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December 2014

Dear Parent

Each year our schools make available a copy of the handbook which outlines the current policies and practices of the council and of the school. Renfrewshire Council is committed to becoming a high performing public sector organisation and we will work to make Renfrewshire a fairer, more inclusive place where all our people, communities and businesses thrive.

To create a better future, Renfrewshire Council will focus on achieving the following outcomes:

- Increased, sustainable investment in our economy;
- Improved health, wellbeing and life chances for children and families;
- Improved support to vulnerable adults;
- Reduction in the causes and impact of poverty; and
- A safer and strong Renfrewshire.

It gives me great pleasure, as the director of education and leisure services, to commend the school handbook to you as a source of helpful information not only on day to day matters of school procedures, but as an interesting insight into the school itself.

Yours sincerely

A handwritten signature in black ink, appearing to read "R Naylor", written in a cursive style.

Robert Naylor
Director of Education and Leisure Services

Welcome from the head teacher

Dear Parent/Carer

On behalf of my staff I would like to say how pleased we are to have your child enrolling in St. Andrew's Academy.

All of us anticipate a happy association with you and your son/daughter and we will do everything possible to ensure that his/her days with us are both meaningful and pleasant.

The main purpose of this handbook is to give you an idea of what life in St. Andrew's Academy is like. It provides a clear statement of our philosophy, our aims and how we achieve them. I would stress that our success in attaining the aims of the school has been brought about by the efforts of the staff, parents and pupils working together in harmony. I know that we can rely on your support in the continuing development of the school as a caring community.



All of us at St. Andrew's Academy are keen to maintain close links with parents and you will be made most welcome in the school on any occasion when you wish to discuss the education of your child. I am certain that you will find this handbook interesting and informative and if there are any points on which you require further information please do not hesitate to contact me.

Finally, I believe that you will find that St. Andrew's Academy is a happy, friendly school with a fine record of faith development, scholastic achievement and involvement in the community. We look forward to having your child with us next session.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Kevin Henry', written in a cursive style.

Kevin Henry

Headteacher

SCOTTISH CATHOLIC EDUCATION SERVICE



A charter for Catholic schools in Scotland

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

School aims

Vision statement

Within the context of Renfrewshire Council's Statement of Goals, Values and Key Priorities, we have established this Vision Statement for our school community:

"As a Catholic School, Saint Andrew's Academy seeks to create a community of Faith and Learning, by providing excellence in education and promoting the values of the gospel in our formation of young people, in order to develop their full capacities for the common good."

Aims:

To fulfil our Vision Statement at Saint Andrew's Academy we will focus on the following aims:

- to encourage the whole school community to be live as witnesses to Christ through activities and experiences designed to develop a caring attitude which shows concern and respect for all Individuals;
- to promote education as an active partnership through effective home, school, parish and community links;
- to provide for our pupils an appropriate curriculum and a range of experiences in teaching moral values and the faith tradition and sacramental life of the Catholic Church, and the life skills necessary for personal growth and fulfilment;
- to engender an ethos of expectation, aspiration and achievement which recognises and praises success at every level;
- to evaluate constantly our performance as in improving school by developing our staff and pupils in order to achieve the highest possible standards;
- to create a safe, modern and well-resources environment conducive to a happy community of learning which enables the pupils to contribute effectively in all aspects of their lives in the 21st Century.

By working towards these aims we will develop in our young people the four capacities as set out in A Curriculum for Excellence. Thus our young people will become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Service Pledges

Standards and expectations

We will:

- offer all children and young people a free school place;
- provide school premises which meet health and safety standards;
- provide information on your child's progress;
- provide religious and moral education for your child;
- give support to parent involvement in schools;
- provide information on school activities;
- provide 27.5 hours of class contact time for pupils in each normal school week; and
- help pupils prepare for vocational, further and higher education.

Pupils will have opportunities for:

- personal and social development;
- music, cultural activities and creativity;
- access to healthier lifestyles and sports activities; and
- community involvement.

You can also expect:

- a formal written report on your child's progress;
- an annual report on progress within the school improvement plan;
- an opportunity to have a formal meeting with your child's class teacher or teachers;
- us to meet your child's needs; and
- regular reports on the quality of the school.

How can you help?

By law, you must make sure your child receives education.

As a parent, you can help your child by:

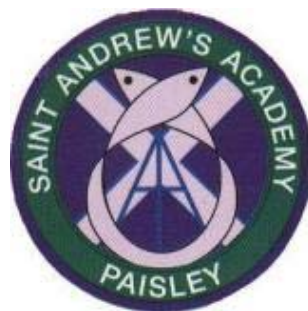
- making sure your child goes to school regularly;
- encouraging and supporting your child with any homework given;
- showing that you are interested in how your child is getting on at school;
- encouraging your child to respect the school and the whole school community; and

- being involved in the school.

Throughout this handbook the term 'parent' has the meaning attributed to it in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.



Dux Medal Winner – Awards 2014



About our school

School staff

Head Teacher and Depute Head Teachers



Kevin Henry, Headteacher



Jim Cairns, DHT



John Halloran, Act. DHT



Pat McFadden, Act. DHT



Anna Louise Brennan, Act. DHT



Colette Fraser, Act. DHT

The Senior Management Team in St. Andrew's Academy consists of

| | |
|---------------------------|-----------------------|
| Headteacher | Mr K Henry |
| Depute Headteacher | Mr J Cairns (Tue/Wed) |
| ActingDepute Headteacher | Mr J Halloran |
| Acting Depute Headteacher | Mr P McFadden |
| Acting Depute Headteacher | Ms A L Brennan |
| Acting Depute Headteacher | Mrs C Fraser |
| Education Support Manager | Miss L Bain |

The major responsibilities of the Headteacher are:

- to establish the aims of the school
- to direct staff and pupils towards achievement of these aims
- to formulate whole school policies on all major issues
to further the development and welfare of pupils and staff
- to hold himself accountable to the Director of Education and Leisure Services for all matters relating to the efficient management of the school
- to be the official school correspondent

Certain aspects of these duties are delegated to the Depute Headteacher whose main duties are:

- to deputise for the Head Teacher in his absence
- to oversee the day to day running of the school
- to make provision for the school timetable
- to implement agreed whole school policies
- to be responsible for Staff Development and in particular Probationer/Student teachers.

Guidance Staff

The organisation of the Guidance Staff will be:



HOUSE 1

St Mirin

Mrs K Holgan



HOUSE 2

St Margaret

Mrs F Millar



HOUSE 3

St James

Mrs L McCluskey



HOUSE 4

St Columba

Mrs P Buchanan



HOUSE 5

Our Lady

Mr J Tulley

All of these teachers, of course, are also teachers in their own subject discipline. This provision of Guidance Staff in no way diminishes the potential responsibility of the class teacher but rather gives it specialised support.

Each class has its own tutor and Religious Education teacher and all members of staff are asked to take a personal interest in their pupils. It is by the efforts of all members of staff taking an active interest in the all round development of the pupils that we make Saint Andrew's Academy a caring as well as a learning establishment.

Teachers

| | | |
|-----------------------------|------------------|----------------------------|
| Art | Mr F Daly | PT |
| | Ms A L Brennan | Acting DHT |
| | Ms S Jamieson | |
| | Mr G Weir | |
| | Ms K McClelland | |
| | Miss G Woods | NQT |
| English & Literacy | Mr J Halloran | Acting DHT |
| | Mrs A Caira | Acting PT |
| | Mr J Tulley | PT(Guidance) |
| | Mrs P Buchanan | Acting PT (Guidance) |
| | Mrs S Begg | J/S |
| | Mrs M Sellar | J/S |
| | Mrs J Sloan | Mon - Wed |
| | Miss K Kelly | |
| | Mrs L Carson | |
| | Mr D Allison | |
| | Ms C Cozens | |
| | Miss K Anderson | NQT |
| | | |
| ICT & Business Education | Mr P McFadden | Acting DHT |
| | Mrs L Melrose | Acting Head of Faculty J/S |
| | Mr D D' Annunzio | Acting Head of Faculty J/S |
| | Mrs C Tempini | |
| | Mrs S Little | |
| | Miss H Dowds | |
| | Miss L McCurley | |
| | Mrs A McVey | Mon - Wed |
| | Miss G Robertson | NQT |
| Maths & Numeracy | Mr C Ferguson | Acting PT |
| | Mrs C Fraser | Acting DHT |
| | Mrs K Holgan | Acting PT (Guidance) |
| | Mr J Welsh | |
| | Mrs J Clark | |
| | Mr G Whyte | |
| | Miss A Fry | |
| | Mrs V Abdallah | J/S |
| | Miss K Lagan | J/S |
| | Mr G McEwan | |
| | Miss M Reilly | NQT |

| | | |
|---|---|---|
| Modern Languages | Miss M Doran Ms L McCluskey Mrs I Nimmo Mrs A Hickey Mr R Burns | PT PT(Guidance) NQT |
| Music | Mrs M Scott Mrs Y Lunan Miss A Allan Miss N Boyle Miss T Holbrook | PT NQT |
| Physical Education, Health & Wellbeing | Mr M McLean Mrs H Khambay Miss G Duffy Mr M Lipton Mr M Fulton Miss L Dalgleish | Acting Head of Faculty NQT |
| Religious Education | Mr S McFadden Mr D Clarke Vacancy Mr M Crammond Miss M Foong | PT J/S J/S |
| Science | Mr D Boyce Miss J Clunie Mrs E Seymour Mrs C Ellingham Mrs J Crawford Mr G Forbes Mrs C McPhee Mrs A Caldwell Miss H Galbraith Mrs A McLean Mrs W MacDonald Mrs C Carmichael Mrs K Blackwood Mrs J Smith Mr S Turnbull Vacancy | Head of Faculty Biology Biology Biology Biology J/S Biology J/S Chemistry Chemistry Chemistry Chemistry J/S Chemistry J/S Physics Physics J/S Physics J/S Physics (Tue/Thur) Physics |

| | | |
|--|-----------------|--------------------------|
| Social Subjects | Mrs C Purcell | Head of Faculty |
| | Mr J Cairns | DHT |
| | Mrs F Millar | Acting PT (Guidance) |
| | Mrs N Corden | History |
| | Miss R Galletly | Geography |
| | Mrs D Morrison | Geography |
| | Miss M McNulty | Modern Studies/Sociology |
| | Miss E Harvey | NQT – History |
| | Mr G Currie | NQT – History |
| | Mr S Burrows | NQT - Geography |
| Support for Learning | Mr J Mullen | Acting PT |
| | Mrs J Conn | |
| | Mrs E McGarvey | |
| Technical, Home Economics & Enterprise | Miss A McNellis | Head of Faculty |
| | Mrs J Craddock | Home Economics |
| | Mr J Carty | Technical |
| | Mr S Purcell | Technical |
| | Mr G Cunningham | Technical |
| | Mr B Millar | Technical |
| | Vacancy | Technical |
| | Mr R McCallum | NQT – Technical |
| | Mr M Seenan | NQT – Technical |



Caritas – June 2014

Other staff in the school

| | | |
|---------------------------------------|--|---|
| ELS | Miss L Bain | Education Support Manager |
| Business Support | Mr M Ruddy Mrs S Brown Mrs E Grimes Mrs K McGeough Mrs A M Elliott Mrs A McCormick Mrs G Rowan Mrs M Christie Miss S Bauld | Service Delivery Officer Team Leader Admin. Assistant Clerical Assistant Clerical Assistant Clerical Assistant Clerical Assistant Clerical Assistant J/S Clerical Assistant J/S |
| Classroom Assistant | Mrs L Hassan Mrs J Collins Mrs V Larkin Mrs S McNeil | Whole School |
| Additional Support Needs Assistant | Mrs A O'Donnell Mrs M Grahames Mrs J McCallum Mrs A Deveney Mrs K McLaughlin Mrs G Law | |
| Network Support | Ms J Thomas Ms A Conway Vacancy | |
| Home Link | Mrs E Irvine Mr R Cameron Ms T Rossi | Tue – Thur Mon – Wed |
| Educational Psychologist | Ms V Yih | |
| Librarian | Mrs F Butcher Miss C Hemsworth | Alternate Mon / Tue Alternate Mon / Wed |

Senior ICT Technician Mr D Falconer

| | | |
|-------------|--|--------|
| Technicians | Mrs A Wheelan Mr R Williamson Mr C Wallace | Senior |
|-------------|--|--------|

Catering Assistant Mrs A McKim

Music Instructors

Mr M Howie
Ms J Barron
Mr J McGhee
Mr C McGribbon
Ms J Wylie

| | | |
|------------|---|--------|
| Janitorial | Mr P McNally Ms C Prentice Mr C Hammond | Senior |
|------------|---|--------|

Chaplaincy Father Stephen Baillie



Trip to Lourdes

School information

School contact details

- phone number: 0141 887 5201
- email address: standrewsacademyenquiries@renfrewshire.gov.uk
- website address: www.st-andrews.renfrewshire.sch.uk
- write to or visit us at: Barrhead Road, Paisley, PA2 7LG

St. Andrew's Academy is a Six Year Roman Catholic co-educational comprehensive school formed in 1990 following the re-organisation of secondary education in Paisley. The school is located at the junction of Hawkhead Road and Barrhead Road. In August 2001 the school roll grew considerably as a result of the decision of Renfrewshire Council to close Saint Mirin's High School and transfer the pupils to Saint Andrews.

In August 2006 the school moved to a brand new "State of the Art" building on the same site. The new building incorporates all of the latest features of modern architecture and design. Accessibility was a top priority of the design specification and there are three lifts and many accessible toilets. There are ample classrooms and science laboratories, information technology rooms and vocational rooms. Physical Education facilities include a modern fitness gym and a floodlit synthetic surface sports field. The social space for pupils is of the "open street plan" type and incorporates a kitchen/servery with other outlets for snacks. This area also has a stage which is used for assemblies, religious services and school productions.

A wide range of courses is offered in the school including those leading to presentation in the Scottish Qualifications Authority (SQA) Examinations at National 3, 4 and 5, Higher Grade and Advanced Higher.

The School Curriculum is regularly reviewed and adapted to incorporate the many developments being introduced into every area of Scottish Secondary Education.

The School's extra curricular provision is extensive and has an excellent reputation, especially in Music, Sports, Enterprise and Charity Work.

Parent Council contact details

To contact a member of the Parent Council, please send an e-mail to:

gw14standrewspc@glow.sch.uk

School roll

The school roll sits at 1333 and is made up of :

| | | |
|----------|----------|----------|
| S1 – 222 | S2 – 260 | S3 – 246 |
| S4 – 220 | S5 – 200 | S6 – 185 |

Parental involvement

[Parents can be involved](#) in their child's learning by:

- supporting learning at home;
- developing strong partnerships between home and school; and
- engaging with the school, especially with Curriculum for Excellence



Food Bank Rush 2014

Information, support and advice

The Guidance System

Over the years, as society has grown more complex, it has become increasingly the responsibility of the school to cater for the personal and social needs of pupils as well as for their academic needs. To fulfil this responsibility, schools have had to re-appraise their role, reshape their structures and organisations and to re-assess their aims and objectives to meet the changing demands of society and pupils alike. Guidance has been at the heart of these changes for, above all else, Guidance is concerned with the all round development of every pupil. There are three main aspects of the system:

Curricular

This involves monitoring the work of each pupil as he/she progresses through the school. It requires constant contact with subject teachers to ensure that each pupil reaches his/her full potential.

Personal

It is important that each pupil receives additional support to that of the home in developing into a mature well-balanced adult. The part played by the school begins with visits to the primary schools and continues throughout every stage of secondary school. The Guidance Teacher tries to influence the behaviour, attitudes and personal interests of each pupil in a positive and supportive manner.

Vocational

The Guidance Teacher is usually the first person a pupil turns to when asking about careers and the appropriate advice may be given by individual interview or as part of the Social Education programme. The expertise of the Careers Advisers, College and University Liaison Officers and Industrial and Commercial personnel is utilised. It can be seen that guidance is an integral part of the whole school structure and is designed to extend and enrich the educational experiences and opportunities available to every child.

The Guidance Staff in St. Andrew's Academy consists of the Depute Headteacher, and five Principal Teachers of Guidance.

A letter from the school chaplain

The main reason for the existence of St Andrew's Academy is to provide a Catholic background to the general work of education. This is achieved for the most part by provision of a structured programme of religious education. Catholic teaching is also emphasised and reinforced throughout the curriculum especially in subjects such as Biology, Health and Social Education.

In St Andrew's Academy provision is made in the curriculum for two periods of Religious/Moral Education each week. While the syllabus is mainly in the hands of the teachers we have been invited to visit the school regularly to take an active role in what is being done. On occasions such as Holydays of Obligation the whole school attends Mass in the school theatre. There are also Masses in the school usually for class groups. During Lent, the pupils may attend daily Mass on a voluntary basis. There is ample opportunity for the Sacrament of Reconciliation. Masses in the school are arranged to achieve the maximum participation of the pupils and, as far as possible, the theme of the Mass relates to their religious education programme. In this way it is hoped that your children will come to appreciate the Mass and the Sacraments as an essential part of their everyday lives.

The Religious Education provision has been enhanced by the introduction of a new syllabus and the appointment of a Principal Teacher of Religious Education. In addition, a school committee is devising a Sex Education course in accordance with a framework for Sex Education provided by the Catholic Education Commission and this course is incorporated into the Religious Education programme in St Andrew's Academy.

We have had many opportunities to discuss the programme with members of staff and to take part in its implementation. In addition, time is made available when we may talk informally to pupils and give support and guidance where necessary. Moreover, the School Oratory provides a centre for the spiritual life of the school. The Oratory also offers pupils and staff a holy place of prayer and meditation throughout the school day.

St Andrew's Academy is blessed with staff who give religion a very high priority in their education programme. All of us are very aware of the daunting task you have in raising your children as committed practising Catholics. We see it as our role to give you every possible support and we are certain that with your cooperation we will succeed in achieving this aim.

With every blessing

Father Stephen Baillie

School Chaplain

Religious education and observance

By choosing to send your child to a Catholic school, you can be assured that Christ and his message for man will be the basis on which all moral and religious education rests.

The Catholic Education which your child will receive at St Andrew's Academy will serve to complement and reinforce the efforts made at home by all Catholic parents. In this way, our pupils are jointly encouraged at home and school to develop into adult Christians.

Your child has been baptised into a community of believers; has been nourished in the home community; and has worshipped with a community at Mass. You are being offered now the support of another Christian community, namely, the staff, pupils and chaplains who make up this Catholic secondary school. Our aim is to support the home, and impart a knowledge and understanding of the faith which will grow apace with the intellectual development of your child. Therefore, your good example in the home is indeed the prerequisite without which the school cannot achieve its aims.

What does the school in conjunction with the school chaplains provide for religious education of the pupils?

It is inappropriate to consider religious education as only happening at certain set periods in the school day. In fact, it is a pervading influence which is seen to permeate the life and conduct of the school. The allocation of school time to RE lessons is two periods per week.

We have a Principal Teacher who organises RE within the school and we are able to give each class its own Catholic teacher for RE. All are holders of certificates of fitness to take part in religious education.

The core RE provision in First and Second Years is based on the National syllabus as approved by the Scottish Catholic Bishops. The school's RE programme is based on its own materials covering the essential areas of content identified in the National syllabus. The curricular materials are tailored to suit the needs of the individual pupils.

In Fifth Year, Religious Education involves the study of issues of belief which are central to the Catholic faith. The students are encouraged to consider and discuss these issues to develop an increased understanding of our faith. In addition, a series of outside speakers talk to the pupils about important areas of Catholic doctrine.

In Sixth Year, the pupils study a series of topics appropriate to the needs of young people on the verge of adult life.

All pupils from First to Sixth Year also study a school based, church approved programme of sexual and moral education: "Called To Love".

The following religious provision is offered within the school:

1. Daily prayer for class groups, with lunchtime mass on a Thursday.
2. Mass for all pupils in the social space on Holy days of Obligation.
3. Mass for each individual class once per session.
4. Penitential Services during Advent and Lent.
5. Liturgical Services built into the RE programme.
6. Prayer as part of assemblies.
7. Eucharistic services on Mondays, Wednesdays and Fridays.

Outwith the classroom there are other activities which bring the pupil to a greater awareness of Christ in his/her life:

- Lunchtime prayer meetings
- Religious Drama group
- Pro-Life Cell
- Retreats
- Fund Raising for identified charities

Under the terms of the Education Act a parent has the right to withdraw his/her child from Religious Education classes. Any parent wishing to exercise this right of withdrawal should contact the Head Teacher in writing. It is, however, expected that parents who have chosen to send their child to a Catholic school will wish him/her to participate in the religious life of the school as this plays a major part in the overall character formation of the child.



St. Andrew's Day Mass

School day

The school day is divided into 6 or 7 periods of 50 minutes duration and a different subject is studied in each period.

An electronic registration is taken every period. Year group assemblies take place on a regular basis. These assemblies are led by the Depute Headteacher or by Guidance staff.

The pattern of school days is as follows:

Monday / Tuesday / Thursday

Wednesday / Friday

| | | | |
|---------------|----------|---------------|----------|
| 8.50 - 9.40 | Period 1 | 8.50 – 9.40 | Period 1 |
| 9.40 – 10.30 | Period 2 | 9.40 – 10.30 | Period 2 |
| 10.30 – 10.45 | INTERVAL | 10.30 – 10.45 | INTERVAL |
| 10.45 – 11.35 | Period 3 | 10.45 – 11.35 | Period 3 |
| 11.35 – 12.25 | Period 4 | 11.35 – 12.25 | Period 4 |
| 12.25 – 1.15 | Period 5 | | |
| 1.15 – 2.00 | LUNCH | 12.25 – 1.10 | LUNCH |
| 2.00 – 2.50 | Period 6 | 1.10 – 2.00 | Period 5 |
| 2.50 – 3.40 | Period 7 | 2.00 – 2.50 | Period 6 |

On the first day of the session pupils are issued with a timetable showing which classes should be attended on each period of the week.



Young Achievers

School holidays in 2015-2016 school session

| Renfrewshire Council | | | | |
|---|-------------------------------|---------------------|-------------------------------|--------------------------------|
| Proposed School Holiday Arrangements | | | | 1 Day St Andrews Day |
| Session 2015/2016 | | | | Finish 22 December 2015 |
| Option D | | | | 2 Day February Break |
| | | | | Finish 28 June 2016 |
| | | | | Inservice days before holidays |
| Term | Break | Dates of Attendance | | Working Days Teachers |
| First | | In-Service Day | Tuesday 11 August 2015 (IS) | |
| | | In-Service Day | Wednesday 12 August 2015 (IS) | |
| | | Schools Re-Open | Thursday 13 August 2015 | |
| | Local Holiday/Closed | Schools Closed | Friday 25 September 2015 | |
| | | Schools Re-Open | Tuesday 29 September 2015 | |
| | Mid Term | In-Service Day | Friday 9 October 2015 (IS) | |
| | | Schools Closed | Monday 12 October 2015 | |
| | | Schools Re-Open | Monday 19 October 2015 | |
| | St Andrew's Day | Schools Closed | Monday 30 November 2015 | |
| | | Schools Re-open | Tuesday 1 December 2015 | |
| | Christmas | Last day of term | Tuesday 22 December 2015 | |
| | | First Day of Break | Wednesday 23 December 2015 | 86 |
| Second | | Schools Re-Open | Thursday 7 January 2016 | |
| | Mid-Term | In-Service Day | Friday 12 February 2016 (IS) | |
| | | Schools Closed | Monday 15 February 2016 | |
| | | Schools Re-Open | Wednesday 17 February 2016 | |
| | Good Friday/ Easter Monday | Schools Closed | Friday 25 March 2016 | |
| | | Schools Re-Open | Tuesday 29 March 2016 | |
| | Spring | Schools Closed | Monday 4 April 2016 | |
| | | Schools Re-Open | Monday 18 April 2016 | 68 |
| Third | May Day | Schools Closed | Monday 2 May 2016 | |
| | | Schools Re-Open | Tuesday 3 May 2016 | |
| | Local Holiday/Closed | In-Service Day | Thursday 26 May 2016 (IS) | |
| | | Schools Closed | Friday 27 May 2016 | |
| | | Schools Closed | Monday 30 May 2016 | |
| | | Schools Re-Open | Tuesday 31 May 2016 | |
| | | Last day of session | Tuesday 28 June 2016 | 41 |
| Teachers Return - 11th August 2016 | | | | 195 |
| (IS) - In-Service Day | | | | |
| In-Service Days (Only Staff Attend on these days - No Pupils) | | | | |
| | 11/08/2015 | | | |
| | 12/08/2015 | | | |
| | 09/10/2015 | | | |
| | 12/02/2016 | | | |
| | 26/05/2016 | | | |

School dress

Renfrewshire Council encourages each school to adopt a dress code after discussion with parents, pupils and the parent council. The council supports an agreed dress code because of the benefits it brings, including improvements in safety, security, discipline, ethos, community spirit and a decrease in bullying and expense for parents.

Some types of clothing will not be allowed in school for reasons of safety, decency or indiscipline. Types of clothing which will not be allowed include:

- clothes which are a health or safety risk;
- clothes which may damage the school building;
- clothes which may provoke other pupils;
- clothes which are offensive or indecent; and
- clothes which encourage the use of alcohol or tobacco.

Pupils will not be deprived of education, any benefit or access to examinations because of not wearing school uniform.

In the interests of health and safety, of both individual and others present, all jewellery, including body jewellery, must be removed before taking part in physical education lessons or physical activities.

Grants for footwear and clothing for children are available to parents receiving:

- income support;
- income based job seeker's allowance;
- pension credit;
- housing benefit;
- council tax benefit; or
- depending on annual income, child tax credit or working tax credit.

Information and application forms for free school meals are available from schools, registration offices and customer service centres or download a form from the council's website: www.renfrewshire.gov.uk

Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school. The council has no insurance to cover the loss of valuable items.

In order to create a sense of community in the school, the wearing of school uniform is actively encouraged at all times and it is anticipated that pupils joining the school will wish to wear the school uniform. Our uniform is plain but distinctive, and can be purchased in Schoolwear Made Easy, Baru and other local shops. It consists of:

- black blazer, black fleece jacket or fitted black jacket
- school badge and tie
- black pullover or sweater with embroidered school logo
- boys - black trousers, white shirt
- girls - black skirt/black dress trousers, white blouse
- black shoes, rather than trainers

Kit

In **Home Economics**, in the interests of hygiene, all pupils are asked to wear an apron when taking classes. Aprons will be provided.

For **Physical Education** the following items of kit are advised:

- Training shoes or sand shoes
- Socks
- Black Shorts
- White T-shirt (with school logo)
- Change of underwear
- Towel

These are considered to be the basic minimum and may be supplemented by other items such as a tracksuit.

A sweatshirt for winter activities is available from our suppliers.

Please note that for reasons of health and hygiene showering is considered to be an essential part of every Physical Education lesson.

Since pupils studying **Technical Education** often use heavy tools and equipment, the wearing of a stout pair of shoes, rather than trainers, is strongly recommended.

Safety goggles for **Science** classes will be provided by the school.

Registration and enrolment

Pupils are normally transferred from primary between the ages of 11 years 6 months and 12 years 6 months, so that they have the opportunity to complete at least four years of secondary education.

Parents of pupils who have moved to the area or who want their child to transfer to the school should contact the school office for information about appropriate procedures and to arrange a visit.

Parents who want to send their child to a school other than the catchment school should make a placing request. The procedure for making a placing request is explained in the leaflet 'Sending your child to school.' You can pick this leaflet up from any school, call our customer contact centre, 0300 300 0170, to have a copy sent to you, or download the form from the council website: www.renfrewshire.gov.uk

Induction procedures for pupils starting at the school and their parents

Parents will be notified of arrangements for meetings with school staff and induction days.

Parents will be notified of arrangements for meetings with school staff and induction days.

It is normal practice for pupils in our catchment area to enrol in our school at the end of their primary education. To make their transfer from primary as smooth as possible the following programme operates throughout each session:

- Regular contact is maintained with the Head Teachers and staff of our partner primary schools
- Visits are made to the primary schools by members of the Guidance and Learning Support Staff
- Primary 7 children visit our school for 2 days in May.

In November of each year a meeting is held in the school social space for parents of Primary 7 pupils and the purpose of this meeting is to provide information regarding:

- The organisation of the school
- The curricular philosophy and provision
- The guidance structure system

There will be ample opportunity for parents to ask questions on any of the above matters and on any other issues where further information or clarification is required.

Associated primary schools

St. Charles' Primary School
Rowan Street
Paisley
PA2 6RU
0141 884 4660
Acting Head Teacher – Mrs M. Ward

St. Fergus Primary School
Blackstoun Road
Paisley
PA3 1NB
0141 889 0113
Head Teacher – Mrs G. Hannigan

St. James' Primary School
Gockston Road
Paisley
PA3 2QB
0141 887 8287
Head Teacher – Ms. L. Murray

St John Ogilvie Primary School
Lacy Street
Paisley
PA1 1QR
0141 887 9500
Head Teacher – Ms. M. Tormey

St. Mary's Primary School
Maxwellton Road
Paisley
PA1 2RJ
0141 889 3960
Head Teacher – Ms. H. Friel

St Paul's Primary School
Orchy Crescent
Paisley
PA2 0NN
01505 812 911
Head Teacher – Ms. L. Maher

St Peter's Primary School
Braehead Road
Paisley
PA2 8DZ
0141 884 2855
Head Teacher – Ms. S. Mazzoni



Primary 7 Visit

Class Organisation

The classes in the first years of the Broad General Education are organised on a mixed ability basis, that is, each class contains pupils from the complete range of ability. However in some subjects like Mathematics and English, pupils will very quickly be arranged/ organised into broad band settings based on attainment group. Classes remain together for all classroom subjects and are divided into practical groups or sections for subjects such as Science or Home Economics. Practical sections are arranged on a mixed ability basis.

Assessment and reporting

[Assessment](#) is an integral part of learning and teaching. It helps provide a picture of the learner's progress and achievements, and identifies the next steps in learning.

Assessment includes supporting learning, learner engagement and ensuring appropriate support.

Tracking learners' progress

Information on learners' progress is gathered through planned assessments and this information is recorded. This allows teachers to have a clear picture of how learners are progressing. It will also allow teachers to identify next steps in learning and inform reporting on progress and achievement.

Reporting

Regular reports to parents provide clear, positive and constructive information about their child's learning and progress, reflecting on what has been achieved against standards and expectations.

Profiles

Profiles will be used to recognise [pupils' progress in learning and achievement](#), while supporting and informing transitions. As children reach the end of primary school (primary 7) and young people their broad general education at the end of S3, they will record their most recent and relevant learning and achievements in a personal profile which will also incorporate a reflective statement by the learner.

Summary of the School Improvement Plan

Strategic actions

- To improve our self evaluation systems
- To successfully implement the new National courses at Higher level
- To continue to implement GIRFEC (Getting it right for every child)
- To ensure compliance with the Equality Act of 2010
- To raise awareness and understanding of the United Nations Convention on the rights of the child
- To develop policies and procedures to support the implementation of Teaching Scotland's Future (Donaldson Review)

Car parking

The school has a large car park and areas for pupil drop off and collection.

Parents and visitors are encouraged to use these facilities when coming to the school and not to park or wait on Ben Nevis Road.

The school has 4 disabled parking spaces available for visitors with disabilities.

Care and welfare

Your child's welfare is central to the ethos of the school. Please contact the school to share any concerns you have about your child's welfare or wellbeing. The staff will work with you as parents and carers of our pupils to make sure that your children are safe, happy and able to benefit for the educational opportunities we offer. The handbook gives details of how we deal with bullying, homework, special needs and many other areas of your child's wellbeing.

School security

Renfrewshire Council has introduced procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures, including a visitors' book, badges and escorts while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then make the necessary arrangements for the visit.

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded twice a day, morning and afternoon.

Absence from school is recorded as authorised, that is approved by the education authority, or as unauthorised, that is unexplained by the parent (truancy).

Contact procedures

If a child is absent from school, parents are required to phone or email the school office by **9.30 am** on the first day. If no telephone call or email is received, parents will automatically receive a text message asking them to phone the school immediately.

If an absence is planned, please inform the head teacher in writing. If a child requires to depart early for any reason the school office must be notified in advance.

Please make every effort to avoid family holidays during term time as this disrupts the child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher can also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Head teacher on this basis is regarded as authorised.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved by the head teacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However the education authority has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

Attendance and absence data

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown. Each morning and each afternoon of each school day is considered as a separate possible attendance.

Bullying

"Tackling Bullying in Renfrewshire" is the authority's policy on preventing and dealing with bullying in our school. The policy stresses the importance of involving the whole school community - pupils, parents and all the staff in the school.

You can view the anti-bullying policy by asking the school office for a copy of the document or by accessing the policy online at www.renfrewshire.gov.uk.

The school has a written policy on bullying. Any parental concerns regarding bullying should be reported to the headteacher or senior member of staff.

A 'buddy system' operates within the school, where Sixth year prefects visit the classrooms within the House system to check on lower school pupils. The pupil council system of class and year group representatives also ensures that pupils are confident of reporting any instances of bullying to a member of staff. The child-line 'hot-line' is also advertised on notice-boards in school.

"Bullying is an unacceptable form of behaviour through which an individual or groups of individuals feel threatened, abused, or undermined by another individual. Bullying is behaviour which can be defined as a repeated attack of a physical, psychological, social or verbal nature by those who are able to exert influence over others."

Child protection

All children have a right to be protected from harm, abuse and neglect. The vision of the Renfrewshire Child Protection Committee is that "It's everyone's job to make sure that children in Renfrewshire are safe."

Renfrewshire Council has a [child protection policy](#) and guidelines are in place to make sure that all council staff are alert to the welfare of children they come into contact with. Our staff work closely with other agencies to protect children and keep them safe. All school staff receive training each year and must report any concerns they have about the welfare of children. In every situation, the welfare of the child overrides other considerations.



Mobile phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can be brought into schools however the following limitations will apply in Renfrewshire schools and establishments:

- All phones should be turned off and kept out of sight during the school day within the school campus.
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport.
- Mobile phones may be confiscated where these rules are broken.
- Any recordings made on school premises or school transport found on confiscated phones will have to be deleted on their return.
- Any photographs or recordings of staff in any situation, whether taken on school premises or elsewhere, found on confiscated phones will have to be deleted from phones on their return.
- Education and leisure services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobiles phones that take account of the views of all staff, parents and pupils.
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy they will be disciplined in line with the school's positive behaviour/discipline policy.
- Individual school policies should clearly state for the benefit of staff, pupils, parent and visitors any variations from the restrictions on use of mobile phones set out below.
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached.
- An increasing range and variety of mobile phones possess the ability to access the Internet and to use Bluetooth technology to communicate. These technologies provide unparalleled sophistication and complexity which can provide access to a wealth of online resources and possibilities. Pupils and parents should be aware that this also leaves pupils open to dangers such as Cyberbullying, grooming and access to inappropriate material. Reference should be made to Renfrewshire's anti-bullying policy for further guidance in this area.
- Staff should not delete photographs or recordings from confiscated mobile phones.

- When staff confiscate mobile phones or other devices they should ensure that these are retained in a safe place that cannot be accessed by others. This may be a lockable drawer or cupboard, a base area or a delegated area in the school office. Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation.

Legal Aspects

- There are a number of aspects of the law that may apply to mobile phone misuse and the responses to that misuse. In the most serious cases there may be a crime involved – an incident that is being filmed might be an assault or breach of the peace. The misuse of a mobile phone might be an offence under the Communications Act 2003, if it involves a call or message that is grossly offensive or is of an indecent, obscene or menacing character; and, the distribution of certain pornography might be an offence under the Civic Government (Scotland) Act 1982.
- In situations which are so serious that a school might call in the police it is for the police, not the school, to consider what, if any, criminal offence may apply.

These restrictions on use apply equally during any school activity that takes place off campus.

Pupils breaking the rules will be disciplined in line with the school's positive behaviour or discipline policy.



Literacy Debate

School meals

Children of parents receiving income support or income based job seekers allowance and in some cases child tax credit, are entitled to a free midday meal. Information and application forms for free school meals are available from schools, registration offices, customer service centres or by downloading from the council's website: www.renfrewshire.gov.uk

Children who are entitled to free school meals are also entitled to free milk at lunchtime. Milk may also be available for sale in the school during the lunch period.

The school has cafeteria facilities available for the pupils and this has proved to be very popular. An excellent variety of high quality meals, prepared in our own kitchens, is available and pupils may choose how much they want to eat during their lunch. Those who wish full meals will have a selection of main courses with vegetables and dessert and those who only want a hot or cold snack have a good choice available. A breakfast service is available from 8.30 am,

Special arrangements will be made for pupils who, for medical reasons, require a special diet. In such cases, the parent should notify the Headteacher or guidance staff and the appropriate arrangements will be made. Accommodation is made available in the dining hall for those pupils who prefer to bring their packed lunches.

The school operates a cashless catering system whereby pupils put credit on to their cards at machines in the social space. Pupils in receipt of free school meals have their cards automatically topped up every day. In this way, no pupil should be identified in the dinner queue as being in receipt of free school meals.

A NEW APPLICATION MUST BE MADE EACH SESSION



S1 Learning to Learn

School transport

Renfrewshire Council's policy is to provide home to school transport to all secondary school pupils who live more than 3.218 kilometres (2 miles) from their catchment school by the recognised shortest safe walking route. Parents who think their children are eligible for home to school transport can get an application form from the school or education and leisure services in Renfrewshire House or online at www.renfrewshire.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning school in August to allow the appropriate arrangements to be made. However, parents may make an application at any time.

In special circumstances the director of education and leisure services has discretion to grant permission for pupils to travel in transport provided by the education authority, where spare places are available, at no additional cost to the authority.

Pickup Points

Where we provide home to school transport pupils may need to walk a reasonable distance from home to the transport pick up point but this should not exceed 3.218 kilometres (2 miles).

It is the parent's responsibility to make sure that their child arrives at the pickup point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

Placing Requests

You should be aware that if we grant your placing request, we do not have to provide a school bus pass or any other help with transport.

Additional support needs

Renfrewshire Council may provide home to school transport for children assessed to attend any school because of their additional support needs. If transport is required an appropriate vehicle to meet the child's need will be provided.

Pupils leaving school premises at breaks

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and includes taking reasonable care of pupils' safety during intervals and lunchtimes.

Renfrewshire Council recommends that pupils should not leave school grounds at intervals. Parents should encourage their children to follow these rules in the interest of safety.

Education maintenance allowance (EMA)

An Education Maintenance Allowance (EMA) is an allowance of £30 per week paid to eligible students aged 16 to 19 years old who stay on in full-time education after the legal school leaving age. In order to receive an EMA a student must have an acceptable Learning Agreement

Entitlement to an EMA is based on an assessment of household income. The income thresholds for the EMA programme Academic Year 2013/14 are likely to be as follows but may be subject to change at any time by the Scottish Government:

| EMA Weekly Payments | | | | |
|------------------------------------|----|---------|--|----------------|
| Total Household Income for 2013/14 | | | | Weekly Payment |
| £0 | to | £22,403 | for families with more than one dependent child in full-time education | £30 |
| £0 | to | £20,351 | for families with a single dependent child in full-time education. | £30 |

The weekly allowance is paid every second week in arrears directly into the student's bank account.

For more information please contact either the school office, Renfrewshire Council's Customer Service Centre on 0300 300 0300 or email ema.els@renfrewshire.gov.uk

Information is also available on Renfrewshire Council's website:
www.renfrewshire.gov.uk

Part time employment

Pupils under school leaving age who want to work, before or after school or at the weekend, need to hold a work permit. Pupils can get application forms from the council's area offices. Their contacts details are in the important contacts section at the end of this handbook. Forms must be completed by employers, parents and the head teacher and returned to the area office. Permitted working hours during term time are 2 hours per school day, 2 hours on a Sunday and 8 hours (over 15 years of age) or 5 Hours (under 15 years of age) for any other day (i.e. Saturday). Out with term time the maximum total working hours in a week are 25 hours for those under 15 years of age and 35 hours for those over 15 years.

Parents are asked to cooperate with the school to make sure that the amount of time spent working doesn't interfere with homework and studying for SQA examinations.

Equalities

Renfrewshire Council is committed to ensuring that all employees, customers and partners are treated fairly and with respect at all times. We are committed to [promoting equality](#) and tackling discrimination through the way services are planned, delivered and purchased. The council promotes and encourages a culture whereby equality of opportunity exists across all the protected characteristics of age, disability, race, gender reassignment, pregnancy and maternity; religion and belief; marriage and civil partnership, sex and sexual orientation.

School education is open to all pupils and all reasonable measures will be taken to make sure that the curriculum is available to every child. The Equality Act 2010 introduced a new public sector general equality duty which requires Scottish public authorities to pay 'due regard' to the need to:

- Eliminate discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010;
- Advance equality of opportunity between people who share a characteristic and those who do not; and
- Foster good relations between people who share a relevant protected characteristic and those who do not.

The council supports the right of each citizen to a quality of life which is free from violence, discrimination and harassment. The council will take steps to ensure that all citizens, regardless of race, ethnic or national origin, religion, social background, marital status, gender, disability, age or sexuality have full access to its services, taking all possible measures to prevent discrimination in the way its services are delivered.

Parents can help to monitor our success in promoting equality of opportunity for all by providing equalities related information when asked.

Medical and health care

Parents should notify the school of any medical requirements or allergies that their child may have. If medication is required it is better if this can be provided outside the school hours but, in cases where it is necessary during the child's time in school, parents should contact the school to make appropriate arrangements. Staff are not obliged to give medicine to pupils.

Minor accidents are dealt with by the school's qualified first aider. If a pupil takes ill or has an accident at school which requires that they be sent home or for treatment, the school will provide first aid and contact parents or carers. So it is very important that the school has contact details for all parents or carers and an additional contact person in case parents or carers can't be reached. This information should be kept up to date. The school will not send younger pupils home from school unaccompanied.

In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents or carers will be notified immediately.

Behaviour and discipline

One of the major functions of the school is to create an environment where good personal relationships exist between staff and pupils, where pupils are encouraged to develop good habits, self discipline and respect for others, and where effective learning and teaching takes place. To this end a code of conduct has been devised based on the health, safety and welfare of each pupil.

The system operating in the school follows agreed procedures laid down in circulars by the Education Authority. For a small minority of pupils involved in misdemeanours the initial stage is a verbal warning, followed by punishment exercise(s) and lunchtime detention. Continued misbehaviour could lead to referral to Head of Department/Guidance and at this point there is likely to be contact with parents. After-school detention may also be organised, after parents have been informed.

A very few pupils persist in misbehaving beyond this point and in this case referral to a senior member of staff will follow. Parents will be invited to the school to discuss the matter so that a suitable solution may be reached. Only in an extremely small number of cases will the point be reached where exclusion from school is necessary and it is hoped that, with parental co-operation, recourse to such severe measures rarely will be required.

When the pattern of misbehaviour is seen to develop parents are consulted as quickly as possible and advice from external agencies may be sought. It is important that parents come to the school immediately if contacted regarding behavioural problems so that the matter can be resolved as quickly as possible.

The fullest co-operation of parents is valued greatly in the matter of discipline as we realise that good order in the school has its origins in manners in the home.

It should be stressed that blatantly persistent misbehaviour is rare and the severest measures are infrequently used. The vast majority of pupils present no discipline problem whatsoever, enjoying their time at school and applying themselves conscientiously to their studies.

Pupil support

Rainbows

The aim of the Rainbows project is to help any child who has perhaps experienced some form of loss in the family such as a death or separation. The programme is to enable the child to build up his or her self esteem, learn coping skills, let go of what has happened and to move on.

Eco-schools

Saint Andrew's Academy has both staff and pupil Eco-School committees. In June 2009 the school became the first secondary school in Renfrewshire to be awarded the coveted Green Flag. In October 2013, we became the first secondary school in Renfrewshire to gain a 3rd Flag. We intend to establish a litter free school environment in conjunction with the many projects which are already up and running within the school, such as gardening projects and the recycling of paper, clothes and ink cartridges.

Health Education

Saint Andrew's Academy has both staff and pupil health committees. The school has obtained health promoting school status. This is maintained by ensuring that health related issues permeate the curriculum and are enhanced by inserts such as highlighting the benefits of balanced diets and exercise and the dangers of alcohol consumption.

In addition, health events are held throughout the year such as the S1 health morning and the two week health programme held during the S4 prelims. A variety of external agencies are involved in these events eg school nurses, the police and fire services.

School library

The Library is divided into two areas - the Main Library and Careers Library. At present there are about 7,000 items in stock, comprising books, periodicals, videos, computers and software. This variety of material reflects the role libraries now have as multi media resource centres rather than simply sources of reading materials. The policy for selecting stock is based on two main criteria:

- supporting the school curriculum
- providing material suited to the recreational interests of the users

These aims are achieved by liaison with staff on curricular matters and by the use of surveys and suggestions on leisure interests.

All First and Second Year pupils have one timetabled library period per fortnight. The pupils are involved in a reading programme which awards credits depending on the number of books read and they also write book reviews. Over and above this, the pupils undertake a series of information retrieval tasks intended to develop skills in obtaining materials for research and project work. Many subject departments make use of the library at various times throughout the session and have supplied the library with a stock of books and materials to support the work carried out in class. S6 students are expected to use the library for personal study at those times when they do not have a class. In addition to the normal day time opening the library is open four lunch times weekly with one year group being accommodated each day. During this time pupils are encouraged to read, to study, to work on a project or to take part in leisure activities such as chess or other board games.

Internet access is possible in the Library for curricular use and also to provide pupils with information on careers, course choices and curricular pathways to higher and further education. All parents/pupils must sign "Acceptable Users" Agreement.

School careers library

Other pupils use the Careers Library at this time and some pupils assist in the running of the library. The Careers Library contains a full range of up to date information on careers and Colleges of Further and Higher Education. This information is offered in booklet and leaflet form but is also easily accessible on the internet. This part of the library is used mainly by pupils from Third Year upwards particularly as part of the Social Education Programme. Second Year pupils are introduced to the materials in the Careers Library prior to Third Year Course Choice. It is expected that the library stock will be increased and that every department will make full use of the library and its resources.



Visit by Bishop Keenan

Curriculum Matters

Curriculum for Excellence

[Curriculum for Excellence](#) (CfE) is the curriculum followed in all Scottish establishments and is built on the values of wisdom, justice, compassion and integrity. All children and young people should develop skills for life, skills for learning and skills for work which will prepare them for a world that is changing very fast. The curriculum in our schools will continue to develop over coming years to ensure that all our children and young people become successful learners, confident individuals, responsible citizens and effective contributors.

The curriculum follows two phases – the broad general education (BGE) and the senior phase.

Broad General Education

One of the key entitlements of CfE is that all children should receive a rounded education, known as the broad general education (BGE), from early years to the end of S3, before moving to a senior phase in S4 to S6 which will include studying for qualifications. This BGE should provide young people with a wide range of knowledge, skills and experiences that they can draw on as their lives, careers and job opportunities continue to change.

The BGE phase of CfE is closely connected to the senior phase with the learning undertaken until the end of S3 providing a strong foundation for choosing and specialising in a range of subjects. In the senior phase, young people will have the opportunity to take qualifications and courses that suit their ability and interests.

The curricular areas which will be followed within the BGE are:

Literacy, numeracy and health and well-being – responsibility of all; and

English, mathematics, modern languages, sciences, social studies, expressive arts and religious and moral education/religious education in Roman Catholic schools.



ICL Group

Courses available and policy on class organisation

The Learner's Journey

Courses in first and second year

In line with Renfrewshire Council Policy all pupils in First and Second Year, whether boy or girl, follow courses in:

| | | |
|-----------------|-------------|---------------------|
| English | Mathematics | Spanish |
| Geography | History | Modern Studies |
| Art & Design | Music | Physical Education |
| Info Technology | Science | Technical Education |
| Home Economics | | Religious Education |

First and second year pupils will also follow a personal learning course designed to develop a range of skills. This range of subjects has become known as the Broad General Education, the main aim being to provide a broad, general education during the first three years of Secondary Education. The structure is such that each pupil may develop at his/her own pace according to aptitude, interest and ability and we are working closely with our associated primary schools to ensure continuity and progression for each pupil as the Curriculum for Excellence guidelines are developed. Too early specialisation is thus avoided and time is allowed for adjustment to new subjects and teaching methods.

Please note that our main language in S1/2 is Spanish.

Each class is taught the same subjects for an agreed period allocation each week. While all pupils take the same subjects for the first two years this does not mean that all pupils are expected to reach the same level of attainment. Differences in ability are catered for by arranging that each subject has basic core work with which all pupils can cope and extension elements for those who show more aptitude. This extension material is developed at either a higher level and/or a wider scope of work. Reinforcement tasks are set for those pupils who require additional revision work.

The Broad General Education offers all pupils a curriculum which is within their capabilities and individual assignments, group methods and class teaching are combined to ensure that all pupils progress and experience success in their studies.

In Second Year, arrangements are made to decide an appropriate course of study for third year, where there will be a reduction in the number of subjects taken. In this process subject teachers provide an assessment of the aptitude of every pupil and give information regarding syllabus content and requirements. Guidance staff use the Social Education programme to ensure that each pupil is well prepared for the important decisions to be made. Careers advisers visit the school to provide appropriate advice.

Parents have a significant role to play and you will be invited to the school to discuss your son/daughter's course choice with members of staff. At that time we will ask you to study the current Course Choice Booklet to familiarise yourself with procedures. An example of the range of subjects available to Third Year pupils this year is shown below.

| ST ANDREW'S ACADEMY | | SECOND YEAR OPTION SHEET | | | | |
|---------------------|-----------------|--------------------------|-----------------|--------------------------|--------------------|-----------------------|
| | <u>Column C</u> | <u>Column D</u> | <u>Column E</u> | <u>Column F</u> | <u>Column G</u> | <u>Column H</u> |
| | Spanish | Geography | Biology | Computing Science | Art & Design | Graphic Communication |
| | *ICL | History | Chemistry | Graphic Communication | Music | Music |
| | | Modern Studies | Physics | Health & Food Technology | Physical Education | Chemistry |
| | | | | Administration & IT | | Biology |
| | | | | Business Management | | Computing Science |
| | | | | Design & Manufacture | | Hospitality |
| | | | | | | Bus. Management |
| | | | | | | Modern Studies |
| | | | | | | Administration & IT |
| | | | | | | Art & Design |
| | | | | | | French |
| | | | | | | Practical Woodworking |

| | | | | | |
|-----------------------|--|--|--|--|--|
| School Recommendation | | | | | |
| My First Choice | | | | | |
| My Second Choice | | | | | |

1. All pupils must study English, Mathematics, Spanish, Core P.E. and Religious Education.
 2. Choose one subject only from each column. The same subject cannot be chosen twice.
 3. Enter your chosen subject in the appropriate box.
 4. A course will not run if there is insufficient demand. Some courses may have a limited number of places (ie. 2nd choice given or renegotiation).
 5. Please Note : It is very difficult to change courses after the beginning of S3.
 6. Your Guidance Teacher will ensure that you are covering all the required curricular areas.
 7. Places for 'ICL' are strictly limited and will be selected by interview.

Name _____ Class _____ Parental Signature _____

Please return to your Guidance Teacher by XX March at the latest.

Courses in third and fourth year

Under the Curriculum for Excellence, the third year course will be the final phase of the S1-S3 Broad General Education. There will be some degree of personalisation and choice built into the S3 curriculum. Pupils will have the opportunity to specialise in some subjects. In doing so, they will have the opportunity to reach level 4 of the Curriculum for Excellence. The current progression sheet for S3 to S4 courses can be viewed on the opposite page.

In S4 pupils will have the opportunity to sit 7 courses at National 3, 4 or 5 level, with presentation for SQA exams in the courses at the end of S4 or S5. Some Highers may be started in S4.

In S5 and S6, pupils will have the opportunity to sit Higher courses or other National 5 or National 4's. Advanced Higher courses will also be available for S6 students.

From an early stage in Fourth Year pupils are informed of the wide range of courses available to them in Fifth Year. There is discussion with each pupil on possible course choice, and advice is readily available from Guidance Teachers and Careers Advisers. As part of their course choice arrangements for S5 and S6, pupils will also familiarise themselves with opportunities available at West College Scotland. Pupils are provided with an Upper School Brochure giving all relevant information and a final choice is made in August. All pupils in S4 complete a Work Experience module.

Equal Opportunities and Social Justice

Every pupil, boy or girl, has equal access to all subjects available from Third Year onwards. Religious Education classes are set on a "mixed ability" basis and all other classes are set according to ability and aptitude. There are no classes specifically designated as single sex. The school is committed to the social strategy of Renfrewshire Council, and will work with other Council Services and outside agencies to ensure that the Council's aims are achieved.



Visit by Rabbi Mayersohn

ST ANDREW'S THIRD YEAR PROGRESSION SHEET



| <u>Column C</u> | <u>Column D</u> | <u>Column E</u> | <u>Column F</u> | <u>Column G</u> |
|-----------------|-----------------|--|-------------------------|-----------------------|
| Geography | Biology | Computing Science | Art & Design | Graphic Communication |
| History | Chemistry | Graphic Communication | Music | Music |
| Modern Studies | Physics | Health & Food Technology | Physical Education | Chemistry |
| Spanish | Employability | Administration & IT | Spanish | Spanish |
| | | Business Management Design & Manufacture | Fashion & Textile Tech. | Computing Science |
| | | | Practical Woodworking | Hospitality |
| | | | | History |
| | | | | Practical Woodworking |
| | | | | Administration & IT |
| | | | | Business Management |

School

Recommendation

My S3 Subjects

S4 Progression

1. All pupils must study English, Mathematics, Core P.E., Religious Education and Personal Learning.
2. Choose one subject only from each column. For the most part this will be the subject you are currently studying.
4. Enter your chosen subject in the appropriate box.
5. No more than two subjects from one curricular area should be chosen.
6. A course will not run if there is insufficient demand. Some courses may have a limited number of places (ie renegotiation).
7. Please Note : It is very difficult to change courses after the beginning of S3. A new course may only be offered at National 4
8. Your Guidance Teacher will ensure that you are choosing the best progression route to the senior phase in S4.

Name _____ Class _____

Parental Signature _____

Please return

Courses in fifth and sixth year

The main purpose of our fifth and sixth year programme is to respond to the diversity of needs, the differing levels of ability and the individual aspirations of young people by providing a wide range of appropriate and relevant courses. It is also designed to encourage all young people to aim high in education, to develop certain core skills essential for the world of work. Your son/daughter will be taken through this programme in his/her Fifth and Sixth year and there will be more information for parents in the upper school handbook.

In order to offer as many subjects as possible at all these levels and to make efficient use of resources local educational institutions have joined together in a group or consortium. The Paisley Consortium consists of St. Andrew's Academy, Castlehead High School, Gleniffer High School, Paisley Grammar and West College Scotland. Every student has a base school offering a selection of core subjects. For other subjects, particularly where numbers are small, attendance at another establishment may be required with bus passes provided as necessary. To minimise the movement between schools and college co-ordinated timetabling arrangements have been made.

The full range of courses available in St. Andrew's Academy and in the Paisley consortium this session is shown in the Upper School Course Choice Sheet. The range of courses and the subjects available is likely to vary from year to year.

For those pupils entering Fifth and Sixth Years, these final years should be seen as a time of growing maturity with an emphasis on community awareness and personal responsibility. Sixth Year students in particular should be prepared to devote a portion of their time to the school and, where possible, to the community. For example, many students assist with school social events and parents' meetings and others work with the children in Kersland Special Needs School.

Our approach to sex education

All pupils from First to Sixth Year also study a school based, church approved programme of sexual and moral education: "Called To Love".



Wectv Award

ST ANDREW'S ACADEMY SENIOR SCHOOL COURSE CHOICE

| COURSE | COLUMN A | COLUMN B | COLUMN C | COLUMN D | COLUMN E |
|--|---|---|--|--|---|
| UNITS NATIONAL 4 (Some courses may be available at Intermediate 1 for session 2014-2015) | Volunteering/Leadership* EMPLOYABILITY AND ENTERPRISE ENGLISH MEDIA STUDIES English for Speakers of Other Languages | Volunteering/Leadership* ENTERPRISE* PERSONAL FINANCE/ECDL MATHEMATICS | Volunteering/Leadership* PRACTICAL WOODWORKING INTRO. TO MANDARIN (CHINESE)* | Volunteering/Leadership* West College Scotland See attached sheet. TRAVEL & TOURISM | Volunteering/Leadership* West College Scotland. See attached sheet. EMPLOYABILITY AND ENTERPRISE PRACTICAL WOODWORKING PHOTOGRAPHY |
| NATIONAL 5 (Some courses may be available at Intermediate 2 for session 2014-2015) | EMPLOYABILITY AND ENTERPRISE ENGLISH MEDIA STUDIES English for Speakers of Other Languages | PERSONAL FINANCE/ECDL MATHEMATICS LIFE SKILLS MATHEMATICS | PRACTICAL WOODWORKING COMPUTING/INFO SYSTEMS (INT 2) GEOGRAPHY HISTORY MODERN STUDIES MUSIC PHYSICAL ED. | ADMINISTRATION & IT ART & DESIGN CHEMISTRY COMPUTING/ DRAMA**** GRAPH. COMM. MUSIC TRAVEL & TOURISM (INT 2) COACHING AND LEADERSHIP IN SPORTS | EMPLOYABILITY AND ENTERPRISE ART & DESIGN BIOLOGY BUSINESS MANAGEMENT DRAMA**** GRAPH. COMM. INFO SYSTEMS PHYSICS DESIGN AND MANUFACTURE SPANISH |
| HIGHER / NATIONAL 6 | ENGLISH BUSINESS MANAGEMENT* English for Speakers of Other Languages | MATHEMATICS SOCIOLOGY** RMPS** | COMPUTING GEOGRAPHY HISTORY INFO SYSTEMS MODERN STUDIES MUSIC PHYSICAL ED. | ADMINISTRATION & IT ART & DESIGN CHEMISTRY COMPUTING DRAMA**** GRAPH. COMM.*** MUSIC | ART & DESIGN BIOLOGY BUSINESS MANAGEMENT DRAMA**** GRAPH. COMM.*** INFO SYSTEMS PHYSICS DESIGN AND MANUFACTURE SPANISH |
| ADV. HIGHER | TBA | TBA | TBA | TBA | TBA |

* Sixth Year students only ** Must have or be studying for Higher English
 ***This course is taught at Renfrew High School and prospective students will be expected to demonstrate an interest in this area of study.

If you wish to study a subject at Advanced Higher level, please indicate here.

NAME Class Signature

Signature of Parent Date

In each column students should enter the number "1" alongside the subject of their first choice and the number "2" alongside their second choice.

Please state your career choice

This option form should be returned to your guidance teacher by

Assessment is for Learning

Assessment is an extremely important part of education and it serves a number of purposes. It can be employed:

- to inform pupils and parents of the standard attained
- to encourage pupils to learn
- to enable teachers to give advice on curricular and vocational matters
- to measure the effectiveness of teaching methods used.

Assessment now involves a process of continuously monitoring the progress of each child and this can be carried out in a number of ways. The system developing in St. Andrew's Academy is designed to identify in each subject area the knowledge and skills which each pupil should achieve in the syllabus laid down.

Reports have changed over the years and no longer simply consist of marks and averages. An example of a typical format is shown on the next page.

Each pupil receives three reports each year, two tracking reports and one full and comprehensive report. These reports generally coincide with the parents' meeting for that year group. All reporting dates and parents' meetings are highlighted in the school calendar which is issued to every parent/carer in July.



Duke of Edinburgh

English

The purpose of this course is to provide opportunities for students to continue the study of language in different forms. The study of literature is central to the course and pupils analyse a range of texts, including media. There are also opportunities for personal study. Students develop skills which are applicable in a wide range of personal, social, vocational and educational contexts.

The course consists of three unit: Personal Study, Language and Literature, as well as an external exam.

Course Units

| | |
|---|--|
| English: Language Study | |
| English: Literary Study | |
| English: Personal Study (spoken response) | |

Percentage gained

Teacher's Comments

Comment

| Effort | |
|---|---|
| Always works conscientiously | ✓ |
| Usually works conscientiously | |
| Making some effort but capable of more | |
| Rarely puts in the effort to make good progress | |
| Homework | |
| Always makes a good attempt | ✓ |
| Usually makes a good attempt | |
| Occasionally makes a good attempt | |
| Rarely makes a good attempt | |
| Behaviour | |
| Always behaves well | ✓ |
| Usually behaves well | |
| Some improvement required | |
| Serious concerns | |

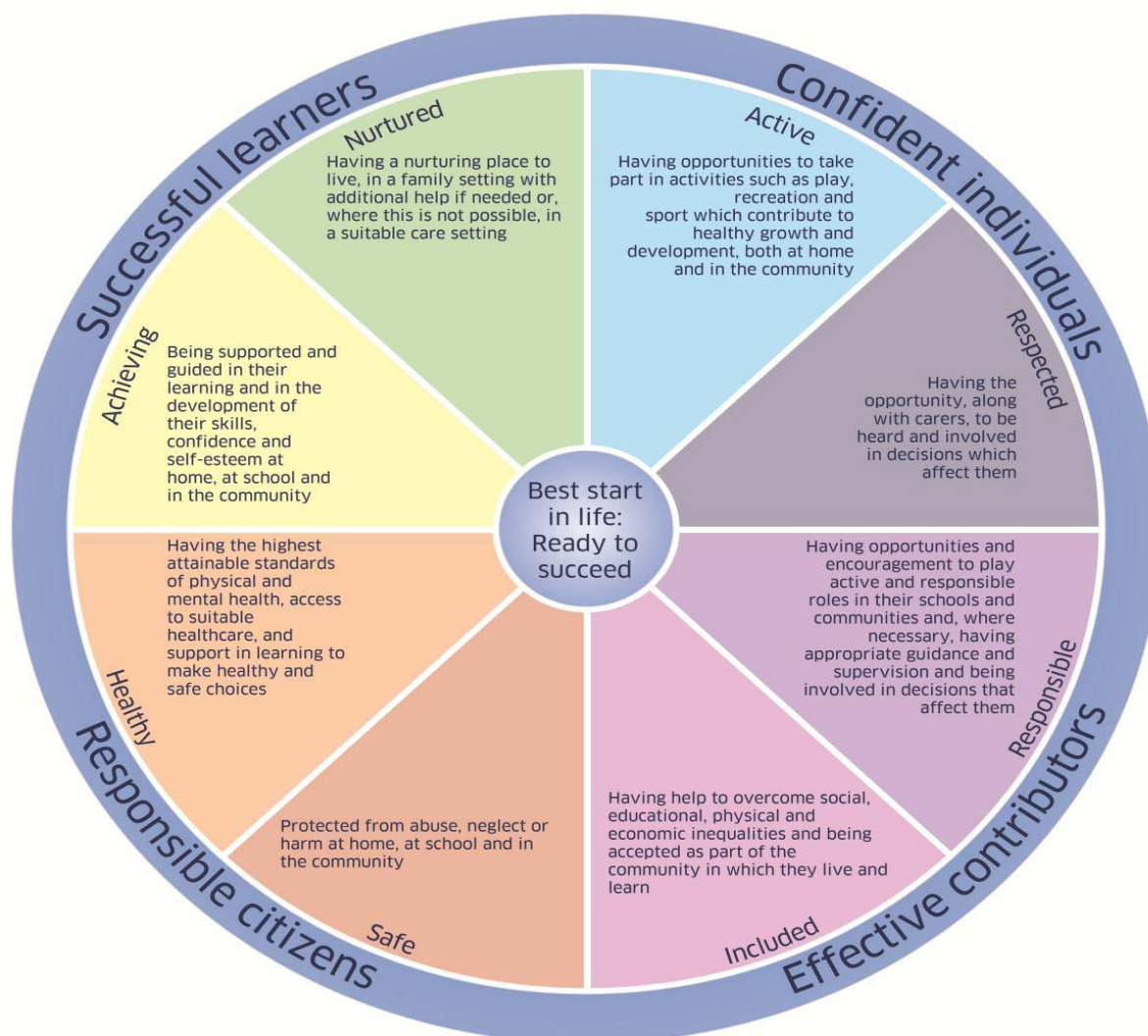
| Progress | |
|--------------------------------|---|
| Making very good progress | ✓ |
| Making good progress | |
| Making fair progress | |
| Making unsatisfactory progress | |
| Attendance | |
| Excellent, few absences | ✓ |
| Attendance is satisfactory | |
| Attendance could be improved | |
| Attendance is poor | |

Additional support for learning

Getting it Right for Children and Young People in Renfrewshire

We want all our children and young people to be fully supported as they grow and develop. There are 8 areas of wellbeing which they need to progress to do well now and in the future.

Children's well-being is important at every stage of childhood. Every child needs to be **healthy, achieving, nurtured, active, respected and responsible, and, above all, safe**. These are the eight indicators of well-being (SHANARRI) which are set within the 'four capacities' which are at the heart of the Curriculum for excellence.



Renfrewshire's GIRFEC policy ensures that children, young people and their families receive the help they need when they need it. As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues. Sometimes they – and their families – are going to need help and support.

The Getting it Right for Every Child (GIRFEC) approach ensures that when we provide support, it is based on the level of need for each child.

For schools in Renfrewshire the GIRFEC approach is implemented via the getting it Right for Every Learner policy which gives more detail of additional support needs and help children receive from schools and other services.

For children, young people and their families, the GIRFEC approach will mean:

- They will feel confident about the help they are getting
- They understand what is happening and why
- They have been listened to carefully and their wishes have been heard and understood
- They are appropriately involved in discussions and decisions that affect them
- They can rely on appropriate help being available as soon as possible
- They will have experienced a more streamlined and co-ordinated response from practitioners

The Children and Young People Act (2014) has introduced new duties in relation to GIRFEC which will be enacted in 2016. More information will be provided about this in due course.

Education (Additional Support for Learning)(Scotland) Act 2009

The above Act commenced on November 14th 2010 and is a revision of and replaces the 2004 Act of the same name.

Under the Act, children or young people have additional support needs where they are unable to benefit from school education without the provision of additional support.

In the Act, 'additional support' means provision which is additional to, or otherwise different from, the educational provision made generally for children or young people of the same age in a local authority's schools, or as is appropriate to the circumstances, in early years establishments or any other education provision.

The Act aims to ensure that all children or young people are provided with the necessary support to reach their potential.

Getting it Right for Every Learner (GIRFEL)

The GIRFEL policy sets out how we discharge our responsibilities under the Education (Additional Support for Learning)(Scotland) Act 2009 and links to the wider GIRFEC agenda to make sure that children and young people get the help they need when they need it.

This policy sets out how we will support all children and young people . It applies to all mainstream schools, specialist provision, and all early years establishments including partner nurseries.

Further information is available by contacting your school directly or by visiting the www.renfrewshire.gov.uk website.

Independent sources of information and advice nationally include -

[Enquire](http://www.enquire.org.uk) – the Scottish advice service for additional support for learning

Telephone – 0845 123 2303

Email – info@enquire.org.uk

[Scottish Independent Advocacy Alliance Ltd](http://www.scottishindependentadvocacyalliance.org.uk) - a national organisation which promotes and supports advocacy

Telephone – 0131 260 5380

Email – enquiry@siaa.org.uk



Literacy Week – Visit by Catherine McPhail

It is a fact that not all pupils are equally able to deal with the level of work which they may face in secondary school. The reasons for this are varied. Some pupils may have experienced difficulties in literacy and numeracy throughout primary school. Others may have been successful there but begin to encounter problems in the secondary school caused perhaps by the number of subjects being studied or the pace of the work. Pupils may be very capable in some subjects but perform less well in others and this may be more apparent in the First Year than at any later stage. In short, all pupils are different and arrangements have to be made to help pupils who are finding difficulties in learning.

A number of initiatives have been recommended by Renfrewshire Council and all of these are employed in the school to assist pupils with additional support needs.

In some cases specialist teachers join certain classes and work in conjunction with the subject teacher to provide direct assistance for particular pupils.

On some occasions a few pupils may be extracted from class on a short term basis so that specialist teachers may give concentrated help.

Occasionally, an individualised homework programme is devised to assist pupils with a specific weakness.

Personal Learning Programmes (PLPs) are in operation for those pupils who require them. These programmes are devised and monitored by the Learning Support specialist, subject teachers and peripatetic Special Educational Needs support staff on a regular basis. Children with Coordinated Support Plans have their progress reviewed regularly and Full Case Conferences (involving parents, relevant external agencies and school staff) are held every two years.

While the main effort is made in First and Second Years, assistance is available to pupils at all stages if deemed necessary. For some pupils additional help is made available from the Learning Support Unit at West College Scotland.

An Extended Support Team has been established in the school to provide additional assistance for pupils with social/emotional/behavioural problems.

Further support may be available from Network Support Teachers, and Ms Irvine and Mr Cameron, Home Link Workers, on a one-to-one/small group basis.

S6 students volunteer to help in a "Paired Learning "scheme in a number of subject areas.

Don Bosco support base

A support base has been established to assist those pupils who find it hard to settle into the demands of the full secondary curriculum. Parents will be involved at a very early stage if staff think their son/daughter would benefit from attending the Don Bosco Support Base for part of their school day.

Educational Psychology Service

Educational psychologists provide a specialist service to schools and pre five establishments. They work in collaboration with teachers, parents and other professionals to help children and young people make the most of their lives, particularly in educational settings.

This school has a system in place for monitoring and reviewing the progress of all children. As part of this system, we have a named educational psychologist who visits the school on a regular basis and who is part of the school's extended support team.

When concerns arise about a particular pupil, the school plans action to address these concerns. Parents are kept informed throughout this process. When those working with your child would like the help of the educational psychologist, they will discuss this with you and arrange a meeting involving the psychologist.

Through this process the educational psychologist can contribute to the ongoing assessment of your child, where appropriate.

Health and Wellbeing Education

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children
- and, for some, perform at high levels in sport or prepare for careers within the health and leisure industries.

Health and Wellbeing in schools covers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood.

Health and wellbeing cannot exist in a vacuum. It requires exchange of information, mutual support and collaboration with community partners, schools and parents.

Specialist support service – teachers teaching in more than one school

The specialist peripatetic service provides support to children and young people who have a range of additional support needs. The service comprises 6 teams of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the peripatetic service work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend the extended new directions provision; and
- pre-5 children who have been identified as having significant support needs.

Homework

Homework is an integral part of learning and teaching. It provides the opportunity for the development of self reliance, self discipline, self confidence and participation in taking responsibility for learning by your child. It also strengthens the link between home and school in providing an opportunity for parents and carers to share in the learning process. Homework can take many forms and will reflect the age, stage and area of learning currently being undertaken by your child. It will be issued on a regular basis and will be varied, meaningful and interesting.

St. Andrew's Academy has a homework policy based on Renfrewshire Council's policy and guidance. You can request a copy of this policy from the school office.

Work experience, enterprise in education

Enterprise in education is an excellent strategy to develop the enterprise and employability skills of our young people.

It lies at the centre of curriculum for excellence and promotes a wide range of opportunities, including cross curricular work ,for our children and young people from 3-18 to become successful learners, confident individuals, responsible citizens and effective contributors.

The four main areas of enterprise in education are:

- Enterprising learning and teaching ;
- Entrepreneurial learning ;
- Work based vocational learning; and
- Careers education.

Five inter-related themes are built around the main areas:

- Supporting the development of skills for life, skills for work;
- Engaging employers ;
- Embedding enterprise in the curriculum;
- Building capacity; and
- Enhancing our international profile.

Enterprising activities will be organised to reflect the age and interests of our pupils.

The range of activities could include:

- Links and partnerships with businesses, colleges , schools abroad;
- Fundraising events organised and run by pupils;
- Fairtrade activities;
- Joint school and community initiatives; and
- Work experience placements and speakers.



School Show - Hairspray

Extra curricular activities

While the formalised areas of schoolwork — the curriculum and guidance — tend to capture the greatest attention, extra curricular activities also play an important part in each pupil's education. This aspect of school life involves clubs and societies where pupils and teachers can meet together in a more informal and relaxed manner. The clubs and societies are all voluntary activities and are held normally at lunchtime or at the end of the day, although some take place at weekends or during the holiday periods.

The clubs and societies vary each year according to staff and pupil interest. Over the last few sessions these have included:

| | | |
|--------------------------|-------------------|----------------|
| Badminton | Athletics | Basketball |
| Computers | Cross Country | Library |
| Justice and Peace | Chess Club | Football |
| Debating/Public Speaking | Hockey | Jazz Ensemble |
| Senior Choir | Film/Theatre Club | Junior Choir |
| Enterprise | School Bands | Travel |
| Volleyball | Girls' Football | Art Club |
| Fitness Gym | Drama | Chemistry Club |
| Rugby | Karate | Table Tennis |
| Netball | Glee Club | Snowboarding |

So that every pupil has the opportunity of meeting staff informally a week is set aside towards the end of June in which a wide range of activities is offered. This arrangement has proved to be very popular with staff and pupils alike.

Your son/daughter is wholeheartedly encouraged to participate in these activities.



Celtic Band



Skiing in Italy

Home school community links

Parent council

By law schools have a duty to promote parents' involvement in children's education. Parents are encouraged to be:

- involved with their child's education and learning;
- welcomed as active participants in the life of the school; and
- encouraged to express their views on school education generally and work in partnership with their children's schools.

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of those parents chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way you can.

The type of things the parent council may get involved in include:

- supporting the work of the school;
- gathering and representing parents' views to the head teacher, education authority and Education Scotland;
- promoting contact between the school, parents, pupils, and the local community;
- fundraising;
- organising events ;
- reporting to the parent forum; and
- being involved in the appointment of senior promoted staff.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

Parent Council Representatives

Professional Adviser

Mr K Henry
Headteacher
Saint Andrew's Academy
Barrhead Road
Paisley PA2 7LG

Teacher Representative

Mr P McFadden

Church Representative

Father Stephen Baillie

Pupil Representatives

Head Boy and Girl

Parent Members

Don McGlinchey (Chair)
Joseph McKeeman
John Kelly
Hilary Valentine
Christine Carroll
Laura McAllister

Brian Avarl
Tracy Granger
Jim Ballantyne
Paula Donaghy
Caroline Kerrigan
Kevin Henry

Linda Murray
Ann McHugh
Susan Kearns
Alan Williamson
Sue Hallan
Patrick McFadden

Parent teacher association

Throughout this handbook we have emphasised the importance of the home-school, parent-teacher partnership. The Parent Teacher Association is the formal embodiment of this important link and we encourage every parent to take an active interest in the work of this group.

The aims of the Association are:

- To encourage activities aimed at promoting the education and welfare of the pupils
- To foster the growth of an educationally informed and supportive body of parents
- To encourage the development of appropriate social activities

Usually six full meetings of members are arranged each session. Four of these are likely to be social or fundraising events. The programme for other evenings may be of an educative nature. The Annual General Meeting is held in September.

Home school links

The Home Link Service is one of the services working to support children and families in Renfrewshire. We are a multi disciplinary team based in different areas across Renfrewshire and appointed in teams linked to the school clusters in each area.

The main aim of the service is to increase the educational attainment of young people by developing links between home and school thus ensuring that pupils identified through the school's Extended Support Framework as facing issues at home, or in school, which are proving to be barriers to learning are offered additional support.

Support offered to pupils can be given individually or in a group setting. Parents are kept fully involved and initially a home visit will be offered to discuss the referral, and thereafter progress will be reviewed and evaluated on a regular basis keeping parents and pupils fully informed.

Support is also offered to pupils having been identified as being anxious at times of change. Moving from pre 5 to primary, primary to secondary school and from secondary to further education or employment. As this can be a stressful time to both pupils and parents we can work with you and your child's school to ensure a smooth transition, and help them learn how to cope with change.

Home Link service is a non statutory service and staff work in partnership with parents or carers and school staff. We also work in partnership with other agencies including Counselling and support services, Health, Social Work and Community Learning and Development and other identified local voluntary and government agencies.

Pupil council

The Pupil Council is made up of elected class representatives from S1-S6. The class representatives from each House meet regularly to discuss issues of concern to the pupils. These issues are reported to the Pupil Senate (senior house captains) who meet with and report any issues to Senior Staff and to the Parent Council.

Community links

The school has formal links with a number of community agencies such as senior citizens' homes in Paisley and centres for citizens with additional support needs of the area. We work very closely with Kersland School. Our pupils through their work experience and programmes of industrial awareness have also built up considerable contacts with local employers.

School lets

To apply to use school facilities contact the Community Facilities Section at St. Catherine's Primary School. Contact details are in the important contacts section at the end of this handbook.

The school is very conscious that it has an important role to play in the community and we encourage use of the school facilities by members of the community. There may be a charge for use of the school accommodation for certain activities.

Other useful information

Keeping informed

For regular updates and information on what is happening in education, you can subscribe to the Scottish Government Schools e-bulletin by visiting the website below <http://register.scotland.gov.uk/>

Listening to learn - Complaints, Comments and suggestions

Renfrewshire Council encourages feedback on its services from parents and pupils as part of our overall commitment to giving the best possible service and to working in partnership. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible. If we have made a mistake we will apologise quickly and clearly and try to put things right.

There are some things which you should take note of in relation to making a complaint:

- It is helpful if complaints are made initially to the head teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- It is helpful if you can give some details of the issue and ask for an early appointment to discuss it.

- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take up the matter further. You can put your complaint in writing or fill in a complaint form, available in the school or any council office. We can help if you have difficulty with this. Completed forms should be sent to: Renfrewshire Council, Education and Leisure Services, Renfrewshire House, Cotton Street, Paisley, PA1 1LE. Telephone 0141 618 7201.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

Data Protection

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the law. For more information please contact the school.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we do all we can to let you know about the details of closure or reopening. We will keep in touch using letters, e-mail and text messaging, and on the school and council's websites, announcements in the press and on local radio.

To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for your family.

Examinations

Schools in consultation with pupils and parents usually decide which exams pupils sit. If no agreement is reached, the school will respect the parent's wishes and respond accordingly.

How to understand new national qualifications

The Scottish Qualification Authority (SQA) is the national body which make awards, and are in the process of phasing in new national qualifications for young people in S4, S5, S6 as part of their Senior Phase in Curriculum for Excellence. National qualifications are offered in a wide range of subjects and at different levels designed to progress learning. Most learners start their journey towards formal qualifications in S4 with National 4 and/or National 5 courses progressing from the Level 3 and 4 Experiences and Outcomes in the Broad General Education.

Assessment is how learners, parents and schools and the SQA know that pupils have demonstrated the required knowledge and skills to gain their National Qualifications. The methods of assessment used include:

Unit Assessment

Unit Assessments are required for all National Qualifications. The number of units will vary depending on subject/level. They assess the learning within each subject during the course of the year. Units are assessed as pass or fail by the school, following SQA quality assurance to meet national standards. They ensure that required skills, knowledge and understanding have been achieved. One of seven methods of assessment can be used; assignment; case study; practical activity; performance; portfolio; project; and question paper/test.

Added Value Unit Assessment

Added Value Unit Assessments are required for National 4 qualifications (together with Unit Assessments), and assess the application of learning across the course. Units are assessed as pass or fail by the school, also following SQA quality assurance to meet national standards.

Course Assessment

Course Assessments form part of National 5 qualifications (together with Unit Assessments), and assess the application of learning across the course. They usually consist of two components from the seven methods of assessment (detailed above). Many courses have an assignment and a question paper (exam) which are marked by the SQA. For practical reasons, other courses have components which are assessed by the school. A few subjects are entirely assessed by schools in accordance with SQA guidelines and requirements.

Results

National certificates and results are sent out by post by the SQA in early August. Learners can also sign up to receive their results by text and/or email through MySQA (www.mysqa.org.uk). Certificates show both courses and units that have been passed. Units passed by the learner will appear on certificates, even if the overall course is not passed. National 1, 2, 3, 4 courses will be recorded as Pass on the certificate; National 5 courses will be graded A to D. Grades A to C are a Pass; D recognises achievement. Details of courses taken but not passed are given in the covering letter that accompanies the certificate.

New and Existing Highers

As some schools are delaying the introduction of the new Highers for certain subjects until August 2015, we would encourage parents and learners to contact the school directly about the specific situation with regards to which Highers pupils will be sitting.



Awards 2014

Important Contacts

Director of Education and Leisure

| | | |
|---------------|---|---|
| Robert Naylor | Renfrewshire House Cotton Street Paisley PA1 1LE | Email els@renfrewshire.gov.uk Phone: 0141 618 7195 |
|---------------|---|---|

Homelink Service Staff

| | | |
|---|--|---|
| Paisley Team 1 / Renfrew & Erskine Team | St Fergus Primary School Blackstoun Road Paisley PA3 1NB | Email louise.mccrory@renfrewshire.gsx.gov.uk Phone: 0141 848 1344 |
| and | | |
| Paisley Team 2 / Johnstone & Linwood Team | | |

Community Learning & Development

| | | |
|------------------------------------|--|---|
| Community Facilities Section | St. Catherine's Primary School Brabloch Crescent Paisley PA3 4RG | Email comfac.els@renfrewshire.gov.uk Phone: 0141 840 6140 |
| Adult Learning Services | West Johnstone Shared Campus Beith Road Johnstone PA5 OBB | Email als.els@renfrewshire.gov.uk Phone: 01505 335 873 |
| Youth Services | West Primary School Newton Street Paisley PA1 2RL | Email youthservices.els@renfrewshire.gov.uk Phone: 0141 889 1110 |

Registration Area Offices

| | | |
|----------------|--|---|
| Paisley Area | Paisley Registry Office 1 Cotton Street Paisley PA1 1AN | Email registrar.cs@renfrewshire.gov.uk Phone: 0300 3000 310 Fax: 0141 618 7060 |
| Renfrew Area | Renfrew Registry Office Town Hall Renfrew PA4 8PF | Email registrar.cs@renfrewshire.gov.uk Phone: 0141 618 4904 Fax: 0141 618 4901 |
| Johnstone Area | Johnstone Registry Office 16/18 McDowall Street Johnstone PA5 8QL | Email registrar.cs@renfrewshire.gov.uk Phone: 01505 320 012 Fax: 01505 382 130 |

Customer Service Centre

| | | |
|-------------------------------|--|---|
| Customer Service Centre | Renfrewshire House Cotton Street Paisley PA1 1AN | Email customerservices.contact@renfrewshire.gov.uk Phone: 0300 300 0300 |
|-------------------------------|--|---|

Websites

You may find the following websites useful.

- [ParentZone](#) - parents can find information, relevant publications and links to other useful organisations.
- [Education Scotland](#) - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- [Scottish schools online](#)- parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- www.renfrewshire.gov.uk - contains information for parents and information on Renfrewshire schools.
- [ChildLine Bullying information](#) - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

Glossary

CFE - Curriculum for Excellence

ASN – Additional Support Needs

BGE – Broad General Education

EMA – Education Maintenance Allowance

DDA – Disability Discrimination Act

EHRC – Equality Human Rights Commission

IA – Impact Assessment

SIP – Service Improvement Plan

ASL – Additional Support for Learning

LTS – Learning and Teaching Scotland

SQA – Scottish Qualifications Authority

FOI – Freedom of Information

HGIOS/AiFL – How Good is our School/Assessment is for Learning

S1 – 1st year of secondary school

HT/PT/GT – Head Teacher/Principal Teacher/Guidance Teacher

CLAD – Community Learning and Development

RLL – Renfrewshire Leisure Ltd

GIRFEC – Getting it Right for Every Child

Although this information is correct at time of printing in December 2014, there could be changes affecting any of the contents before or during the course, of the school year or in future school years.

Parent feedback

Please take a few minutes to fill in and return the questionnaire on the next page. Your feedback will help us improve the hand book next year.

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

1. the handbook useful?

☐ Yes ☐ No

2. the information you expected?

☐ Yes ☐ No

3. the handbook easy to use?

☐ Yes ☐ No

Please tell us how we can improve the handbook next year.

Name of school: _____

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to:

Gayle Fitzpatrick

Management Information Officer

Renfrewshire Council

Education and Leisure Services

Renfrewshire House

Cotton Street

Paisley

PA1 1LE