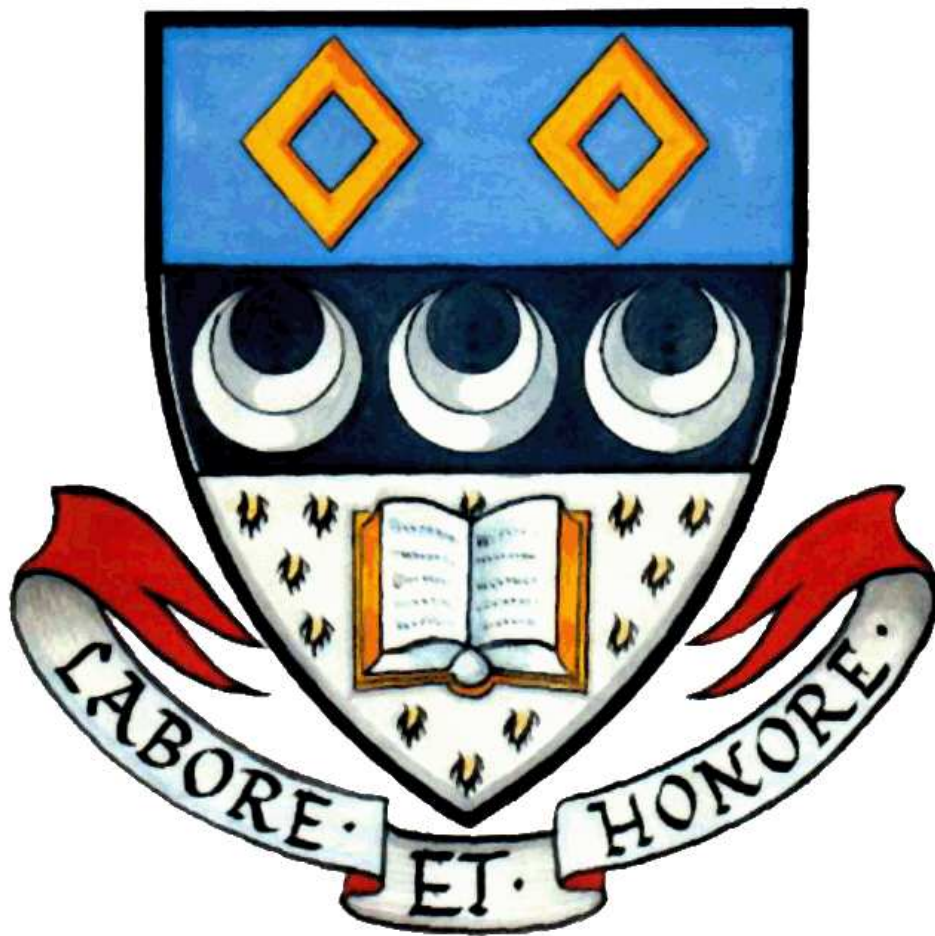


School Handbook

Currie Community High School



Session 2014-15

A Foreword from the Director of Children and Families

Session 2014-15

Dear Parents

This brochure contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

We are committed to working closely with parents as equal partners in your child's education, in the life of your child's school and in citywide developments in education.

Parental involvement in the decision making process and in performance monitoring are now, more than ever, an integral part of school life. We look forward to developing that partnership with your support.

I am pleased to introduce this brochure for session 2014/15 and hope that it will provide you with all the relevant information you may need concerning your child's school. If you have any queries regarding the contents of the brochure please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Gillian Tee

Director of Children and Families

Children and Families Vision

- Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential.
- We believe that children and young people do best when:
- They are able to live safely and happily within their own families with the right kind of support as needed
- They attend first class, inclusive schools and early years settings which meet their needs
- We will do all we can to strengthen support for families, schools and communities to meet their children's needs.
- Our mission is to place children, young people and families at the heart of our service and provide support when it is needed throughout childhood and the transition to adulthood.

Welcome from the Head Teacher

Dear Parents

I am very pleased to welcome you to the Currie Community High School Handbook. This handbook offers an introduction to our school and a general overview of the education your child will be getting at the school.

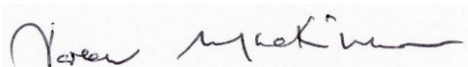
Currie Community High School has a long history. For some 350 years, there has been a school in Currie providing education for the young people in the community. The current building which dates from the mid-1960s was refurbished in the 1990s and we enjoy very good facilities throughout the school. This was further enhanced by a multi-purpose sports hall which was opened in 2008.

In line with Scottish Executive and City of Edinburgh Council guidance, we are committed to ensuring that every young person has the opportunity to be a successful learner, confident individual, responsible citizen and effective contributor. To that end, we offer a wide choice of courses of study and an extensive range of wider achievement opportunities. As a staff, we are committed to continuous improvement in our practice and to creating the best conditions for learning that we can. Our improvement planning, practice and policies help us to achieve these aims. We work hard to maintain our reputation of being a committed and caring school.

The school has an impressive track record of academic attainment, wider achievements and positive destinations for our young people. For example, our results in national examinations compare very favourably with other schools in the City of Edinburgh Council and across Scotland. Our positive destination statistics are the best in the City of Edinburgh.

We enjoy extremely good links with our three associated primary schools. This ensures that the transition from primary to secondary school is as smooth as possible and that our young people's education is progressive and coherent. It is now some ten years since we were re-designated as a community school and we are mindful of our responsibilities in serving the wider community. This involves the provision of as broad a range as possible of activities to meet the needs and interests of those within our wider community. We are continually looking for ways to strengthen our partnership with parents. We will continue to develop a positive relationship with our parent council, "Parents in Partnership", which was constituted in October 2007.

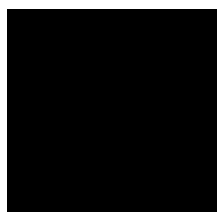
Of course, it is not possible to cover all aspects of the school in this single document. This handbook offers an introduction to our school and a general overview of the education your child will be getting at school. If you have any questions, or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact me. I look forward to a long and mutually beneficial association with you.



Doreen MacKinnon, Head Teacher, November 2014

To make our handbook easy to use I've divided the information into four different sections :-

- Section One – Practical Information about the School Page 8
- Section Two – Parental Involvement in the School Page 17
- Section Three – School Curriculum Page 25
- Section Four – Support for Pupils Page 31



Contact Details

Name of Head Teacher: Mrs Doreen Mackinnon
Name of School: Currie Community High School
Address: Dolphin Avenue, Currie, Edinburgh, EH14 5RD
Telephone Number: 0131 449 2165
Fax: 0131 451 5854
Website: www.currie.edin.sch.uk
E-mail Address: admin@currie.edin.sch.uk

About the school

Stages of Education provided for: S1 – S6
Present Roll: 755
Denominational Status of the School: non-denominational

Organisation of the School Day

School Roll

School Day

Monday, Tuesday, Wednesday and Thursday

Friday

REGISTRATION	0830-0840	REGISTRATION	0830-0840
Period 1	0840-0940	Period 1	0840-0935
Period 2	0940-1035	Period 1	0935-1030
INTERVAL	1035-1050	INTERVAL	1030-1045
Period 3	1050-1150	Period 3	1045-1140
Period 4	1150-1245	Period 4	1140-1235
LUNCH	1245-1335		
Period 5	1335-1435		
Period 6	1435-1530		

On Fridays school closes for pupils at 1235, when lunch is available. Staff follow a programme of collegiate activity time (CAT) on Friday afternoons. A slightly extended registration on various days of the week allows for meetings such as House and Year group assemblies. Time for Reflection Assemblies are held throughout the session during an extended registration. The days on which assemblies are held are variable.

School term dates 2014-15

Autumn

Term starts Wednesday 13 August 2014

Mid-term holidays

- Monday 15 September 2014, Autumn holiday
- Thursday 18 September 2014, primary schools and nurseries closed
- Monday 13 October 2014 - Monday 20 October 2014, mid term break

Term ends Friday 19 December 2014

Christmas holidays

Monday 22 December 2014 - Monday 5 January 2015

Spring

Term starts Tuesday 6 January 2015

Mid-term holidays

- Monday 16 February 2015 - Friday 20 February 2015, mid-term break
- Monday 23 February 2015, staff only day for secondary schools

Term ends Thursday 2 April 2015

Easter holidays

Friday 3 April 2015 - Monday 20 April 2015

Summer

Term starts Tuesday 21 April 2015

Mid-term holidays

- Monday 4 May 2015, May Day
- Thursday 7 May 2015, staff only day to coincide with General Election
- Monday 18 May 2015, Victoria Day

Term ends Friday 26 June 2015

Section One – Practical Information about the School

This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- travelling to and from school
- school meals and milk
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- how the school communicates with parents
- how to complain if you are not happy about something.

Communicating with the School

This section provides you with some background information on our school. It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

Registration and enrolment

The date for registration of new school entrants is advertised in the local press and on the council's website www.edinburgh.gov.uk. Registration for Primary One and First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.



Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated.

Absence from school is recorded as authorised, that is approved by the children and families department, or as unauthorised, that is unexplained by the parent (truancy). Please let the school know by letter or phone if your child is likely to be absent for some time, and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Truancy call

Currie Community High School uses an electronic system called Trauncy Call to automatically alert parents if their child is missing from school. This technology enables the school to keep children safe and keep parents informed of where they are at all times. This system has proved to be effective at reducing truancy and enhancing the safety of the pupils.

The system will automatically send out a text message to a mobile phone, a voicemail and an email to alert parents if their child is absent from school.

Parents should let the school know in advance if their child will be absent by phoning the school office on 0131 449 2165.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time. Absence from school can be approved 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 your child's Pupil Support Leader, Year Head or the Head Teacher before the holiday. If permission cannot be given before the holiday, it will be recorded as unauthorised absence. A holiday can be authorised if you 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 on this basis is regarded as authorised absence.

Any requests for extended absence over two weeks will be referred to the Senior Education Manager: Inclusion who will decide if it will be recorded as authorised or unauthorised leave.

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 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 Children and Families Department has legal powers to write to, interview, prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

School Uniform

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

Following extensive consultation with the Pupil Council, the staff and Parents in Partnership a revised dress code was introduced and is as follows:

Our school badge should be visible at all times

- School polo shirt in white with embroidered badge OR collared shirt or blouse in white with a school tie
- School sweatshirt in black with embroidered badge (can be worn on its own or over school polo shirt) OR plain black v-necked pullover or plain black v-necked cardigan (to be worn over shirt/blouse and tie) or school hoodie in black with embroidered badge (must be removed in practical classes)
- Black shoes or boots
- Black trousers or skirt
- School blazer for prefects

Physical Education Kit

- T-shirt or sports top, shorts, socks, training shoes and a towel
- Tracksuits and sweatshirts can be worn for outdoor sport. Pupils are required to bring a complete change of clothing
- Pupils must be able to remove all jewellery (including body piercing) for PE on the grounds of health and safety

Items which are not part of our dress code include:

- Any items of clothing which are so tight, short or revealing that they may cause offence
- shorts
- Fashion, patterned, illustrated or hooded tops of any style
- Tops in different colours to school colours (this includes grey)
- Tracksuit or jogging tops
- Denim jeans of any colour
- Combat, tracksuit, jogging trousers or shorts
- Football strips, scarves or football related clothing
- Clothing bearing prominent manufacturers' logos, words or pictures which contravenes our policy on equality and fairness or which advertise alcohol, tobacco or other drugs
- Clothing or jewellery which contravenes health and safety regulations. For example, hooped or dangling earrings, long necklaces, scarves, garments which are easily flammable due to material and/or design
- Caps and hats
- Any items which are clearly fashion accessories eg coloured or decorated fashion belts

- Excessive or inappropriate make up
- Coloured or part-coloured trainers, shoes or boots

As a school we expect every pupil to support the School Dress Code. The arguments in favour of such a Dress Code are well-rehearsed and have the support of both The City of Edinburgh Council and the Scottish Government. Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders. Our expectation is that parents will see that their daughter/son adheres to this Code.

The cost of school uniform sold by the school is as follows:

Sweatshirts £14 - £16 (depending on size)
Polo Shirts £10 - £12
School tie £6

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment which are often lost.

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school.

Footwear and Clothing Grants

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

- Child Tax Credit, but not working tax credit, with an annual income of less than £16,010
- income support
- jobseekers allowance[income-based]
- support under Par V1of the Immigration & Asylum Act 1999
- Income related element of Employment and Support Allowance

Information on free school meals and clothing grants is available on the www.edinburgh.gov.uk website. Applications for free school meals and clothing grants can be made by contacting Grants, Awards and Placements, Business Centre 1:1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG

School Meals

The school offers a daily interval and lunch service. During the morning interval assorted sandwiches, home baking, fruit, health juices and milk are available in the Cafeteria. At lunchtime the Cafeteria supplies a varied menu of two course meals to pupils. In addition, salads, sandwiches, fresh fruit, confectionary, yoghurt and soft drinks are available. In each case, payment is made using an Edinburgh One card when the meal is selected.

In 2012 Currie CHS was the first mainland Scottish High School to have achieved the Food for Life (FFLS) Catering Mark Bronze Standard for our Dolphin Café school kitchen. The bronze standard requires all food served to meet the following criteria:

- 75% of dishes freshly prepared
- Meat is from farms which satisfy UK welfare standards
- Eggs are from cage-free hens
- Menus are seasonal
- No GM ingredients are used
- No fish are served from the Marine Conservation Society (MCS) 'fish to avoid' list



FFLS is a flagship programme of the Soil Association Scotland supported by the Scottish Government. FFLS works to transform food culture and food systems across the country so we can eat food that is good for us, our communities and the planet; delivering 'good food for all'.

In 2014 Currie CHS was selected as one of only five schools from across Scotland to be a 'pathfinder' pilot school whereby the school is working to deliver a 'whole school approach' to food by trialling the FFLS Education and Engagement Framework; linking culture, catering, curriculum and community.

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies are accommodated subject to consultation with parent/carer and catering services.

Meal prices are reviewed annually. Please contact the School Office to be advised of the current price.

Free School Meals

Some families may be eligible for free school meals. Application forms are available from the school office. The forms have to be completed by the parent along with supporting documentation as detailed on the application form. An application is required for every school session.

Travel to and from School

Parents are requested, when dropping off/collecting children from school that they do not enter the school car park.

General Supervision

Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible.

School security

The safety and security of pupils and staff when attending or working in a school is very important to us. We use a number of security measures including a visitors' book and identity badges. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

Wet Weather Arrangements

In wet weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. Children having school lunches may remain in school during wet weather but again, supervision is limited.

Unexpected Closures

In the event of an emergency, such as a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure a range of communications channels are used to let parents know. A letter will be issued to all pupils, information will be placed on the school website and an email will be sent to those parents for whom we have an email address. Parents who have not already done so are advised to provide an email address for contact purposes.

In addition, announcements will be made on Radio Forth (Forth 1 and Forth 2) and via the Council's corporate Twitter account www.twitter.com/Edinburgh_CC and Facebook page www.facebook.com/edinburghcouncil. If many schools are affected, or the situation is likely to be prolonged, then the Council's website www.edinburgh.gov.uk will also be used.

Equality

Council has published an Equality Scheme, which can be viewed on the council's website. This outlines the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity.

English as an Additional Language

The Children & Families Department provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

Complaints, Comments and Suggestions Procedure

We all hope that you will be completely satisfied with your child's education and we encourage feedback on our services from parents and pupils. 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 our school you can do this by writing, e-mailing, 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.

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

- Please make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- 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 the matter further and contact Advice and Conciliation [0131 469 3233]
- 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.

Health and Safety

"Within the general policy laid down by The City of Edinburgh Council, the Children & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility in accordance with the Health and Safety at Work Act 1974. School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school".

School Health Service

A team of specialist Health Service and Children and Families Department staff work together to provide a service throughout your child's years at primary and secondary school. A planned programme is put into place to make sure that they benefit as much as possible from all that school has to offer, and to help prepare for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school. Many different services are provided. The staff involved make every effort to work closely with parents/carers and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing for vision, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests or Parents/carers are not necessarily notified at the time of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required the child's parents/carers will be informed and consent requested. The issue of maintaining confidentiality is taken seriously by the School Health Team at all times.

Some of the staff concerned and the parts they play are as follows:-

School Nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening.

The School Doctor is made aware of any possible problems and parents/carers and the family doctor are informed if any further action is considered necessary.

The School Nurse may be helped by a Health Assistant. The School Nurse acts as an important link between home and school. She visits the school and liaises with the teachers to find out whether any pupil has a health need that requires to be addressed. The School Nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health.

The School Nurse reviews the notes of all children in Primary 1, 4, 7 and Senior 3 as well as those of all new entrants.

An information booklet about the School Health Service is issued to all Primary 1 pupils and any new pupils coming from outwith the Edinburgh area.

Parents/carers are also asked to complete a health questionnaire about their child at Primary 1, 7 and Senior 3 and asked if they would like their child to have a medical consultation with the School Doctor.

The School Doctor may ask for your consent to examine your child if his/her medical records are incomplete or if the doctor particularly wishes to check on his/her progress. You will be invited to be present at any medical examination and kept informed if the School Doctor wishes to see your child again, or thinks that he/she should be seen by the family doctor or a specialist in paediatrics. You can, if you wish, arrange for your family doctor to undertake the examinations instead of the School Doctor, but you may be charged a fee for this. In secondary schools the School Doctor may consider whether any special information should be provided for the Careers Service.

The School Doctor or Nurse will be pleased to see you and your child at a mutually convenient time if you are concerned about his/her health or general progress at school. With your consent, the School Health Service Staff also carry out immunisations to protect against various diseases.

The Audiometric Team normally checks children's hearing on a number of occasions before the age of 13/14 years. The School Health Team will be told if your child seems to have a hearing problem and they will inform parents/carers and GPs as necessary.

The Speech and Language Therapist can provide assessment and, if necessary, treatment if you, a teacher or the School Doctor feels that your child may have a speech or language problem.

Any enquiries concerning the provision of dental services should be made to:
The Director of the Community Dental Service, 16 Duncan Street, Edinburgh, EH9 1SR (Tel. 0131 667-7114).

We hope that the School Health Service can, together with yourselves, contribute to your child's overall well-being and development. Please do not hesitate to arrange through the Head Teacher to see the School Doctor or School Nurse should you require any further information".

Medicine administration

Analgesics are not available in the school. Any parent who requires to have a drug administered by the School Welfare Assistant to their child or if they wish their daughter/son to self-administer during the school day, must obtain the appropriate form from the School Office. On its completion and return to the school, arrangements will be made for administration of the drug(s) by a nominated member of staff. It is the parents' responsibility to supply the medication in the container in which it was purchased and is clearly labelled with the child's name in full and the dose to be given.

Special Medical Conditions or Requirements:

Parents are asked to inform a Depute Head Teacher (Year Head) or Pupil Support Leader of any such condition or requirement. This ensures that the child receives prompt, appropriate and considerate support from members of staff.

A pupil becoming unwell or having an accident:

There is a medical room in the charge of a Learning Assistant to whom pupils are taken. A decision is made as to whether the pupil is fit to remain in school or should be sent home. If the latter, the parent is informed. (It is school policy not to send a pupil home to an empty house without parental permission.)

In the event of apparent illness or accident the parent and local medical practice are informed and advice sought. Parents are expected to make arrangements for the transport of such pupils except in an emergency when school arrangements will be made or an ambulance called.

It is of vital importance that school records have **UP TO DATE** information on **HOME ADDRESS, TELEPHONE NUMBER AND EMERGENCY CONTACT**, together with **TELEPHONE NUMBER OF PARENTS' PLACES OF WORK**.

Gaelic Education

Gaelic-medium education, where pupils are taught the entire curriculum through the medium of Gaelic, is available at nursery and primary levels. There are Gaelic parent and toddler groups and playgroups across the city.

Edinburgh's first dedicated Gaelic nursery and primary school will be opening in the former Bonnington Primary School Building August 2013. Those children currently attending the Gaelic-medium unit, based in Tollcross Primary School, will transfer to the new school and the new P1 intake for 2013 will start at the new school. Pupils attending the school do not need to have prior knowledge of Gaelic. If you wish your child to attend the new Gaelic School from August 2013, you should register them at the existing Gaelic-medium unit at Tollcross Primary School. Pupils who wish to study Gaelic at secondary level can transfer to James Gillespie's High School which offers Standard Grade and Higher courses.

Other School Policies

A range of other school policies is available through our school website.

Section Two – Parental Involvement in the School

Parental involvement is very important as we know it helps children do better in school. This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership.

You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our Parent Teacher Association/Parent Association and Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Ethos

HMiE highlighted the very good ethos which continues to be a major strength at Currie Community High School. A range of initiatives and opportunities have been developed to allow young people in the school to develop the four capacities and make a positive contribution to the school and their community.

Environmental Education

The school has developed a variety of approaches to sustainability both through the curriculum and whole school ethos initiatives.

The school grounds include a strip of woodland, green garden, a new fruit orchard, pond with surrounding marsh garden, a willow coppice and a Japanese garden. These are used extensively for teaching pupils about biodiversity, how living things interact and the impact that the settlement of Currie has had on local habitats. Pupils carry out curricular work in the grounds in Science, Geography, Biology, Art and Design and Social Education and this is under further development.

The school aims to give pupils insight into sustainable development issues and to provide opportunities for them to make a difference in their own school environment. Pupils currently assist with maintenance of the ecology sites, recycling and litter initiatives and are working on health promotion and safe routes to school. The school has been a Green Flag Eco-School since 2004 and renewed our Green Flag Award most recently in March 2014.

Through such activities, pupils are encouraged to address the maxim 'Act Local Think Global'.



Raising Attainment

Raising attainment has been a major thrust of the school's Improvement Plan over the past few years. Staff have worked hard to introduce and implement a raft of initiatives.

In the junior years there has been the impact of improved Primary / Secondary liaison. There have been developments to promote the core skills of literacy and numeracy (which show impressive results), in reporting and in timetabling arrangements based on research into raising attainment. The junior years can benefit too from regular attendance at the well-established Homework Study Club.

For the benefit of all years there is an extensive extra-curricular programme (see p.25) which is the envy of many Authority schools. There is growing support by seniors for the junior clubs and Primary School clubs as Sports Leaders and mentors.

A focus for seniors has been the raising of their aspirations to achieve all they are capable of. Beyond the classroom we have offered classes to develop skills to achieve success in national examinations. As a staff we have worked together to implement and support the school's 'Relationships for Learning' policy which is now firmly embedded in the ethos of the school. The development too of a Self-evaluation programme has resulted in an extensive programme of classroom observation which has led to reflective analysis of approaches to Learning and Teaching and to the sharing of good practice. Our Professional Learning Community has evolved into the Currie Learning Group which involves all staff in taking forward the work in this area. The school never stands still! Developments continue apace, possibly none more quickly than in the field of Information and Communication Technology and Sustainable Education.



More Able Enrichment Group

Each year work is carried out with a target group of S2 pupils who show real academic potential. Enrichment support classes are held on a range of topics which have included 'Multiple Intelligences', 'Thinking Skills', 'An Introduction to Philosophy', 'Media Studies' and 'The Skills of Debate'. Feedback from the pupils involved has been very positive.



Enterprise In Education

Currie Community High School continues to develop and extend links with industry, commerce and non-government organisations such as charities in order to broaden and enhance the educational experience of our pupils. This cross-fertilisation is becoming increasingly important in establishing a mutual understanding of the crucial links between the school curriculum and the world of work.

Our links are achieved through:

- Work Experience for all S4 pupils
- S5 Induction
- Careers evenings
- Youth Philanthropy Initiative
- Fundraising charities
- Work shadowing
- Teacher placements in industry
- Contacts with local businesses

We continue to develop relationships as opportunities arise and would welcome approaches from companies and organisations that wish to develop links.

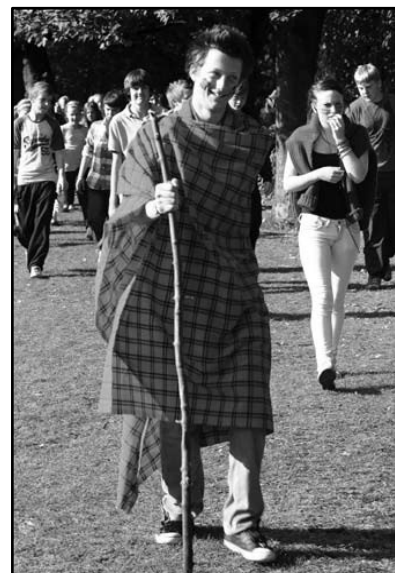


Values

We are committed to supporting the development of the whole pupil and as a result, wish to encourage their development in spiritual, moral, social and cultural terms.

Our primary aim is to combine high personal and social standards with a friendly atmosphere and mutual tolerance in which pupils of all ethnic and cultural backgrounds, of all religious persuasions and of varying levels of ability are welcome.

We are committed through our school aims to encourage pupils to develop and mature in an atmosphere of



tolerance and understanding of the needs of others and of society. We actively foster good relations between diverse groups and individuals to help eliminate disadvantage, prejudice or discrimination on the grounds of age, disability, ethnicity, gender, gender change, looked-after status, pregnancy or maternity, religion or belief, sexual orientation and socio-economic status or any combination of these.

We strive to create and maintain a climate within which pupils feel valued, included, secure and happy. The example and actions of all staff are important in creating this atmosphere and this will be reflected in the relationship between staff and pupils. If pupils are always treated with honesty, fairness and respect, the same behaviours can be expected of pupils by staff. In turn, pupils will benefit from the supportive environment in which they are encouraged to behave appropriately towards one another.

In December 2014 we completed our whole school consultation on new Vision & Values. In January 2015 we launched our new Vision and Values:

Our Vision Statement:

'DON'T LIMIT YOUR CHALLENGES, CHALLENGE YOUR LIMITS'.

Our Values:

Confidence

- To perform to the best of your ability
- To seize every important opportunity
- To try something new
- To accept others and yourself
- To be enthusiastic and motivated to learn

Unity

- Supportive to others
- Unified commitment to improvement
- Appreciating achievements of all kinds

Respect

- Those around you
- Differences
- Yourself
- The Environment

Responsible

- For freedom of expression
- For being safe and making good choices
- For your own actions
- For participating in the life and work of our community

Initiative

- Mistakes are okay as long as you learn from them
- Achieve your own goals through developing skills for life, learning and work
- Show determination, resilience and ambition

Equality

- Accept all aspects of social and cultural life regardless of personal belief while developing your own beliefs and values
- Treat others as you would wish to be treated
- Show care towards those who may need help

Relationships for Learning; Rights, Respect and Responsibility

“The Science is now irrefutable – effective learning cannot happen unless the more basic needs for physical and emotional nurturing are met first and the opportunities are created to develop emotionally literate skills and attitudes and the habits of sound emotional wellbeing.”

Towards a Relationally Rich Environment, LTS

Currie Community High School recognises and places emphasis on the importance of respectful relationships across the school community in promoting positive attitudes to school, learning, wider achievement and good emotional wellbeing. Through developing and maintaining positive relationships we can effectively support a high level of attainment and can ensure that our young people reach and sustain positive post-school destinations.

Many pupils in the school are worthy of praise in their day-to-day conduct in classes and around the school. The Positive Behaviour Policy reflects this and staff members are encouraged to reward those individuals who perform above and beyond the expectations we have for all of our pupils at CCHS. The key tool staff have to do this is the merit system. Merits are awarded to pupils on a class by class basis for:

- A high level of effort in class
- Consistent good behaviour in class
- High quality homework submitted on time
- Outstanding contribution

Pupils will receive a Positive Postcard for every 30 merits received. Individual and group successes are also recognised and rewarded through the Achiever’s Board, Pupil Profiles, tracking of wider achievement, the CCHS Wider Achievement Awards, Head Teacher’s Letter of Recognition and the Prize-Giving Ceremony.

The policy also recognises that there are times when pupils need additional support in maintaining positive behaviour and encourages staff to record and report incidents of

concern to ensure that the individual is appropriately supported to develop and improve their behaviour. School staff work with pupils, parents and, where relevant, outside agencies to continually encourage all pupils to meet high standards of behaviour in all aspects of the community. Demerits are issued as a deterrent and a record on a class by class basis and are acted on by class teachers, Group Tutors, Pupil Support Leaders and Year Heads as required. Demerits are issued when:

- A pupil does not put in the required amount of effort
- A pupil does not follow the instructions of the teacher and/or behaves in a way that is not conducive to class progress
- Homework is late or not to standard
- A pupil fails to adhere to the dress code

For significant incidents, referrals and the on-call system are used to ensure the young person is supported appropriately in adjusting their behaviour for the future. For all misdemeanours, the school advocates a restorative approach.

The Relationships for Learning policy was introduced in November 2014. Staff training is on-going and the process will be reviewed regularly throughout session 2014–15.

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 continue to be brought into schools however the following limitations will apply in our school:

Mobile phones must not be used in the school building with the exception of the Foyer and Dining Hall at break and lunchtimes only. The only exceptions to this are:

- in an emergency with the approval of staff
- in class, the use of appropriate features of mobiles is permitted with the express permission of the class teacher.

Anti Bullying Policy

Our policy is in accordance with the Children and Families Department's "Policy and Procedures to Prevent and Respond to Bullying and Prejudice". It should be read and applied in conjunction with the school's Equality policy.

Bullying is behaviour which causes upset to others. It can be something said or done to them or about them. This can include bullying behaviour by mobile phone or the internet. Bullying can include name calling, ridiculing, isolating, intimidation as well as physical assault. Prejudice and discrimination can also be bullying.

CCHS adheres to the CEC policy on anti-bullying, within which the definition of bullying is as follows:

Bullying is an abuse of power that is defined by its effects. People who are bullied are upset by something someone else has done or said to them or about them. They are likely to fear that this will happen again and feel powerless to stop it. Bullying is also a breach of children's rights under several articles of the Convention on the Rights of the Child.

Cyber-bullying is bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking websites.

Such behaviour has no place in Currie Community High School and will not be tolerated. We will continue to work towards eliminating all forms of bullying in our school and to support those who are being bullied.

The school's Anti-Bullying Policy & Equality Policy can be found on the school's website.

Parents Welcome

We welcome parental involvement as research has shown that when parents are involved children do better in school.

Parental Consultation

We offer opportunities for you to discuss your child's progress with teachers through arranged meetings. You will be advised when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview. Please see section two of this handbook for more details on home / school partnership.

Parental Involvement

Contact With Parents

Our discipline, Support for Learning and Pupil Support systems rely very heavily on the active involvement of parents. If we are concerned about a pupil in any way then we will get in touch with the home to share this concern. Usually this will lead to a meeting here at school when together we can discuss the matter and agree on the best way forward. Equally, if there is any aspect of school that is causing worry or unease at home then we would encourage parents to get in touch with us sooner rather than later. It is also of great importance for the family to keep the school informed of any circumstances that could be worrying or upsetting the young person.

In addition to these arrangements there are occasions when parents come to meet with teachers. These meetings take two formats:—

Consultation meetings for each year group when parents come to talk individually with the classroom teachers of their daughter/son. Such meetings are usually preceded by a

school report. During these meetings questionnaires are issued to gauge opinion on the format and quality of the evening. Issues are addressed by the Senior Leadership Team.

Stage Change meetings for parents of pupils at transition times. These meetings provide information on such matters as the courses available, the choice of subjects and the support given to pupils. Parents will be given notice of these meetings.

Parent Focus Groups are arranged during the year to gather parent/carer's views on aspects of the school so that improvements can be made to our service.

Regular questionnaires and surveys are carried out with parents and pupils to ensure that expectations are being met.

Information is provided to parents via regular school newsletters, pupil post, email newsletters, articles in the local press and the school website.

Parent Councils

Parent Councils are the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

Parents are welcomed to be:

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

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to Parents can also 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 possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils

All parents and carers of children attending our school are members of the parent forum however this group is so large that a smaller group of parents (the parent council) was formed to manage the work of the parent forum. We chose to call the parent council Parents in Partnership (PiP) to reflect our aim – to work in partnership with the teaching staff, support staff and pupils of the school. PiP consists of parent representatives as well as representatives from the staff and pupils at the school. Our local councillors also come along and they have proved to be valuable allies in helping us achieve our aims. We meet 5 times a year and set our own agenda. We run fundraising events and are able to offer the school equipment and prizes for the benefit of the pupils. We are very welcoming and inclusive and encourage all parents to get involved.

To contact PiP email cchspip@gmail.com or contact the school office who will pass your message on.

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

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

Pupil Council

The Pupil Council has a key voice in school improvement. It comprises elected representatives from each Tutor Group and Year Group. The Council is chaired by a senior pupil.

Year Group Pupil Councils meet monthly where issues are raised. Some of these issues may be taken to the whole school Pupil Council for further discussion. Senior staff attend each meeting, raising any issues with the Senior Leadership Team on behalf of the pupils.

Section Three – School Curriculum

This section describes how the curriculum is planned and delivered in our school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child

Curriculum for Excellence

Bringing learning to life and life to learning



Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. Curriculum for Excellence will be fully implemented by 2016.

Glow, Scotland's unique, world leading, online network supports learners and teachers and plans are already in place for parents across the country to have access to Glow. Parents

should ask the school how to arrange access to Glow and a user name and password will be issued.

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

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

Curriculum for Excellence develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of assessing progress and ensuring children achieve their potential. There will be new qualifications for literacy and numeracy from 2012/13. New qualifications at National 3, 4 and 5 will be available from 2013/14. Our well regarded Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed.

There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

Currie Community High School has made significant changes to its curriculum to reflect the broad general education in S1-3 and pupil personalisation and choice in S4-6

Please contact the headteacher if you would like any further information about the curriculum within our school.

Assessment

As pupils progress through our school, teachers use a range of assessment strategies, including Assessment is for Learning strategies as well as setting tests. Pupils are also involved in assessing their own progress and developing their next steps.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact your child's PSL (Guidance) teacher as soon as possible if you have any concerns about your child's progress.

Assessment might be for diagnostic, formative or summative purposes. It is undertaken by subject teachers within the context of syllabus plans and faculty monitoring policies which include internal moderation between teachers. Pupils can ordinarily expect marks, written or oral feedback from such assessments. S1 and S2 pupils also undertake Standard Assessments for English and Maths for Authority monitoring.

With the exception of S2 where there is one full Annual Report, formal school reports happen twice in each year for each Year Group. The first of these is either an interim Tracking Report or Settling-In Report (for S1), the second a full Annual Report. For S1-3 we report on progress in Curriculum for Excellence levels for each subject area, homework, behaviour and effort, with additional teacher comment with next steps. In the senior school we report on progress in the National Qualification levels in line with the national criteria; homework; behaviour; effort; additional teacher comment; and next steps. The full reports are associated with a Parental Consultation evening for each year group, there are two such events for S1.

For the senior school (S4 – S6) progress is also monitored using three tracking points in each year, which in some cases are aligned with printed reports to parents. Working grades based on assessment evidence are allocated by subject teachers and target grades are negotiated with pupils. For some students in S4, S5 or S6 the target setting process is supported by a mentoring programme. Mentoring is provided on an individual or group basis.

The main purposes of assessment and reporting can be summarised as follows:

- to assist teachers in gauging the effectiveness of learning and teaching
- to inform teachers, parents and pupils of the progress and attitudes of pupils against standards and expectations
- to enable pupils to formatively evaluate their own progress in each subject through feedback
- to alert Support for Pupils staff and Support for Learning staff to pupils who may have additional support needs
- to enable appropriate choices of courses and careers to be made

Typically, teacher observations and the outcome of assessments will be recorded by the subject teachers on a separate departmental report for each pupil. The criteria assessed and grades allocated are explained in these reports. As well as these assessments teachers may comment on effort, conduct and homework.

Details of the methods used to assess and report for year groups are to be found in the course booklets for S3/S4 and S5/S6, which are issued to pupils prior to each of these stages.

Full reports on subjects are currently sent home with pupils as follows:

S1 – June S2 – February S3 – May
S4 – December S5 & S6 – March

A copy of each report is filed in either the school management IT system or the pupil's Educational Record along with the primary reports, and will be referred to by Support for Pupils staff when giving advice on course options and career choice.



Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. Pupils are involved in active learning experiences which are engaging and give them ownership of their own learning.

Planning Children's and Young People's Learning

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms.

Homework

We have a clearly defined policy on homework, details of which are included in the parental envelope at the start of each session.

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it. The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class, and makes you aware of what your child is learning and provides you with a useful discussion starter. Homework is also an integral part of school work. Parental interest and co-operation in ensuring homework is undertaken is appreciated. Further information can be found on the school website.

Religious Instruction and Observance

Time for Reflection at Currie CHS

Everyone needs time and space to reflect. At Currie Community High School we allow pupils and staff this time with our Time for Reflection programme of assemblies and other opportunities.

We are a school that embraces a diversity of belief in our pupils and staff. There are those with strong religious faith and those with none. Our TFR programme aims to reflect this diversity and recognise the religious and cultural backgrounds of our school community.

TFR assemblies are planned by pupils in conjunction with staff and pupils. The programme allows pupils time and space to ponder some big ideas and questions. For example, the first in our series of assemblies in Session 2013-14 was called "Looking Forward". A number of different pupils and staff shared with S3 and S4 pupils what they were looking forward to over the course of the next year. One senior pupil was looking forward to participating in the Lessons From Auschwitz programme, another to their annual SU camp. A junior pupil was looking forward to their next summer holiday whilst a member of staff was trying to reduce his golf handicap.

Other assemblies and opportunities for reflection focused on Interfaith Remembrance, a lecture from Denis Goldberg who was imprisoned alongside Nelson Mandela in South Africa, Christmas, Holocaust Memorial Day, Easter, and charitable efforts including the Youth Philanthropy Initiative. At the end of the year we celebrated achievements that are both collective and personal when we rounded things off with an assembly called "Looking Back".

Pupil and staff response to the programme so far has been overwhelmingly positive. We look forward to further developing this aspect of school life in the months and years to come. Our 2014-15 Programme is below.

August	Year Assemblies: Welcome Back Student Planner	All years
September	Time for Reflection - Looking Forward House Assemblies - Pupil Support Leaders & House Captains	All years
October	Time for Reflection - The John Byrne Award Year Assemblies: Relationships for Learning Time for Reflection - Inspiration	S6 All years S3/S4
November	Time for Reflection - Remembrance Time for Reflection - Health in Mind	S5/S6 S5/S6
December	Time for Reflection - Hope Year Assemblies: Vision & Values	S1/S2 All years
January	Year Assembly: Preparation for Prelims Time for Reflection - Amnesty International Time for Reflection - Holocaust Memorial Day Time for Reflection - Keeping the Memory Alive	S4 All years All years S5/S6
February	Prelim time - no assemblies	
March	House Assemblies - Food for Life Working Group Year Assemblies: Learning for Sustainability	All years
April	Time for Reflection - Easter Year Assemblies: Theme TBA (‘Cool, Calm & Connected’)	S1/S2 All years S4)
May	Examinations - no assemblies	
June	Time for Reflection - Looking Back; Reflections Year Assemblies: Theme TBA	S3/S4 All years

Wider Achievement Opportunities through the Currie CHS 'Sports Clubs'

Pupil and parent focus groups will be arranged by the Health and Wellbeing faculty and the Active Schools Coordinator to gather views from stakeholders as to which further extra-curricular activities they would like to have delivered at CCHS; the views of the Pupil Councils are also taken into account and have already resulted in the creation of new clubs as part of the extra-curricular programme, utilising staff interest and expertise as well as providing coaching from external experts.



In addition to the generous support given by staff and senior pupils we now have help from some parents for this important part of our work.

The following extra-curricular activities are currently on offer:

Badminton	Homework Club
Bagpipe Club	Music: Brass, Junior Strings, Senior Strings, Wind Band, Classical Guitar, Recorder Groups, Choir, School Show
Basketball	Rugby
Breakfast Club	S1/S2 Science Club
Cheerleading	S1/S3 Debating Club
Cricket	Scripture Union
Dance	Ski Club
Duke of Edinburgh Award Scheme	Swimming
Football (Boys and Girls)	
Hockey	



In addition to in-school activities, classes also make regular educational visits and field studies. These visits are linked to pupils' class work.

Active Schools

As part of a SportScotland initiative an Active Schools Coordinator has been appointed to support and develop sport. The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator, Bev Anderson.

Section Four – Support for Pupils

Getting It Right for Every Child

Taking care of our children's well-being and making sure they are all right - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society. Our school adopts the Getting it right for every child in Edinburgh approach to give the right help to children, young people and families, when they need it from a joined up multi agency team.

Getting it right for every child aims to improve outcomes for all children and young people. It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

Protecting Children and Young People

We place a high priority on the well-being and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. Where we have concerns that a child about the possible abuse of pupils we are required to follow the Edinburgh and the Lothian's Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents/carers.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on Edinburgh Council website at www.edinburgh.gov.uk/InOnTheAct

In on the Act - Supporting children and young people with additional support needs provides the following information specified by the Education (additional Support for Learning) (Scotland) Act 2009 which includes:

1. the authority's policy in relation to provision for additional support needs,

2. the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.
3. the other opportunities available under this Act for the identification of children and young persons who -
 - a) have additional support needs,
 - b) require, or would require, a co-ordinated support plan
4. the role of parents, children and young persons in the arrangements referred to in paragraph (b),
5. the mediation services provided
6. the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

Additional Support Needs:

The Additional Support Needs for pupils at CCHS are identified and provided for via a rigorous and thorough process which is led by the Pupil Support Leaders (PSL), the Support for Learning Leader (SfLL) and the Additional Support for Learning Team Leader, with contributions from all members of teaching and support for learning staff. Each year pupils' support needs are closely examined and Additional Support Reviews are carried out for those pupils whose needs necessitate the creation of an Additional Support Plan or Individualised Education Plan. Staff, parental and pupil views are gathered prior to planned meetings, at which an agreed support plan is devised, a copy of which is retained by parents/carers. The support strategies within this plan are shared with all staff and the PSLs and SfLL are responsible for the monitoring of the resultant additional support provided by individual teachers for the identified pupils. A monthly Additional Support for Learning Team meeting is held to discuss any issues pertaining to the support for our pupils. Additionally, all staff members are able to communicate concerns for individual pupils to the ASL Team via email, discussion, Welfare Concern and other means of communication.

The Pupil Support Group also meets to discuss the needs of particular pupils on a monthly basis, as does the 16 Plus Group (focussing on pupils in the senior years who require support to positive destinations beyond school), all led by the ASL Team Leader.

If any parent or carer wishes to communicate any additional support need then they can do so via the appropriate PSL, Year Head or the SfLL. Contact details for these members of staff are as follows:

Pupil Support Leaders:

Kinleith - acting – Ms Donna Jordan – donna.jordan@currie.edin.sch.uk

Lennox – Miss Louise Young – louise.young@currie.edin.sch.uk

Hermiston – Mrs Lisa Coffey – lisa.coffey@currie.edin.sch.uk

Support for Learning Leader:

Ms Amana Milne – amanda.milne@currie.edin.sch.uk

Year Head for S1-S2 - acting:

Miss Jenny Smith – jenny.smith@currie.edin.sch.uk

Year Head for S3:

Mr Clive Walton – clive.walton@currie.edin.sch.uk

Year Head for S4-S5:

Mr Percy Farren – percy.farren@currie.edin.sch.uk

Year Head for S6:

Mrs Doreen MacKinnon – doreen.mackinnon@currie.edin.sch.uk

All staff are also available via the school office – 0131 449 2165

We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:

Enquire: www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380 Take Note:

National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Pastoral Support

All pupils' pastoral support needs are the concern of all staff at CCHS and the first level of pastoral support to which all pupils are entitled is via their Group Tutor, with whom they will be in daily contact during registration. Group Tutors at CCHS take their pastoral role very seriously and look to offer appropriate support and advice to the members of their Tutor Group whenever they can or are needed to do so. Additionally, all class teachers are sensitive to the pastoral needs of their pupils and work hard to support these when it is appropriate to do so in a classroom setting or when pupils chose to discuss issues with them outside of class. Areas of pastoral concern are always then shared with the appropriate Pupil Support Leader or Year Head.

Beyond this, all pupils at CCHS are allocated a Pupil Support Leader. The PSL delivers the Personal and Social Education programme to the Tutor Groups within their House and as such is in weekly contact with all of their caseload, allowing further pastoral support to be offered if the need arises. Each pupil at CCHS is provided with a 1-to-1 interview with the PSL during the course of the year to ensure support needs are being addressed and all

pupils can approach their PSL at appropriate points to seek further support. Staff present pastoral concerns to the PSLs on a regular basis and, again, further support can then be offered pupils should this be deemed appropriate. Additionally, parents/carers can contact the school to discuss pastoral support needs and the PSLs can subsequently meet with pupils and/or parents to discuss how best to address these needs.

Furthermore, pupils with support needs that require attention from partner agencies beyond the school – such as the Educational Welfare Service, Educational Psychologist or Social Work – can be referred, with parental consent, to the Pupil Support Group. The PSG meets once a month and looks to access support from partner agencies so as to best support the pupils at CCHS and feedback on discussions and support strategies are provided to parents/guardians following the meetings.

As a further level of support, the Year Heads, Senior Depute and Head Teacher are all involved in the pastoral support of our pupils and are in regular contact with teaching staff and PSLs in order to keep up to date with developments and to offer further guidance and support.

Sensitive Aspects of Learning

Parents will be informed about sensitive aspects of learning, eg relationships, sexual health, parenthood, drugs awareness etc via the Support for Pupils page on the school website and via discussions of these areas at Parents' Nights during the course of the school year. Any further information required can be gained via contact with the appropriate Pupil Support Leader and this can be carried out via email, phone call or 1-to-1 discussion, depending on the preference of the parent/guardian.

Transitions – Moving to a New School or Leaving School

This section also gives information about transition. There are also details about making a placing request to another school.

Primary to Secondary Transfer:

The Pupil Support Leaders, Support for Learning Leader, S1 Year Head and Head Teacher all have key roles in making the transition from Primary 7 to S1 at CCHS as successful as possible for all of our new S1 pupils. As such, in the build up to the start of S1, a number of visits are carried out to allow the pupils at cluster primary schools to meet the Year Head and key staff to exchange important information about all pupils so as to enhance the transition process and allow for all support needs to be met by staff at CCHS. The composition of S1 classes is carefully considered based on information from primary schools and concerns raised by parents, and further information is provided to prospective new pupils and parents at our annual P7 Information Evening.

All pupils choosing to enrol at CCHS will be invited to attend the three day P7 visit in the summer term, where they will meet their Group Tutors and fellow class members, as well as being introduced to their S5 Peer Supporters – 4 per Tutor Group – and their teachers. This is a chance for all of our new S1 pupils to learn a little bit about the school and make

their way around it; it also allows staff to gain a first impression of their new charges and to learn a little about them prior to welcoming them as S1s in August.

Additionally, the school can and does provide opportunities for pupils with particular support needs and/or concerns to visit the school and meet with staff outside of the three day visit. These can be arranged via the primary school or by direct contact with CCHS. As a further level of support with the transition process, the Headstart programme for new S1s is offered on the first few days of the school summer holiday prior to pupils commencing S1. This is a programme, run by teaching staff at the school and supported by S5 Peer Supporters, which allows a small group of pupils to come into CCHS and engage in some fun activities that also let them experience the school environment without the whole school population being present, aiding mental geography of the school and enhancing confidence about the start of S1. Should parents/carers wish to have pupils involved in the programme then this can be arranged by contacting primary schools and/or the Year Head or PSLs at CCHS.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school.

If you would prefer that your child start P1 or S1 at another school instead of one of the catchment schools, you have to make a placing request. You can get an application form at any nursery or primary school in the city from mid November. Forms must be returned to: Grants, Awards and Placements, The City of Edinburgh Council, Level 1.1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG by 24 December. If you apply for a place after this date, your request will be considered but if you apply after 15 March places in your chosen school may no longer be available.

All parents have the right to make a request for a place for their child in another school. The Council must grant these requests where possible. When there are more places available in a school than there are placing requests for that school, then all the requests are usually granted. If the school you specify has more requests than available places, then each case is examined individually. Whatever you write on your application form is taken into account, so it is important that you include relevant details on the form.

You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

All children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Section Five – School Improvement

The section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Children and Families.

Please refer to the school website for further information.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements.

A parental copy of the SQIP (Standards and Quality and Improvement Plan) can be found on the school website.

School Improvement Plan

A copy of the school's School Improvement Plan is available on the school website.

Transferring Educational Data about Pupils

The Scottish Government – Education and Training has asked that the undernoted advice be included in our school brochures.

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and the Scottish Government.

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific

addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on the ScotXed website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the use of pupil data can be found on the ScotXed website (www.scotxed.net).

The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, scotxed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Websites

You may find the following websites useful.

- www.edinburgh.gov.uk- contains information for parents and information on Edinburgh schools.
- <http://www.parentzonescotland.gov.uk>- parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- www.hmie.gov.uk - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.scottishschoolsonline.gov.uk> - 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.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - 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.educationscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <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

EMA – Education Maintenance Allowance

ASL – Additional Support for Learning

SQA – Scottish Qualifications Authority

FOI – Freedom of Information

HT/CL – Head Teacher/Curricular Leader

CLD – Community Learning and Development

GIRFEC – Getting it Right for Every Child

Parental feedback



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

Did you find	Please tick	
the handbook useful?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
the information you expected?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
the handbook easy to use?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

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

Name of school: **Currie Community High School**

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to the school office at Currie Community High School.

Throughout this handbook the term 'parent' has the meaning attributed 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.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

Doreen MacKinnon
Head Teacher
Currie Community High School

The information in this school handbook is considered to be correct at the time of publication (Dec 2014), however, it is possible that there may be some inaccuracy by the start of the school term in August 2015