column A	Column B	Column C	Column D	Column E
<b>Advanced Higher Courses</b>	Mathematics <input type="radio"/> History <input type="radio"/> Geography <input type="radio"/> Physical Ed <input type="radio"/>	English <input type="radio"/> Physics <input type="radio"/>	Art & Design <input type="radio"/> Computing <input type="radio"/> French <input type="radio"/> Music <input type="radio"/>	Chemistry <input type="radio"/> Graphic Communication <input type="radio"/>	Biology <input type="radio"/> Spanish <input type="radio"/>
<b>Higher Courses</b>	Choose maximum of 2 from: English <input type="radio"/> Biology <input type="radio"/> Business <input type="radio"/> Maths <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Accounts <input type="radio"/> Art and Design <input type="radio"/> Chemistry <input type="radio"/> Computing <input type="radio"/> French <input type="radio"/> History <input type="radio"/> Music <input type="radio"/> Physics <input type="radio"/>	Administration <input type="radio"/> Biology <input type="radio"/> Business <input type="radio"/> Computing <input type="radio"/> Environmental Science <input type="radio"/> Graphic Communication <input type="radio"/> Modern Studies <input type="radio"/> Music <input type="radio"/> Physics <input type="radio"/>	Art and Design <input type="radio"/> Chemistry <input type="radio"/> Design and Manufacture <input type="radio"/> Geography <input type="radio"/> History <input type="radio"/> Health & Food <input type="radio"/> Photography <input type="radio"/> Physics <input type="radio"/> Physical Education <input type="radio"/> Spanish <input type="radio"/>
<b>National 5</b>	English <input type="radio"/> Literacy/Scots Lanuage <input type="radio"/> Business <input type="radio"/> Hospitality <input type="radio"/>	Mathematics <input type="radio"/> Scottish Studies <input type="radio"/>	Accounts <input type="radio"/> Art and Design <input type="radio"/> Computing <input type="radio"/> French <input type="radio"/> Metalwork <input type="radio"/>	Administration <input type="radio"/> Business <input type="radio"/> Computing <input type="radio"/> Environmental Science <input type="radio"/> Graphic Communication <input type="radio"/> Leadership in Sport <input type="radio"/> Music <input type="radio"/>	Art and Design <input type="radio"/> Design and Manufacture <input type="radio"/> Health & Food <input type="radio"/> Physical Education <input type="radio"/> Spanish <input type="radio"/> Photography <input type="radio"/>
<b>National 4/ SQA Awards</b>	Hospitality <input type="radio"/>	Financial Education <input type="radio"/> Scottish Studies <input type="radio"/>	Art <input type="radio"/> Metalwork <input type="radio"/> PC Passport <input type="radio"/>	Administration <input type="radio"/> Leadership in Sport <input type="radio"/> Music <input type="radio"/>	Art <input type="radio"/> Design and Manufacture <input type="radio"/> Photography (NPA) <input type="radio"/>

Pupil Signort Signature: \_\_\_\_\_







# SECTION 6/7

## Assessment and Tracking



## ASSESSMENT AND TRACKING

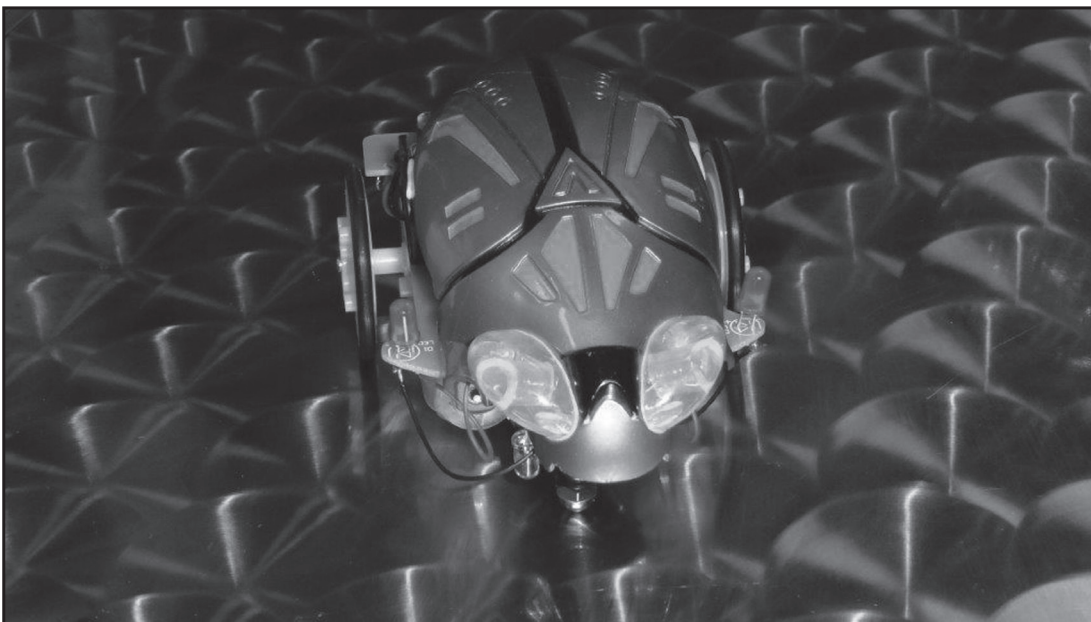
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In Strathaven Academy, we have taken a collegiate approach to developing effective tools for assessment and tracking through both the Broad General Education and the Senior Phase of the curriculum.

Each faculty within the school uses assessment to support effective teaching and learning, to plan next steps in pupils' learning, and to ensure that the planned progress of every pupil is based on sound evidence. Application of the principles of formative assessment means that pupils get feedback on their work enabling them to identify areas for improvement.

Rigorous whole school quality assurance procedures ensure that courses are covered at an appropriate pace and support the development of literacy, numeracy and health and wellbeing. A robust calendar of assessment and tracking is built into our courses enabling staff to provide extension and support to meet the needs of all our learners.

This has a positive impact on the achievements of our young people as well as preparing pupils for future examinations and the world of work.





We will provide parents with reports so that you can see what your child is doing and how they are progressing. In addition, there will be parents' meetings which offer you the opportunity to discuss your child's progress. You may contact the school at any time if you wish further information. The school will offer you an appointment time so that you can visit in person to discuss your child's education.

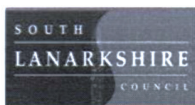
Our 'pupil reports' will help you to get to know more about the curriculum which each child follows and will describe their strengths, achievements and areas for development so you know what encouragement and support you can give.

We welcome any comments or additional information from parents to help us provide the best possible education for your child.

**S1 Interim – November**  
**S2**  
**S3 Interim – December**  
**S4**  
**S5/6 Interim – November**

**Final – May**  
**Final – February**  
**Final – May**  
**Final – January**  
**Final – March**





**Strathaven Academy**  
 Tel: 01357 524040  
 Email: office@strathaven.s-lanark.sch.uk



**S1**

**Exemplar**

**Attendance: Possible 100**

**Actual: 100**

**Occasions late: 0**

Subject	Teacher	Effort	Behaviour	Homework	Recommended Level
English		Always works conscientiously	Usually behaves well	Always makes a good attempt	-
French		Usually works conscientiously	Always behaves well	Usually makes a good attempt	-
Mathematics		Always works conscientiously	Always behaves well	Always makes a good attempt	-
Geography		Usually works conscientiously	Always behaves well	Always makes a good attempt	-
History		Usually works conscientiously	Always behaves well	Always makes a good attempt	-
Modern Studies		Usually works conscientiously	Always behaves well	Always makes a good attempt	-
PE CfE		Always works conscientiously	Always behaves well	Always makes a good attempt	-
Art & Design		Always works conscientiously	Always behaves well	Always makes a good attempt	-
Music		Always works conscientiously	Always behaves well	Always makes a good attempt	-
Science		Always works conscientiously	Always behaves well	Usually makes a good attempt	-
Business		Usually works conscientiously	Always behaves well	Always makes a good attempt	-
Home Economics		Always works conscientiously	Always behaves well	Always makes a good attempt	-
Information Systems		Always works conscientiously	Always behaves well	Always makes a good attempt	-
Technical		Always works conscientiously	Always behaves well	Always makes a good attempt	-





# SECTION 8

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Transfer/Enrolment





## TRANSFER/ENROLMENT/PLACING REQUESTS

Pupils normally transfer from primary to secondary school between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Arrangements are made by the school to transfer children to the associated secondary school as determined by their home address. Parents of P7 children will be informed of the transfer arrangements made for their child to attend secondary school.

We will also provide you with information at this time and hold events designed to let P7 children visit the secondary school and meet up with P7 children from other schools so that the transition period is as smooth as possible.

This includes a P7 challenge day and 2 full days visiting Strathaven Academy. Former pupils and Pupil Support staff visit each primary school to meet with pupils and teachers and there are two evening events; an information evening and open evening. All pupils and parents are invited to attend these. S1 pupils take the lead in organising the open evening providing a tour of the school and showcasing some of their work.

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you wish your child to go to another school then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a 'placing request', we are unable to reserve a place in your catchment school until the Council have made a decision on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

Pupils who make placing requests to Strathaven Academy are included in the 2 day visits and are invited to attend any of the evening events.

Please note that if an application for a 'placing request' is successful then school transport is not provided.

If you move outwith your catchment primary school a 'request to remain form' must be completed. If you move outwith your catchment primary, this may affect your right to transfer to the associated Secondary School. Please note the secondary school is determined by the pupil's permanent home address and chosen denomination. If you require further information, please contact Education Support Services on 01698 454102.

If you are offered, or are seeking a place for your child in the school you are welcome to contact the school office and arrange a visit.





# SECTION 9

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Equal Opportunities  
Pupil Support Structure  
Skills for Life and Work  
Additional Support for Learning





## EQUAL OPPORTUNITIES & SOCIAL JUSTICE (IMPACT ASSESSMENT)

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Throughout the school all subjects are equally available to boys and girls, and there is no distinction made between pupils in terms of gender, race, disability or social background. We aim to ensure that every pupil is treated as an individual regardless of all other considerations, and that the curricular materials used by pupils are free of any bias or discrimination.

Pupil support staff will be able to offer information and advice to parents.

### **Reporting of Racist Incidents**

Schools take seriously any reports of racist incidents. As part of the school's approach to promoting positive discipline, a record of all racist incidents is maintained and each incident fully investigated.

Schools are required to notify the local authority of any racist incident.

### **Equality and Diversity Impact Assessment**

Schools and education establishments have a legislative duty to undertake an assessment of equality and diversity. This is the process of systematically assessing and consulting on the effects that a policy, process or strategy is likely to have on different groups in the community who might experience disadvantage/barriers in accessing services. The process includes monitoring the actual effects of the policy once it is put into practice. Policies do not affect everyone in the same way. By assessing in the early stages, any adverse impact can be identified and minimised.

### **Getting it right for every child, (GIRFEC)**

Getting it right for every child, (GIRFEC) is a national policy and programme which is implemented in Lanarkshire. The Scottish Government introduced GIRFEC as a long term programme; it is relevant to each and every child in Scotland, and reaches across children's and adults' services in the public and voluntary sectors to ensure there is firm commitment and drive towards achieving better futures for all of our children and young people.

GIRFEC promotes key values in working with children and their families across all agencies and is based on core components which will help bring these values about.

The programme calls for all workers in health centres and hospitals, nurseries, schools and leisure centres, family centres, social work services and housing offices, and in the community to work together towards changes in culture, systems and practice that will help all children and young people to grow, develop and reach their full potential.

Getting it Right for Every Child (GIRFEC) was promoted and endorsed by the Scottish Government at the Children's Summit in 2010. There is a commitment to ensure that your child has the best possible start in life and to improve outcomes for children and



families based on a shared understanding of their wellbeing. Most children make their journey from birth to the world of work supported by family and the universal services of Health and Education. The Named Person in education helps to make sure that the child's wellbeing is developing. The school will let you know the named person for your child. This is likely to be the headteacher in a primary school and the pupil support teacher in a secondary. If you have any concerns you should speak to the Named Person who will work with you to address any issues and to ensure that your child gets any help needed at the right time.

More information can be found on:  
[www.girfecinlanarkshire.co.uk](http://www.girfecinlanarkshire.co.uk) and  
[www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

## **PUPIL SUPPORT STRUCTURE**

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In a large, modern comprehensive school such as Strathaven Academy, the pupil support system is very important. It is vital that a pupil's personal needs are not overlooked.

In order to meet these needs, the school has given considerable thought to the question of how pupil support should be organised to ensure that the needs of all pupils are catered for.

Pupils know that support exists and that advice is readily available from experienced and caring staff. At the time of enrolment, each pupil is allocated to one of 5 House Groups and a specially appointed Pupil Support teacher responsible for that House looks after the pastoral care of the pupil at every stage of his/her school career. As other members of the same family come to the school they join the same House Group, and in this way parents can establish a good working relationship with Pupil Support staff over a number of years.

Promoted Pupil Support staff work closely with all staff and in particular with register teachers. Wherever possible a register teacher is assigned to look after pupils from S1-S6 thus providing valuable continuity, as pupils see their register teacher daily.



## PUPIL SUPPORT STRUCTURE

**Mrs C Martis - Depute Head Teacher**

<b>AVONDALE</b>	<b>Ms J Kane</b>
<b>DUNGAVEL</b>	<b>Mrs J Paterson</b>
<b>KYPE</b>	<b>Mr J Dunn</b>
<b>LETHAME</b>	<b>Mr K Bruce</b>
<b>LOUDOUN</b>	<b>Miss A Johnston</b>



Pupil Support provides an important link between home and school. The role of Pupil Support staff is to provide help and care for all pupils and to ensure that they make the best use of their educational opportunities. Although all teachers in school have a responsibility for the child’s welfare, it is the Pupil Support teacher who has an “all round” picture of an individual pupil’s progress.

The Personal and Social Education programme developed by Pupil Support involves developing appropriate skills and attitudes that will help young people to grow into stable, caring and well-balanced adults.

The Pupil Support teacher is closely involved in all aspects of a young person’s learning and development during his/her time in school. This will normally include matters relating to areas such as curriculum, health, attendance, careers and personal development. Pupil Support staff encourage parental involvement and seek to establish strong links between school and home.

On any occasion where there is a cause for concern, Pupil Support staff will contact parents by telephone or by letter.

Similarly, parents are urged to inform Pupil Support staff of any circumstances which may affect their child’s progress or behaviour in school.

When pupils come to make course elective choices, Pupil Support staff, in consultation with teaching staff, parents and Skills Development Scotland, will help them to make the choices which best suit their needs and ambitions using the wide range of resources and expertise available. The school has excellent links with the Careers Service and institutions of Further and Higher Education to ensure that pupils are made fully aware of the wide range of opportunities which exist. S2 choices will be made within the guidelines of CFE provision. S4/5 choices will be made from a wide range of National Qualification Courses.

## SCHOOL BASED COUNSELLOR

We have a part-time school counsellor Joyce MacLeod who works with individual pupils on a Thursday.

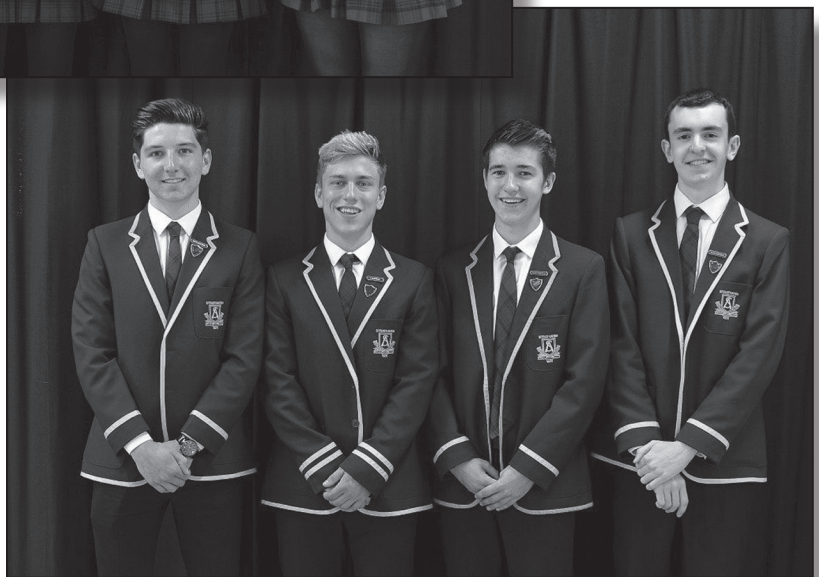


## CAREERS PROVISION

The provision of careers information and advice is an important part of the Pupil Support programme at all stages from lower to upper school and is co-ordinated by the Depute Head Teacher. An extensive Careers Education programme is a major component in Social Education for all year groups and is supported by the Careers Adviser from Skills Development Scotland.

There is an excellent Careers Library with up-to-date information covering a wide range of Careers. Much of this information can now be accessed using information technology resources.

In addition, pupils have access to a wide range of other experiences/resources to help them plan and set targets. These start in S1 but are most heavily concentrated in S4-S6, and include such events as Work Experience, Careers Consultancy Evening, Mock Interviews, C.Vs and visits to Higher Education Institutions, to name a few. Parents are invited to consult with the appropriate Pupil Support teacher on any aspect of Careers.





Strathaven Academy is also part of a South Lanarkshire initiative to enable some S3 & S4 pupils to experience vocational training. At present, a small group of S3 & S4 pupils attend college to learn about Care, Manufacturing, Construction and Hairdressing.

## **SKILLS DEVELOPMENT SCOTLAND**

Skills Development Scotland is Scotland's all-age guidance organisation for individuals and employers and offers the most comprehensive and independent advice on employment, enterprise and learning opportunities. Its role is to help and inspire Scots to maximise their career potential, support employers and improve the operation of the labour market. Scotland operates throughout Scotland and can be contacted through its website [www.sds.org.uk](http://www.sds.org.uk).

Skills Development Scotland produces an annual partnership agreement which details the Careers provision for the school year.

The Careers Adviser offers advice, guidance and information to pupils on future careers plans, ranging from employment and training to further and higher education. In order to do this, the Careers Adviser works closely with the school Pupil Support staff and is available to all pupils in the school but concentrates mainly on pupils in the S4-S6 year groups. Most of the work carried out in school by the Careers Adviser is via individual and group interviews. The Careers Adviser also operates regular drop in sessions at lunch time when any pupils can call in, without appointment, to discuss careers. For those pupils who intend to seek employment and/or training, vacancy details are displayed on the Careers noticeboard in school at key leaving times.

The School Careers Adviser this session is Mrs Kim Charnley who is available in school each Wednesday and can be contacted on 01357 524040.



### **INTERNET ACCESS**

The school policy allows controlled and monitored access to the Internet, and in this respect we ask that all parents and carers sign our Internet acceptable use agreement document. On receipt of this document the school will allocate to each pupil a user name and personal e-mail address. The user name will allow the pupil to access our ICT resources, and the e-mail address will be available to each pupil whilst he/she is attending Strathaven Academy.

## **SKILLS FOR LIFE AND WORK: ENTERPRISE**

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As part of our provision for young people preparing for adult life, the school has a comprehensive enterprise programme organised by members of staff and coordinated by a Depute Head Teacher. This programme operates throughout all year groups. In S1 and S2 pupils take part in enterprising activities and events, enjoying careers education, the "Rights Respecting School" awareness morning and an S2 "Sons and Daughters to Work" day. S3 pupils choose three short courses in the academic year which develop skills and knowledge relating to the world of work.

S4 pupils are encouraged to take part in a week of work experience as well as being invited to take part in mock interviews and a Careers Consultancy Evening.

Senior pupils are also invited to take advantage of mock interviews and business education programmes. Pupils can also elect to be involved in Young Enterprise, Speech Making and the Design and Innovation Awards.

There are many other enterprising ventures organised throughout the year. Many of these take place in curricular areas and involve visits to places of interest, challenges and projects that allow pupils to develop enterprising attitudes and skills.





## ADDITIONAL SUPPORT FOR LEARNING

Support for Learning is provided as part of the policy of assisting all pupils to achieve their full potential.

Extra assistance is given to pupils who are experiencing difficulties in making progress in their learning. All pupils differ in their speed of learning and find some subjects harder or easier than others.

Departmental subject staff are responsible for identifying the need for, and providing, appropriate support for learning for pupils in their charge.

In addition the school also has a specialist Support for Learning department which is currently staffed by a Principal Teacher Support for Learning, supplemented by the allocation of a part-time Specialist Support Services teacher and classroom assistants. A designated Depute Head Teacher has overall responsibility for Support for Learning throughout the school.

### THE WORK OF THE SUPPORT FOR LEARNING DEPARTMENT

Support for Learning is normally provided within the classroom situation by a Support for Learning specialist working as a co-operative teacher. As well as providing additional help to any pupils experiencing learning difficulties, this allows subject specialists to work with the Support for Learning teacher on the development and evaluation of materials and methods suitable for the whole range of pupils.

The Support for Learning teacher may withdraw a pupil from class for individual tuition in certain circumstances. These might include long-term support for a pupil who is experiencing difficulty with basic literacy and numeracy; intensive tuition for pupils with English as a second language; or short-term support for a pupil catching up after a prolonged absence.

An essential part of effective support for learning is the forging of links with all those who contribute to a pupil's progress at school - parents, subject and Pupil Support staff and primary schools. Pupil Support and Support for Learning staff have regular meetings and work closely together on a programme of primary/secondary liaison during the summer term. At that time too, the Support for Learning teacher works as a co-operative teacher in primary 7 classes to gain appropriate information to contribute to the smooth transfer of pupils from primary to secondary.

The Support for Learning specialists play an important role in identifying pupils who may be eligible for additional support in exams and keeping pupils and parents aware of these arrangements which are subject to approval by SQA.

Parents are encouraged to consult the Support for Learning department at any time during the year if they feel their son/daughter is experiencing difficulties with any aspect of his/her learning.



When appropriate, the Support for Learning teacher also liaises with Psychological Services and a range of Specialist Support Staff.

In the Support for Learning classroom there are a wide selection of books and e-books suitable for different reading abilities. The books are used in a Peer Group Tutoring Scheme (whereby S6 pupils under the direction of the Principal Teacher Support for Learning, provide support for S1 pupils in basic reading skills). Among many other supplementary resources, the Support for Learning Department also has a number of netbooks which pupils can borrow to assist with written work in class.

For pupils with a Co-ordinated Support Plan or Additional Support Plan, the Principal Teacher of Support for Learning or a member of the Pupil Support Team, along with a member of the Senior Management Team, has responsibility for ensuring that its recommendations are fulfilled.

South Lanarkshire Education Resources have information for parents and carers about Additional Support Needs and their policy on Inclusion and Equality. These are available through the school or on the South Lanarkshire Council website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk).

“Enquire” is the Scottish advice service for additional support for learning.

“Enquire” is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools and local authorities to ensure children get the right support.

“Enquire” offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)







# SECTION 10

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School Improvement  
Key Aims





## SCHOOL IMPROVEMENT

Over the last few sessions we have achieved successes in a number of ways:

- Implementation of new curriculum and qualifications;
- Review and improvement of S1-3 courses including opportunities for participation in electives and in learning across subject areas;
- Increasing the range of courses, progression and achievement opportunities in the upper school including electives and non-SQA courses as well as new Highers and Advanced Highers;
- Providing opportunities for teachers to share practice and reflect upon approaches to learning and teaching with a focus on assessment and moderation of pupil work and the provision of helpful feedback to pupils;
- Promoting literacy and numeracy as key skills for all pupils;
- Improving systems for identifying young people in need of support including the extension of our tracking systems to S3 and the development of our dyslexia policy;
- Improving the way we work together. We have created a structure that supports effective teamwork by promoted staff and which encourages the participation and leadership of all staff in the school. This approach has been extended to pupils and in particular those in S6;
- Improving our own knowledge, skill and expertise through effective staff development activities and the provision of leadership opportunities;
- Improving communication with parents and the wider world by establishing a team which has refreshed our website and newsletters;
- Increasing the range of ICT equipment in the school to support effective learning;
- Increasing our range of partner organisations to provide deeper learning experiences and support for young people;
- Improving the ways in which we seek the views of our young people in relation to the work we do;
- Developing and promoting physical activity and team sports.

As a result

- The proportion of our young people moving on to positive destinations from school has increased and is currently over 96% - exceptionally high;
- Attainment and achievement in SQA examinations has improved year on year since being judged 'excellent' by HMIE in 2009. The proportion of pupils achieving 1 or more Highers and the proportion achieving 3 or more Highers in S5 have risen sharply;
- Standards of Literacy and Numeracy are high and improving;
- Opportunities for achievement out with SQA examinations have increased;
- Pupil participation in the life and work of the school has improved;
- Our pupils have enjoyed outstanding success in a range of sports at local and national levels;
- Demand for places in Strathaven Academy remains high.

We continue to enjoy a positive working environment where relationships between staff, pupils, parents and partners are positive and where there is a sense of collective endeavour and pride in what we achieve. We acknowledge that there can be difficulties



and issues from time to time and we always seek to find a positive resolution in the best interests of our pupils. There is a definite sense of belonging within our school community. We remain firmly committed to our responsibilities as part of our local community and maintain strong relationships with a number of groups and organisations.

### **Next Steps**

As we continue on our journey, we are aware of the increasing pressures on young people and of the potential impact on their mental health – this is an area where we seek to improve both awareness and the supports in place for all young people as well as for those affected by mental health issues. We continue to improve and develop the curriculum, looking particularly at our partnerships with employers and training providers to enhance provision for young people not intending to enter Higher Education. We are seeking to help young people identify, develop, practise and apply a range of skills to improve their learning, enhance their employability and better prepare them for life beyond school. We also seek to improve the ways we assess and record pupil progress so that our assessment decisions and the resulting feedback are robust and consistent – as a result reports to parents should also become more meaningful. In order to take full advantage of the technology most readily available to our young people, we are implementing a policy that promotes responsible use of their own handheld devices.

We continue to reflect on our own work and seek ways to enhance our provision for all young people and to improve our own individual and collective capacity.





## **OUR KEY AIMS FOR THE NEXT 3 YEARS ARE TO:**

1. Promote and develop our ethos of success through collective endeavour in a supportive, caring environment.
2. Ensure that our curriculum in its widest sense continues to provide appropriate development opportunities and progression pathways that optimise provision, progression, achievement and attainment for all young people.
3. Ensure that pupils are actively involved in, and can take responsibility for, their own learning through: effective personal learning planning; their personal development and their own skills profile; the development and application of their skills - including literacy and numeracy - in contexts across the curriculum.
4. Ensure that our approaches to assessment are consistent, appropriate and rigorous, enabling pupils and teachers to make sound judgements about how much and how well pupils have learned, enabling clear feedback in relation to next steps to be made, including the need for support/intervention and curriculum development. Reports to parents will reflect the quality of assessment information generated.
5. Maintain a clear focus on 'doing the right things well', based on robust self-evaluation.
6. Actively develop our individual and collective capacity to deliver education of the highest quality.



# SECTION 11

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The School Day  
Information in Emergency  
School Holiday Dates  
School Transport  
Music Tuition  
School Meals  
Health and Medical Care  
Insurance For School Pupils' Personal Effects  
Child Protection Procedures  
Data Protection Act 1998  
Addresses





## THE SCHOOL DAY

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### Monday & Tuesday:

The school day is organised as follows:- 7 Periods, 50 minute lunch.

REGISTRATION	08.50 - 09.00
Period 1	09.00 - 09.50
Period 2	09.50 - 10.40
INTERVAL	10.40 - 10.55
Period 3	10.55 - 11.45
Period 4	11.45 - 12.35
Period 5	12.35 - 13.25
LUNCH	13.25 - 14.15
Period 6	14.15 - 15.05
Period 7	15.05 - 15.55

### Wednesday, Thursday & Friday:

The school day is organised as follows:- 6 Periods, 50 minute lunch.

REGISTRATION	08.50 - 09.00
Period 1	09.00 - 09.50
Period 2	09.50 - 10.40
INTERVAL	10.40 - 10.55
Period 3	10.55 - 11.45
Period 4	11.45 - 12.35
LUNCH	12.35 - 13.25
Period 5	13.25 - 14.15
Period 6	14.15 - 15.05

## INFORMATION IN EMERGENCIES

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We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know. We shall keep in touch by telephone, text, where appropriate, letters, web news and through local radio stations particularly if there are prolonged periods of severe weather. The Council's website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) will be used to let you know if the school is closed and when it will re-open.

It is important for parents/carers to let the school know of any change to your mobile/home telephone number and change of address.

If for any reason, you are unsure if the school is open, please contact the school or Education Resources, Operations Service, Almada Street, Hamilton. (Telephone 01698 454545) or email us at: [education@southlanarkshire.gov.uk](mailto:education@southlanarkshire.gov.uk) or visit the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)



## SCHOOL HOLIDAY DATES 2016 – 2017

<b>Break</b>	<b>Holiday dates</b>		
<b>First Term</b>	Teachers return	Thursday	11 August 2016
	Pupils return	Monday	15 August 2016
<b>September Weekend</b>	Close	Thursday	22 September 2016
	Re-open	Tuesday	27 September 2016
<b>October Break</b>	Close on	Friday	14 October 2016
	Re-open	Monday	24 October 2016
<b>In-service day</b>		Monday	21 November 2016
<b>Christmas</b>	Close at 2.30pm	Thursday	22 December 2016
<b>Second Term</b>	Re-open	Monday	9 January 2017
<b>February break</b>	Close on	Friday	10 February 2017
<b>In-service day</b>		Wednesday	15 February 2017
	Re-open	Thursday	16 February 2017
<b>Spring Break/Easter</b>	Close at 2.30pm	Friday	31 March 2017
	Re-open	Tuesday	18 April 2017
<b>Third Term</b>			
<b>May Day</b>	Closed	Monday	1 May 2017
<b>In-service day</b>		Thursday	4 May 2017
<b>Local Holiday</b>	Close on	Thursday	25 May 2017
	Re-open on	Tuesday	30 May 2017
<b>Summer break</b>	Close at 1.00pm	Tuesday	27 June 2017



## SCHOOL TRANSPORT

South Lanarkshire Council has a policy of providing school transport to Secondary pupils who live more than 3 miles by the recognised shortest walking route from their catchment school. Parents who consider they are eligible should obtain an application form from the school or Education Resources, Hamilton, telephone 01698 454102 or web [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk). These forms should be completed and returned before the end of March for those pupils starting the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year and will be considered by Education Resources.

A paid privilege transport scheme is operated for mainstream school contracts where a pupil is not entitled to free school transport. Privilege transport will only be granted providing there is spare capacity on an existing school contract and will be from and to designated pick up and drop off points. Privilege transport will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities. For more information on school transport contact Education Resources telephone 01698 454102.

Where school transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's distance limit for school transport.

It should be noted that it is the parent's responsibility to ensure their child behaves in a safe and acceptable manner while travelling in and alighting from the vehicle. Misbehaviour can result in your child losing the right to school transport.

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request. Where there is a request to place a child under school age in a school within the local catchment area they may receive transport in line with the Council's transport policy.

## MUSIC TUITION

Instrumental music lessons are offered to children in all secondary schools across South Lanarkshire through our Instrumental Music Service (IMS). Tuition is offered (based on capacity) on a variety of instruments, which can include a selection of the following: - brass, woodwind, strings, percussion, guitar and voice.

Participation in a programme of instrumental study can help children to develop as successful learners, confident individuals, responsible citizens and effective contributors.





Children who take instrumental music tuition are often offered opportunities to further develop their playing by participating in extra-curricular activities through bands, orchestras and other ensembles.

Parents/ Carers, who wish their child to receive instrumental tuition are required to make an annual contribution to the Instrumental Music Service, currently £180, based on a minimum of 30 lessons per academic year.

S4-6 Students undertaking any full S.Q.A Music award delivered through the Music Department are exempt from paying the annual contribution on one instrument of study provided through the IMS. Any additional instrument tuition requested through this service will require charges to be levied.

Further information on the Instrumental Music service can be requested from the school's Music Department or the Instrumental Music Service on 01698 454057/ 454159.

## SCHOOL MEALS

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Attractive, well-balanced meals and snacks are available from the school catering facility. These meals are provided in a free choice cafeteria style dining area. Payment is made, as in any self-service cafeteria, according to the unrestricted choice. Special diets are catered for, if a diet sheet is provided by the pupil. A pre-ordering lunch service is available.

Children of parents who receive the following benefits are entitled to a free lunchtime meal for their child

- Income Support, Income-based Job Seeker's Allowance, Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your income does not exceed £6,420 gross per annum as assessed by the HM Revenues & Customs) , Child Tax Credit only (where your income does not exceed £16,010 gross per annum as assessed by the HM Revenues & Customs).

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place so that children who receive free meals are not singled out and we encourage all children to remain in school at lunch time.

Healthy eating is something that the school supports and a range of meals are available at lunchtimes.



### Education Maintenance Allowance

Forms are available from South Lanarkshire Council website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

Information and application forms for free school meals may be obtained from the South Lanarkshire Council website: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk), the school, Q and A Offices, Audit and Development 01698 453504/453505/453213 or by contacting Education Resources, Council Offices, Almada Street, Hamilton, Tel 01698 454545.

## HEALTH AND MEDICAL CARE

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The school has a policy of increasing our pupils' Personal, Social and Health awareness on a variety of health issues. This is achieved mainly through our PSHE programme and through the work of a Health Committee co-ordinated by a Depute Head Teacher.

In terms of medical care we have a number of staff who are trained in first aid but we are only able to administer emergency first aid of a limited nature. In situations other than the most minor injuries or illness the school's policy is to return pupils into the care of their parents or emergency contacts as soon as possible. It is important, therefore, for parents to keep the school provided with up-to-date details of home and work telephone numbers together with details of another emergency contact number. It is also important that a child should not be sent to school if he/she is obviously ill or in need of medical attention.

When a child has a medical history of ill-health or requires regular medication, it is in his/her best interest to communicate this information, in confidence, to the Head Teacher through the child's Pupil Support Teacher.

It is extremely important that you keep the school office informed of any changes of address and/or telephone number and of any alteration regarding your emergency contact, to enable the school to make arrangements should your child need to be taken home.





## INSURANCE FOR SCHOOL PUPILS' PERSONAL EFFECTS .....

South Lanarkshire Council is concerned at the level of claims being received for loss or damage to pupils' clothing or personal effects. Parents are asked to note the Council's position in terms of insurance for pupils' personal effects :

(i) Theft/loss of personal effects

The Council is not liable for the loss or theft of pupils' clothing or personal effects and any items are therefore brought into the school at the pupil/parents' own risk.

Parents can assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Teachers and other staff have been advised not to accept custody of any such items.

The same principle applies to musical instruments and other equipment used for activities within the school, which belong to the pupil, but are brought into the school. Parents should be aware that if such equipment is left in school, it is done at the pupil/parents' own risk.

In the case of valuable items such as musical instruments, parents should ensure that these items are covered by their own household insurance.

(ii) Damage to clothing

The Council is only liable for damage caused to pupils' clothing where the damage has resulted from the negligence of the Council or one of its employees. Claims arising otherwise will not be accepted by the Council's insurers.



## CHILD PROTECTION PROCEDURES

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All staff in educational establishments in South Lanarkshire Council are required to attend training annually and follow the advice and guidance contained within the Education Operating Procedures.

The shared vision for Lanarkshire's children is: "all children and young people in Lanarkshire have the right to be cared for and protected from abuse and harm in a safe environment in which their rights are respected." All agencies will work together in a collaborative way to promote the safety and wellbeing of children and young people in Lanarkshire.

The Chief Officers and Child Protection Committees of North and South Lanarkshire Councils are the driving force for ensuring that agencies individually and collectively work to protect children and young people as effectively as possible.

The Council has a duty in law to report suspicions that a child has been abused or is at risk of harm, in terms of the Children (Scotland) Act 1995. Therefore, Council staff have a professional and contractual obligation to report concerns to the head of establishment or the child protection coordinator immediately.

Education Resources staff and visitors from other agencies and services are required to follow these Child Protection Procedures to protect and support children and to fulfil their professional obligations to report all allegations or suspicions of child abuse.

For more information, or if you have a concern of a child protection nature, please contact Mr Nicolson, Head Teacher, or Ms Leggate, Depute Head Teacher.

The Council has produced an information leaflet - 'stay safe' for parents/carers on how to help ensure their child is safe when using the internet and mobile devices. Copies are available from the school or the web: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)





## DATA PROTECTION ACT 1998

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### Data Protection Act 1998

Information on pupils, parents and guardians is held by the school to enable the teaching, registration and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the Data Protection Act 1998 with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its schools. For more information please contact the school.





## ADDRESSES

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Mr Jim Gilhooly  
Executive Director  
Education Resources  
South Lanarkshire Council  
Almada Street  
HAMILTON  
ML3 0AE

Mr T McDaid  
Head of Education  
East Kilbride and Strathaven  
Education Resources  
South Lanarkshire Council  
Almada Street  
HAMILTON  
ML3 0AE

Elected Members:  
Cllr Graeme Campbell  
Cllr Margaret Cooper  
Cllr Isobel Dorman  
Cllr Bill Holman

Education Resources Helpline  
Tel: 01698 454545

Education Authority  
[Education@southlanarkshire.gov.uk](mailto:Education@southlanarkshire.gov.uk)

Careers Office

WINDMILL ROAD  
HAMILTON  
ML3 6LX  
TEL: 01698 337475

