



Eco Schools
Award 2004



Turnbull High School
St Mary's Road
Bishopbriggs
Glasgow G64 2EF
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School Handbook 2015-2016

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LETTER FROM HEAD TEACHER



Dear Parent/Carer

Turnbull High School is a community of faith engaged in learning. In our school pupils are encouraged to live out Christian values in the way they treat others. They are also encouraged to set high standards, develop positive work habits and make a habit of excellence in everything they do.

Attainment levels of pupils in S4-S6 SQA examinations is well above the national average and is regularly in the top quarter of our comparator schools. Turnbull High School has been listed for several years in the Sunday Times Top 50 Scottish State schools. In 2014 the way in which SQA results are analysed has changed. Within the new Insight Model we continue to perform above our virtual comparator school in national measures.

We have an extensive range of extra curricular activities which enable our pupils to develop their wider talents. We also provide young people with opportunities to receive certification through accredited schemes such as Sports Leadership and Duke of Edinburgh awards which recognise their personal and social achievement.

HMIe published its inspection report on Turnbull High School in September 2010. It is one of the strongest secondary school reports published. The inspectors highlighted the particular strengths of our school:

Improvements in performance	excellent
Learners' experiences	very good
Meeting learning needs	very good
The curriculum	very good
Improvement through self-evaluation	excellent



When the inspectors write reports, they use the following word scale so that readers can see clearly what their judgments mean.

excellent	means	outstanding, sector leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

In recent years the school has also gained four ECO Schools Green Flags (2004,2007,2010 and 2013).

Turnbull High School values the contribution of parents as partners in the education of their child. We will keep you informed of your child's progress and about the work of the school. We will ask for your views on the quality of your child's education and do our best to act on your concerns.

In return, we would ask for your support by encouraging your child to:

- set high standards for themselves
- work hard in class and behave in a way that allows other pupils to learn
- use their Student Planners to record all homework and complete these assignments on time
- prepare thoroughly for tests and to set aside time on a regular basis to revise class work
- reflect on where they are doing well and where they could set targets for improvement
- develop their talents by participating in extra-curricular activities
- treat everyone with courtesy and respect
- behave responsibly and safely in the community
- wear the full school uniform at all times
- take part in the religious life of community.

Please do not hesitate to contact me if I can be of assistance to you.

Yours sincerely

Eileen Kennedy
Head Teacher



VISION STATEMENT

As a community of faith and learning, centred on Christ, we will value each person as an individual, enabling our students to fulfil their potential as young men and women, prepared to meet the challenges of life and committed to serving Christ in others.

OUR VALUES

The values of the Gospel will direct the work of the school. Our community will aspire to:

- grow in faithfulness to God
- encourage hope in each person
- reach out in compassion to others
- respect the dignity of all
- treat others fairly
- act with honesty.

AIMS

We will strive to achieve our vision by:

- providing high quality Catholic education based upon Gospel values
 - providing experiences which meet the individual needs of our young people and enable them to achieve their full potential
 - fostering a strong sense of community within the school and developing productive links with the wider community
 - valuing and developing all members of the school community
-

EAST DUNBARTONSHIRE COUNCIL'S VISION

East Dunbartonshire's vision is:

'Working together to achieve the best with the people of East Dunbartonshire'

This vision is underpinned by a core set of values, which are our commitment to:

- Our Customers
- Pursuit of Excellence
- Innovation
- Partnership
- Our Employees



Turnbull High School

St Mary's Road, Bishopbriggs Glasgow G64 2EF

SUMMARY IMPROVEMENT PLAN 2014-2015

Priority 1 – Achievement and Attainment

1. Our “subject” curriculum is based upon national curriculum design principles, BGE Experiences and Outcomes and National Qualification course descriptors. It will be effective in developing skills for life, learning and work and developing the values, attributes and capabilities of our pupils.
2. Our courses, programmes and activities, delivered across the four contexts for learning, provide our young people with increasing opportunities to develop as successful learners, confident individuals, responsible citizens and effective contributors.
3. Our assessment, tracking, reporting and profiling processes will enable us to make sound judgements to support and challenge young people in their learning and recognise their achievements.

Priority 2 – Support for Pupils

1. The learning needs of all pupils will be more effectively met through the implementation by all staff of the staged intervention process and through increased challenge and pace of learning by matching tasks, activities and resources to individual learners.
2. Our systems to support all young people through all transitions and into positive and sustained destinations will be enhanced. These systems will reflect GIRFEC principles and take account of legislative requirements and the views of the child and family.

Priority 3 – Partnership and Engagement

1. Our systems for engaging with the student body will be enhanced to provide young people with greater opportunity to influence learning and teaching and decision making across the school.
2. Increased parental engagement in young people’s learning will enhance pupil attainment and achievement.
3. Pupil’s skills for learning and work will be enhanced through opportunities for learning with the community.

Priority 4 – Vision, Values and Leadership

1. Our systems for ongoing professional review and development and in-house CPD will lead to increased opportunities for leadership for all staff within Turnbull High School.
2. Our pupils, staff and parents have a shared understanding of the school vision, values and aims. All staff are aware of their role in promoting this.

A community of faith engaged in learning



GLOSSARY

Certificate Course	A course which could lead to a Scottish Qualification Certificate (National Courses at National 3/4/5, Higher and Advanced Higher levels)
Co-educational	Caters for both sexes on the basis of equal opportunities.
Comprehensive school	Takes all pupils from an area without any selection according to ability.
Consortium	A group of schools and colleges with linked timetables.
Continuous assessment	Testing of performance in a subject by a variety of means at short intervals, rather than one or two big examinations in the year.
Curriculum	The curriculum is the totality of experiences which are planned for young people through their education. It includes the ethos and life of the school, curriculum areas and subjects, interdisciplinary learning and opportunities for personal achievement.
Extra-curricular activities	Activities which take place outwith the timetabled programme.
Mixed ability	Pupils of a wide range of ability taught together as a class.
SQC	The Scottish Qualifications Certificate is awarded by SQA for National Courses at National 3/ 4/5, Higher and Advanced Higher.
SQA	Scottish Qualifications Authority who award SQC certificates and administer National Qualifications



SCHOOL INFORMATION

TURNBULL HIGH SCHOOL, named after William Turnbull, Bishop of Glasgow and founder of the University of Glasgow in 1451, was opened in August 1976 to serve the needs of the Catholic community of Bishopbriggs. In 1978 it achieved full six year status and in the same year the catchment area was extended to include Catholic children residing in Torrance. Since 2002, pupils from Bearsden and Milngavie are entitled to a place in Turnbull High School.

Turnbull High School is a co-educational comprehensive school with classes from first year to sixth year. The school admits 120 pupils (4 First Year Classes) each year where possible and the current roll is S1 - 102, S2 - 119, S3 - 112, S4 - 114, S5 - 108 & S6 - 79.

How to contact us:

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In the summer of 2009 we took possession of our new state of the art school building. Each classroom has a Teaching Wall which contains all the storage space teachers need for resources, as well as housing an interactive white board which allows teachers and pupils to make ICT an integral part of effective learning and teaching. A feature of the school is the 'break out' areas where teachers can work with smaller groups of pupils and enhance their learning experience and more effectively meet their needs.



At the centre of the school is our dining/social area with our canteen, snack bar, lockers areas and toilets. Adjacent to this is the enclosed Assembly space and Performance area which provides an excellent space to gather pupils together in year groups and for holding whole school events.

At the centre of the management suite is our Oratory. The outstanding feature of our Oratory is a stained glass window which the school has commissioned. This encompasses the whole of the side of the Oratory facing the front of the school and makes a significant contribution to ensuring our Oratory is a place worthy of our prayer and liturgy.



TURNBULL HIGH SCHOOL

We took possession of our PE facilities in October 2008. These include a fantastic gym, with excellent changing areas and a seminar room for the delivery of PE theory. We also have our synthetic football pitch which will be followed in the spring of 2012 - after the landscaping around the school has been finished – by a grade 1 football pitch.



For commercial lets, application must be made to the Area Office, and for community lets application must be made to the School Letting Section:

Community Learning & Development (School Letting Office)

36 Roman Road, Bearsden, G61 2SQ

Tel: 0141 578 8695

Fax: 0141 563 9800

email: letting@eastdunbarton.gov.uk



The school's associated Primary schools are:

St Matthew's Primary School

Park Road
Bishopbriggs
Tel: 0141-955-2282

St Andrew's Primary School

Duntocher Road
Bearsden
Tel: 0141-955-2248

St Helen's Primary School

Wester Cleddens Road
Bishopbriggs
Tel: 0141-955-2286

St Joseph's Primary School

North Campbell Avenue
Milngavie
Tel: 0141-955-2209

St Machan's Primary School

St Machan's Way
Lennoxton
Tel: 01360-311586

Children from Torrance, who attend St Machan's PS, may transfer to Turnbull High School.

Pupils from St Andrew's PS and St Joseph's PS may transfer to Turnbull High, St Ninian's High or John Paul Academy.

TRANSFER/ENROLMENT

Parents offered or seeking a place in the school may visit the school by appointment, arranged by telephone or letter with the School Office. For parents of pupils of Primary 7 in the associated primary schools, an evening meeting is held in November and in June in Turnbull High School.

Primary to Secondary Transfer

Pupil visits to Turnbull High School are organised before the summer holidays. Children from associated primaries and non-catchment schools who will be attending Turnbull High School will have the opportunity to meet and get to know each other. The children will participate in classroom activities and meet their class teacher. Parents will have an opportunity to view the school and are given a brief explanation of school life at the parent Information evening in June.

Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful placing request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents should, however, be aware that there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.



STAFFING 2015 - 2016

SMT

Head Teacher	Eileen Kennedy	Depute Head Teacher	Duncan Mitchell S4
Depute Head Teacher	Colette Bray P7/S1	Depute Head Teacher	Mary Kerr S5/6
Depute Head Teacher	Daniel McLachlan S2/3		

Art

Veronica Connochie	Principal Teacher	Janette Dean	Teacher
Gardiner Muirhead	Teacher	Billy Laird	Teacher
Gerry Rafferty	Teacher (0.5 FTE)	Angela MacKenzie	Teacher
		Nicola McBrearty	Teacher
		Fiona O'Prey	Probationer Teacher

Biology

Dr Joe Tait	Principal Teacher
Caroline Keenan	Principal Teacher of Pastoral Care
Nicole Dalrymple	Teacher
Ashley Aitken	Teacher

Modern Languages

Clare Grehan	Principal Teacher
Paula Benassi	Teacher
Teresa Daly	Teacher
Lorraine Glen	Teacher

Business Information Studies

Dee Anne McMenamin	Principal Teacher
Vacancy	Teacher 0.4 FTE
Maureen Darroch	Teacher
Julie Scullion	Teacher

Music

Nathan Hoyle	Principal Teacher
Caroline Bradley	Teacher (J/S) 0.6 FTE
Fraser Pearce	Teacher (J/S) 0.4 FTE

Chemistry

Helen Scally	Principal Teacher
Angela Connolly	Principal Teacher of Pastoral Care
Anne Brown	Teacher

Physical Education

Diane Irvine	Principal Teacher
Paul John Corr	Acting PT Raising Attainment
Lindsey Kerr	Teacher
Gary Sloan	Probationer Teacher

English

Lesley Anne Cimmino	Principal Teacher
Margaret Hoey	Principal Teacher of Pastoral Care
Gerry Coyle	Teacher
Isabel Henderson	Teacher
Katrina McQuarrie	Teacher
Mark Hendrie	Teacher
Julie Paul	Probationer Teacher

Physics

Louisa Bruce	Principal Teacher (J/S) 0.6 FTE
Mary Docherty	Principal Teacher (J/S) 0.4 FTE
Neil Hannah	Teacher

Religious Education

Mike Hughes	Principal Teacher
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Geography

Harry Sharpe	Principal Teacher
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Support for Learning

Eileen Martin	Principal Teacher
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History/Modern Studies

Nancy Doherty	Principal Teacher
John McKenna	Teacher
Claire Britton	Teacher
Lynne Allison	Teacher

Technical

Ian Simpson	Principal Teacher
Terry Condron	Principal Teacher of Pastoral Care
Rachel Young	Teacher

Home Economics

Lorraine Scott	Principal Teacher
Gillian Wallace	Teacher

Librarian

Ruth Auchinvole

Mathematics

Fiona McLaughlin	Principal Teacher
Jacqui O'Kane	Principal Teacher of Enterprise

School Chaplain

Canon Hill
Father Monaghan



STAFFING – Non Teaching

Support Staff

School Support Manager Eileen McGhee
Admin. Assistant Margaret Grant
Admin. Assistant Helen MacKay

Clerical Assistants

Kathleen MacNiven
Ruth O'Donnell
Angela Swann
Jean Thomas
Vacancy

School Assistants

Angela Swann
Vacancy

Attendance Officer

Carol Wilkie

Support for Learning Assistant

Moira MacNab
Agnes Mulrine
Lorraine Porteous
Jill Shepherd
Donna Taylor

Senior Technician

Tom Maguire

Technicians

Stewart Townsley
Vacancy

Technicians - ICT

Vacancy

Facilities Officer

Anne Miller

Site Co-ordinator

Mark Lewsley

Facilities Assistants

H Samson (Snr)

A Morrice
E Cameron
C Simpson
S Donnelly
E Drummond
F MacDonald
M McCann
Y McMillan
H Samson (Jnr)

Catering Manager

A Thomson

Catering Assistants

R Fisher
I Gourlay
N Miller
A Gordon
A Simpson
M Stevenson
M Toner
C Wilson

Spie Matthew Hall

J Brown
I Hamilton



SENIOR MANAGEMENT TEAM

Each member of the senior staff has direct responsibility for liaison with particular subject areas within the school. In addition, responsibilities are:

Head Teacher (Mrs Kennedy)

S1 – S6 curriculum overview and mentoring. Her departmental links are for Art, Mathematics, Technical and Music.

- Strategic Planning
- School Finance
- School Policies/Staff Handbook
- Raising Attainment
- Wider Achievement
- Tracking & Monitoring (including whole school data analysis)
- Staffing
- Induction of new Staff
- Absence Management
- Local Authority liaison
- Parent Council/Parent Teacher Association (PTA)
- Whole School Quality Assurance
- School Improvement Plan
- Standards & Quality Report
- School Handbook
- Health & Safety
- Trips/Ecursions
- Care and Welfare of Pupils
- Child Protection Co-ordinator
- Pupil Voice
- Cluster Management Team
- School Improvement Plan – Tracking, Parent Partnership and Cluster GIRFEC

Depute Head Teacher (Mrs Bray) – Year Head (P7/S1)

Mrs Bray is responsible for P7/S1 curriculum overview and mentoring. Her link departments are Modern Languages, Support for Learning, Physical Education, Pupil Support Team and Active Schools.

- P7/S1
- Primary Liaison
- Cluster Management Team
- Care and welfare of pupils
- Tracking and monitoring (inc PLP/Profiling)
- Child Protection Co-ordinator
- ASL Co-ordinator (inc GIRFEC)
- Induction of new staff
- Probationers/Students
- Health & Wellbeing across Learning
- XL Programme
- SIP – GIRFEC, STINT, Supporting Learners

Depute Head Teacher (Mr McLachlan) – Year Head (S2/S3)

Mr McLachlan is responsible for S2/S3 curriculum overview and mentoring. His link departments are English, History & Modern Studies, Religious Education and Wider Achievement

- S2/S3
- Care and welfare of pupils
- Tracking & monitoring (inc PLP/Profiling)
- S2/S3 Options, SSA
- SQA Co-ordinator/Prelims
- Chaplaincy
- Equality & Fairness
- Wider Achievement/Citizenship (CLD/Volunteering)
- Eco Schools
- Literacy across Learning
- SIP – Learner Conversations, Community Partnership, Chaplaincy
- XL Programme
- SIP – GIRFEC, STINT, Supporting Learners

Depute Head Teacher (Mr Mitchell) – Year Head (S4)

Mr Mitchell is responsible for S4 curriculum overview and mentoring. His link departments Biology, Physics, Home Economics and Raising Attainment

- S4
- Care and welfare of pupils
- Tracking & monitoring (inc PLP/Profiling)
- S4 Options
- Raising Attainment (Supported Study/SEEMIS Tracking/Data Analysis)
- Opportunities for all
- Health & Safety
- ICT Co-ordinator (inc media, twitter and website)
- CPD/PRD
- PA liaison
- Pupil voice4 (Rights Respecting School/Global Citizenship)
- SIP – Standardised Testing, Pupil Council/Pupil Voice, CPD/PRD
- Numeracy across learning

Depute Head Teacher (Mrs Kerr) – Year Head (S5/S6)

Mrs Kerr is responsible for S5/S6 curriculum overview and mentoring. Her link departments are Business Education and Computing Science, Chemistry and Geography.

- S5/S6
- Care and welfare of pupils
- Tracking & monitoring (inc PLP/Profiling)
- Vocational programme
- S5 Options
- Timetable/Staff Cover/Accommodation
- Learning and Teaching
- Interdisciplinary Learning
- Uniform
- EMA
- SIP – Scottish Studies, WWO, Learning & Teaching



SCHOOL HOURS

Monday, Tuesday and Thursday

School Opens 09:00

Period 1 09:00 – 09:50

Period 2 09:50 – 10:40

Interval 10:40 – 10:55

Period 3 10:55 – 11:45

Period 4 11:45 – 12:35

Period 5 12:35 – 13:25

Lunch 13:25 – 14:05

Period 6 14:05 – 14:55

Period 7 14:55 – 15:45

Wednesday and Friday

School Opens 09:00

Period 1 09:00 – 09:50

Period 2 09:50 – 10:40

Interval 10:40 – 10:55

Period 3 10:55 – 11:45

Period 4 11:45 – 12:35

Lunch 12:35 – 13:15

Period 5 13:25 – 14:05

Period 6 14:05 – 14:55

THE SCHOOL YEAR

First Term

Teachers return in-service Thursday 13/08/2015

In-service day Friday 14/08/2015

Pupils return Monday 17/08/2015

Local holiday Friday 25/09/2015

Local holiday Monday 28/09/2015

In-service day Friday 09/10/2015

School closed 12 - 16/10/2015 inclusive

School opens Monday 19/10/2015

School closes Wednesday 23/12/2015

Second Term

School opens Monday 06/01/2016

School closed 08 - 09/02/2016 inclusive

In-service Wednesday 10/02/2016

School closed 25 - 28/03/2016 inclusive

School closed Monday 04 - 15/04/2016

Third Term

School closed Monday 02/05/2016

In-service day Thursday 26/05/2016

School closed 27 - 30/05/2016 inclusive

School opens Tuesday 31/05/2016

Last day of school Thursday 28/06/2016



PUPIL SUPPORT

In Turnbull High School we aim to foster an ethos of inclusion in which all pupils have the opportunity to develop and to participate to their fullest potential. We have an extensive Pupil Support Team who work with our pupils in many different ways. Our Pupil Support Team is made up of Pupil Support Staff and Support for Learning Staff.

To facilitate the organisation of Pupil Support, where possible, siblings have the same Principal Teacher Pupil Support to ensure strong links between home and school. The members of the Pupil Support Staff work as a team and take responsibility for the personal, curricular and vocational guidance of the pupils in their House Group. Every pupil in the school is free to seek help and advice from any member of the Pupil Support Team. If a parent/carer wishes to discuss any aspect of their child's progress and development with a member of the Pupil Support Team an appointment can be arranged by telephoning the school.

Pupil Support Staff

Arranged by House Group		
St Andrew's House	Mr T Condrón	Principal Teacher Pupil Support
St Kentigern's House	Miss A Connolly	Principal Teacher Pupil Support
Marian House	Mrs C Keenan	Principal Teacher Pupil Support
Mother Teresa House	Mrs M Hoey	Principal Teacher Pupil Support
	Mrs E Martin	Principal Teacher Support for Learning



Getting It Right for Every Child, Young Person and Family (GIRFEC)

“Supporting parents, and providing services which increase stability in their lives, means children are more likely to perform better at school, become more resilient in their response to challenge, and develop into healthy adults”.

Sir Harry Burns, Scotland's Chief Medical Officer

The Scottish Government introduced Getting it Right for Every Child (GIRFEC) as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. These are the eight indicators of wellbeing.

- Safe :** Children and young people are protected from abuse, neglect or harm at home, school and in the community
- Healthy :** Children and young people have the highest attainable standards of physical and mental health, as well as access to suitable health care and support that can assist healthy and safe choices being made.
- Achieving :** Children and young people are supported and guided in their learning and in the development of their skills, confidence and self esteem at home, at school and community
- Nurtured :** Children and young people have a nurturing place to live, in a family setting with additional help if required or where this is not possible are placed in a suitable caring environment
- Active :** Children and young people have opportunities to take part in activities such as play, recreation and sport – all contributing to healthy growth and development at home and in the community
- Respected & Responsible:** Children and young people are encouraged to have an active and responsible role within their family, school and community
- Included:** Children and young people receive assistance to overcome social, educational, physical and economic inequalities and are accepted as part of the community where they live and learn.

GIRFEC foundations are in universal health and education services and drive the developments that will improve outcomes for all children and young people. By changing the way we think and act, we can help all children and young people grow, develop and achieve their full potential.

GIRFEC promotes an integrated, common approach to understanding and developing children's well-being across Council Services, Health and other partners. It supports practice to ensure action can be taken as early as possible to improve outcomes for the child or young person. It also supports the recording of information in a consistent way, allowing it to be collated to provide a shared understanding of the needs of a child or young person.

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. No matter where they live or whatever their needs, children, young people and their families should always know where they can find help, what support might be available and whether that help is right for them.



The Getting It Right approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability that:

- builds solutions with and around children, young people and families
- enables children and young people to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working better together to improve life chances for children, young people and families

To do this the Scottish Government has proposed that all children have a Named Person until the age of 18 who will coordinate services for them, should they require it. The Named Person for children in early years settings is their Health Visitor and for those at school it is their Head or Depute Head Teacher. Young people under the age of 18 who have left school can access their Named Person via the Education Service.

Once a concern has been brought to their attention, the Named Person, needs to take action, help, or arrange for the right support in order to promote the child's development and wellbeing. Referring to the eight Wellbeing Indicators, they will need to ask these five questions:

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

The Named Person also needs to help children and families feel confident they can raise concerns, talk about their worries to people who will listen and respect their point of view and work with them to sort things out. Above all, they will ensure that the child or young person's views are listened to and that the family (where appropriate) is kept informed.

To find out more about Getting it Right or to access the Named Person for your child, please inquire directly to the school office.



CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS

East Dunbartonshire Council's policies, procedures and practices relating to children and young people with additional support needs are in line with the Education (Additional Support for Learning) (Scotland) Act 2004 and the Education (Additional Support for Learning) (Scotland) Act 2009 which place duties on education authorities and provide rights for parents of children with additional support needs and young people with additional support needs.

All children require support to help them learn. However there are some children and young people who need some extra support or support which is a bit different from the support provided for all children to make sure they benefit from school education. That support may come from education services but can also be provided by a NHS Board, Social Work, Skills Development Scotland, or independent and voluntary organisations. Children and young people in school who need extra support or a different sort of support from what is generally available have additional support needs.

These additional support needs can arise for lots of different reasons. The reasons why a child or young person may have additional support needs are too many to list here, however the following are examples:

That the child or young person:

- finds it difficult to behave in school;
- is hearing or visually impaired;
- has a particular health need;
- is living with parents who have a drug or alcohol dependency;
- has English as an additional language.

Some additional support needs may only last for a short period of time other additional support needs will be life long.

If you think your child may have additional support needs you should talk to your child's school or pre school provision about this.

All children and young people have their needs continuously assessed and reviewed. Your child's school will be able to show you their assessment of your child's needs and will send you copies of reports on how your child is progressing in school.

All schools and early years establishments in East Dunbartonshire look at children's needs through a process of staged intervention. This process allows teachers and others to

- identify those children who may need additional support;
- make plans to support those children identified;
- deliver the support the child requires; and
- regularly review the support provided.

In addition to the additional support which schools themselves can provide through individual planning or making specific resources available, schools can also request support from East Dunbartonshire Council's specialist educational support services. The Council can also provide individual children with special equipment and resources if necessary. Some children may also benefit from attending the special schools and specialist resources which East Dunbartonshire manages.

Parents have a very important role to play in their child's education and the views of parents and young people will always be taken account of in making decisions which affect the child or the young person. If your child requires additional support at school you can provide the school with important information about your child which will be helpful in making plans to support your child. Parents and young people will always be invited to participate in reviews of progress.

A small number of children and young people with additional support needs require a co-ordinated support plan (CSP). All of these children and young people will already have a staged intervention plan provided for them in school which set out targets for their learning and timescales for achieving those targets. Parents, professionals and the child or young person can all be involved in regularly reviewing the plans. The CSP sets out the educational objectives for an individual which can only be achieved by services such as health or social work working together with education to support the child or young person ie. where the support required must be co-ordinated.

If you have a concern that your child's additional support needs are not being met you should always, in the first instance, contact the school to arrange a time to discuss that concern. Every effort will be made by the school and the education authority to resolve your concern at that point. If you are not happy with the way the matter has been dealt with and you continue to have concerns you may be able to make use of one (or more) of the following:

- mediation
- independent adjudication
- the Additional Support Needs Tribunals for Scotland
- to assist in reaching a satisfactory conclusion.

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 the East Dunbartonshire Council website, and the school's Additional Support for Learning Co-ordinator will be able to outline the support that can be offered in school.

Working with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and parents – decisions are made with regards to the best possible education to meet the needs of the child within the resources available.

Specialist Support Service – teachers teaching in more than one school

The Additional Support for Learning Team makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the team 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 special provision units; and
- pre-5 children who have been identified as having significant support needs.



What are Additional Support Needs?

The 2004 Act and 2009 Act state that:

“a child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person”.

Additional support needs can occur either where there is a short-term set of circumstances which has a significant impact on the young person’s ability to benefit from school education (and which are longer than six months in duration), or, where a young person has one or more significant or complex needs which impinge on the ability to benefit from school education. These are likely to be of long-term duration, and will require support from the education authority beyond that normally available in the classroom. Under these circumstances, the young person may have a co-ordinated support plan (CSP).

Making Provision for Additional Support Needs

Staged intervention is a process which is used to identify, assess and support the needs of children and young people. It provides:

- a record of intervention and achievement for individual children;
- an inclusive approach which involves parents, pupils, relevant staff and support services including other agencies;
- support plans which identify the strengths and development needs of individual children and young people;
- a solution focused approach to resolving issues early and at the least intrusive level of intervention; and
- a structured cycle of monitoring and review.

The education authority has put in 3 stages of support: in summary, these are:

Stage 1 - class/group based strategies

Parent(s), staff or another agency identify a child/young person needing support or planning which can be met by the introduction of appropriate strategies by staff.

Stage 2 – whole establishment strategies

At Pupil Support Group Meetings or collaborative meetings, parent(s), staff or another agency identifies a child/young person needing support or planning which can be met by the introduction of appropriate strategies and the impact of these monitored. These strategies should take account of prior learning and may be developed in some instances with advice from and consultation with appropriate education support services.

At this stage a wellbeing assessment must be undertaken and the child/young person’s views sought.

Stage 3 – whole establishment and other agencies

At Pupil Support Group Meetings or collaborative meetings, parent(s), staff or another agency identifies a child/young person needing further support or planning from outwith the existing pre-school or school setting and may involve other agencies in addition to appropriate education support services.



East Dunbartonshire Council's policy on Staged Intervention states that children, young persons and their parents should be fully involved in the staged intervention process. In addition, the 2004 Act places the education authority under a duty to ensure that parents and pupils are involved fully in discussions and decisions about their child's learning.

The 2004 Act gives parents the right to ask the education authority to find out if their child has additional support needs. Before making such a request however, it is expected that the parent will have explored the appropriateness of this with their child's school as all educational establishments are responsible for implementing the Education Service's staged approach to identifying learning and support needs.

All schools within East Dunbartonshire Council follow a standardised framework for planning, recording and reviewing the additional support needs of individual pupils and schools (supported by parents and other agencies) are responsible for identifying, addressing and monitoring/reviewing the additional support needs of pupils.

School Review Meetings

Review meetings provide the opportunity to:

- discuss the progress made by a child/young person;
- review the effectiveness of an education programme/provision;
- set new aims and targets; and
- up-date information and advice.

During a review meeting parent(s) are given time to share their views about their child's progress and learning and support needs. They are actively encouraged to ask questions at the review meeting. Staff will take time to explain decisions and the reasons for them.

RESOLVING DISAGREEMENTS

While good practice can greatly assist in avoiding or preventing disagreements from escalating into more serious disputes, the 2004 Act makes provision for resolving disputes where they do escalate.

Mediation

Mediation is a voluntary process which can be used at any stage of the dispute resolution process where both parties involved believe that such intervention could be beneficial. The agreement of both parties to mediation is essential. Under no circumstance are parties involved in a dispute coerced into using mediation services.

The education authority delivers its mediation service through a contract with an external independent provider. The current provider is:

Resolve ASL
Children in Scotland
Princes House
5 Shandwick Place
Edinburgh
EH2 4RG Tel: 0131 222 2456



The Education Service will send details of the above service to any individuals (e.g. parents, carers or young people) who wish to explore the use of mediation as a method for resolving any concern or dispute.

All requests for mediation services are managed in the first instance by the Education Officer (Support for Learning).

Other Useful contacts for Parents and Carers

Resolve Mediation
Resolve ASL
Children in Scotland
Princes House
5 Shandwick Place
Edinburgh
EH2 4RG Tel: 0131 222 2456

Govan Law Centre
18-20 Orkney Street
Glasgow
G51 2BZ
Tel: 0141 445 1955 www.edlaw.org.uk edquality@edlaw.org.uk

Scottish Independent Advocacy Alliance
Melrose House
69 A George Street
Edinburgh
EH2 2JG
Tel: 0131 260 5380 enquiry@siaa.org.uk

Enquire, the Scottish Advice Service for Additional Support for Learning
Princes House
5 Shandwick Place
Edinburgh
Eh2 4RG
Tel: 0845 123 23 23
Textphone: 0131 22 22 439
www.enquire.org.uk

Ask *Enquire* for a copy of the ***Parents Guide to Additional Support for Learning*** (*Enquire 2005*).

Greater Glasgow and Clyde National Health Service Board
NHS Greater Glasgow and Clyde Corporate HQ
J B Russell House
Gartnavel Royal Hospital Campus
1055 Great Western Road
GLASGOW
G12 OXH
Telephone: 0141 201 4444 www.nhsggc.org.uk



Enable Scotland
2nd Floor
146 Argyle Street
Glasgow
Tel: 0141 226 4541 enable@enable.org.

Education Scotland,
The Optima,
58 Robertson Street,
Glasgow
G2 8DU.
Telephone 0141 282 500.
enquiries@educationscotland.gov.uk

You can also get information and advice on all of the issues by contacting the Education Officer (Support for Learning) or representative at:

East Dunbartonshire Council, Education Department
Southbank House
Strathkelvin Place
Kirkintilloch
G66 1XQ
Tel: 0141 578-8723

Or by contacting any of the following officers:
Mr Jackie Swan
Inclusion Officer
Tel: 0141 578-8681
jackie.swann@eastdunbarton.gov.uk



SUPPORT FOR LEARNING - SCHOOL PROVISION

Support for Learning offers whole school support to foster our ethos of inclusion. Support for Learning teachers work in partnership with senior management, teachers, parents, pupils and other support services to support pupils' learning. They assist subject teachers to support pupils' learning by co-operative teaching, staff development, providing a consultancy service, providing specialist services for individual pupils and giving individual and group support to pupils.

The purpose of Support for Learning is to enable pupils to access the curriculum and be able to demonstrate their level of attainment. Pupils who have been identified in terms of The Education (Additional Support for Learning) (Scotland) Act 2004 as having additional support needs, gifted or talented young people are assisted in a variety of ways. Some pupils with additional support needs may require a Coordinated Support Plan. We have implemented a staged intervention approach to support all learners.

Classroom teachers provide individual support for pupils, when necessary, and use a variety of resources and teaching strategies to provide access to the curriculum.

A second co-operative teacher works in some classes to support pupils and to support departmental development work.

Some pupils may require further additional support to access the curriculum. Pupils requiring additional support are usually identified during the primary/secondary liaison process through our internal monitoring systems or through Staged Intervention processes. However, pupils can refer themselves or be referred by parents, teachers, support staff or personnel from external agencies. Additional support may be given in class or in small group or individual tutorials. Some pupils benefit from having access to ICT to support them in their learning.

The HMIE Audit unit requires pupils who have Records of Needs, (equivalent to Stage 3 Intervention and Support Plan) for most young people and other pupils, to be set targets within an Individualised Educational Programme. Individual targets are set within one or more of the following areas: Language, Numeracy and Personal and Social Development. Terms such as Record of Needs and Individualised Education Programme were only included here to help parents and teachers whilst we become more familiar with terminology of Staged Intervention terms.

The Education (Additional Support for Learning) (Scotland) Act 2004 has introduced provisions for the assessment of children or young people with additional support needs. No further Records of Needs will be opened by East Dunbartonshire Council.

Parents' meetings, school reports and individual appointments with Pupil Support Staff are means by which parents are kept aware of any additional support needs of pupils. The support of parents is welcomed in developing ways in which a pupil may be encouraged to progress.

East Dunbartonshire Council in supporting inclusion in Turnbull has also established and developed a number of support for learning services:

These are -

- English as an Additional language Service
- Language and Communications Service
- Learning Support Service



- Social, Emotional and Behavioural Needs Support Service
- Sensory Service (Visual and hearing impairment)
- Short term Advice and Response Team

These are a team of specially trained teachers who undertake different roles to the school. These services support pupils through -

- Consultancy
- Continuing Professional Development
- Co-operative Teaching
- Curriculum Development
- Partnership Working

Network Support input is directed at S1/S2 and departmental development work, providing resources and reflecting Curriculum for Excellence guidelines. Team members provide whole school support for effective teaching and learning. They work in partnership with the Pupil Support Team, Senior Management, school staff, parents, pupils and other support services.

Further information is available from the service managers who can be contacted via the school.





PSYCHOLOGICAL SERVICE

In some cases, the expertise of the Psychological Services may be requested to help analyse the cause of particular support needs and to offer advice to the pupil, parent/carer and the school on how to cater for any additional support needs.

We have a link Educational Psychologist from the Council's Psychological Service who supports us in delivering East Dunbartonshire's policy for identifying, assessing and supporting all pupils, particularly those with additional support needs.

The Psychological Service operates at three levels within the Council, namely that of the individual young person/family, the level of the whole school and that of the Authority.

Our link Educational Psychologist works collaboratively with school staff at all stages of intervention with regard to individual pupils, groups of pupils or relevant topics related to the school improvement plan.





EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

In East Dunbartonshire, all children and young persons are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination.

The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status and disability.

Race

In relation to race equality, the school follows written procedure whenever a racist incident is reported. This procedure is detailed in the document "Tackling Racist Incidents within the Education Service". Parents/Carers who want to find out more about this procedure should ask the school for a copy of the leaflet *Managing Racial Harassment and Racist Bullying in Schools: A Guide for Parents/Carers*.

Disability

The Disability Equality Duty (DED) places Education Authorities under a statutory duty to actively promote disability equality across all of their functions (policies and practices). East Dunbartonshire Council's Education Service's Disability Equality Scheme (DES) and Action Plan in line with the Disability Discrimination Act Scotland 2004 were published in December 2006. This Scheme and Action Plan will build on the wide range of work that the Education Service does to promote disability equality in East Dunbartonshire Schools. More information on this can be found in the Disability Equality Scheme (DES) and Action Plan for the Education Service. Further information is also available in the Education Service's Accessibility Strategy. A copy of these documents can be obtained from all schools in East Dunbartonshire Council, and from the Head of Education who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1XQ. Tel: 0141 578 8709.

Gender

The Gender Equality Duty (GED) was created by the Equality Act 2006. The GED requires Scottish Schools and Education Authorities to actively promote sex equality and improve services, policies and practices for all boys and girls. Schools and support services in East Dunbartonshire work hard to ensure that all pupils achieve their full potential and their Gender Equality Scheme and Action Plan reflects this commitment. A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Head of Education who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ. Tel: 0141 578 8709.



Development of Pupils' Spiritual, Moral, Cultural and Social Values

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Pupil Conduct

A partnership between the school and parents is required in order to ensure the best possible standards of pupil conduct.

Pupils are expected to set themselves high standards in appearance and behaviour. School rules have been devised to encourage the maximum amount of self-discipline. The rules themselves are relatively simple and few in number to allow for the smooth running of the school. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

School Discipline

The relationship between pupils and teacher is similar to that between the child and his/her own parents requiring mutual consideration on both sides.



P7 – S1 TRANSITION

Early in P7 pupil and parents are invited to attend an Information Evening in Turnbull High School. This is the first opportunity to meet staff, view the building and be given a small insight into what secondary school has to offer.

From then on staff from Turnbull High School and primary colleagues work closely to ensure that there is continuity and progression in terms of content and methodology through a shared understanding of standards as well as an agreed Learning and Teaching policy.

From January onwards pupils in P7 and their parents are provided with a newsletter which takes a theme each month until the end of

June examining aspects of Turnbull High School policy and practice. Learning Support staff and Pastoral Care staff visit the associated primary schools to familiarise themselves with the strengths and development need of pupils due to transfer to secondary stage and also to meet with the pupils themselves. During June, all pupils transferring to Turnbull High School spend two days in the school. Pupils are allocated to class groups and follow their class timetable for two days. Parents are invited to an information evening following this two day induction visit.

COURSES CURRENTLY AVAILABLE IN THE SCHOOL

The school seeks to involve parent in curricular choices in S2, S3, S4 and S5 by

- Holding an information evening for parents before the choice process begins in S2, S3, S4 and S5
- Issuing Personalization & Choice Brochure (S2) and Options Brochures (S3, S4 and S5)

CONSULTATION WITH PARENT ON CURRICULAR CHOICES

- Encouraging parents to contact the Pupil Support Team/relevant Depute Head Teacher where further information is required or parents want to attend an interview with pupil and Principal Teacher of Pastoral Care.



Curriculum for Excellence

Bringing learning to life and life to learning.

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.

It 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 2013/14. 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.



Broad General Education (S1 – S3)

S1 and S2

The S1/S2 curriculum includes the study of ART AND DESIGN, ENGLISH, FRENCH, HISTORY, GEOGRAPHY, HEALTH, FOOD AND TEXTILES, BUSINESS EDUCATION AND COMPUTING SCIENCE, MATHEMATICS, MODERN STUDIES, MUSIC, PERSONAL AND SOCIAL EDUCATION, PHYSICAL EDUCATION, RELIGIOUS EDUCATION, SCIENCE AND TECHNICAL EDUCATION.

In First and Second Year, classes in almost all subjects are organised in mixed ability groups based on information received from the primary school the pupil attended. Our close working partnership with St Helen's, St Matthew's and St Andrew's has resulted in all three schools using the same Mathematics programme of work. Accordingly, S1 pupils are allocated to Mathematics classes of broadly the same level of achievement in Mathematics.

All S1 and S2 courses are based on Experiences and Outcomes as defined by Curriculum for Excellence at levels 3/4. However, it is important that pupils recognise the wider life of the school as an opportunity for learning and we would encourage all youngsters to take full consideration of the wide range of extra curricular activities open to them. As well as this, all pupils in S1 and S2 will engage in a number of Inter Disciplinary Learning opportunities – where areas of the curriculum are connected and learners can see that there are links between areas of study.

A programme of continuous assessment, both formative and summative, as well as regular monitoring by Pupil Support ensures that the progress of each child is tracked. If difficulties are experienced, support can be given either through the assistance of the class teacher or through the intervention of Support for Learning. Parents will be kept fully informed in the event of any concerns.

Reports on the progress of each child are issued in May for First Year and February for Second Year. A meeting with parents of pupils in First Year is held in December to discuss their child's progress in their first months in the school. Parents of Second Year pupils meet with staff in February. In addition, parents are encouraged to contact the school at any time if they have cause for concern regarding their child's progress.





S3

In S3 pupils are offered a degree of personalisation and choice to allow them to study selected subjects in greater depth whilst maintaining a breadth of learning across all eight curricular areas. In addition to core RE and PE, all pupils will study English, Mathematics and French. PSE will be delivered across the curriculum. Pupils can then select one further choice for each column in the table below.

Personalisation and Choice

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Business Management	Administration and IT	Biology	Art and Design	Biology	History
Geography	Computing Science	Chemistry	Physical Education	Chemistry	Modern Studies
History	Hospitality (Practical Cookery)	Physics	Music	Art and Design	Practical Woodworking
Modern Studies	Practical Woodworking			Music	Administration and IT
	Graphic Communication			Physical Education	Spanish



SENIOR PHASE (S4 – S6)

S4

Pupils in S4 will follow courses that will lead to certification through national Qualifications at National 3, 4 and 5. The exceptions to this are Religious Education, core Physical Education and core Personal and Social Education. In addition to English and Maths all pupils will select a further 5 National qualification subjects to study in S4 from the table below.

Column 1	Column 2	Column 3	Column 4	Column 5
Modern Studies	Administration and IT	Biology	Art and Design	Biology
Geography	French	Chemistry	Hospitality (Practical Cookery)	Chemistry
History	Computing Science	Physics	Music	Practical Woodworking
Business Management	Graphic Communication		Physical Education	Music
	Practical Woodworking		Modern Studies	Physical Education
	Hospitality (Practical Cookery)		Spanish	

This curriculum structure has been influenced by the Scottish Government, Education Scotland, EDC Secondary Curriculum Framework and Pupil choice. This will continue to develop and evolve in line with Scottish Government Policy.

Some pupils will be given the opportunity to study XL in place of one National Qualification. The XL Programme sponsored by the Princes Trust and is SQA accredited through a Personal Development Award at the appropriate level. The programme has many objectives including raising self esteem and aspirations as well as achieving measureable success in the improvement of key like skills and competencies. The main aim is to bridge the gap between the skills and attitudes that some young people actually possess and those which employers seek. The programme includes personal, interpersonal and team building skills developed through Self Awareness, Self and Work, Practical Abilities and Self and Community.





Physical Education

All pupils will participate in core periods of Physical Education which is not linked to any award bearing courses. The main purpose of this element in Turnbull High School is to encourage positive appreciation of personal health and well being together with developing an interest in leisure activities.

Religious Education

One of the fundamental purposes of Catholic Schools is to sustain and encourage belief in the Catholic faith. In addition to the ethos of Catholicism which permeates all activities within the school, two periods per week are specifically devoted to developing a deeper understanding of the Catholic Faith and its place within modern society.



Personal and Social Education

Personal and Social Education courses in S4 prepare pupils for the time when they leave school. These courses are aimed at improving personal effectiveness and awareness of the world of work.



Youth and Philanthropy Initiative

Since the reduction of the Work Experience programme to 10% of our S4 pupils, we wanted to provide something which would continue to develop the skills for life and work in our young people but which would complement our core values, developing our young people to serve others.

The Initiative is an active citizenship programme which aims to:

- raise awareness of the work of local charities and channel funds to them effectively
- develop the skills of young people through a hands-on experience of philanthropy
- develop the next generation of active citizens and engaged community leaders.

Following a presentation to them in an assembly, our pupils will work in groups in their PSE classes over ten weeks. They will operate in groups of 4-5 pupils, will agree which area of need or concern in the local community they would like to help and from this they will decide a local charity to investigate.

Once they have decided they will contact the charity and, where possible, visit the premises and speak to those who work there.

From this experience, the groups will develop a presentation about the work of the charity and present them to a panel of judges at an assembly.

The best presentations will go forward to a final panel with the successful team overall winning £3,000 for their chosen charity.



S5 and S6

All pupils in S5 and S6 will continue to follow courses which lead to certification through National Qualifications. This system of courses and qualifications is offered in all Scottish schools for everyone studying beyond S4. Pupils can choose courses in S5/S6 based on what they have achieved in the previous years of study. A sample Option Choice for S5 and S6 can be found in the Appendix.

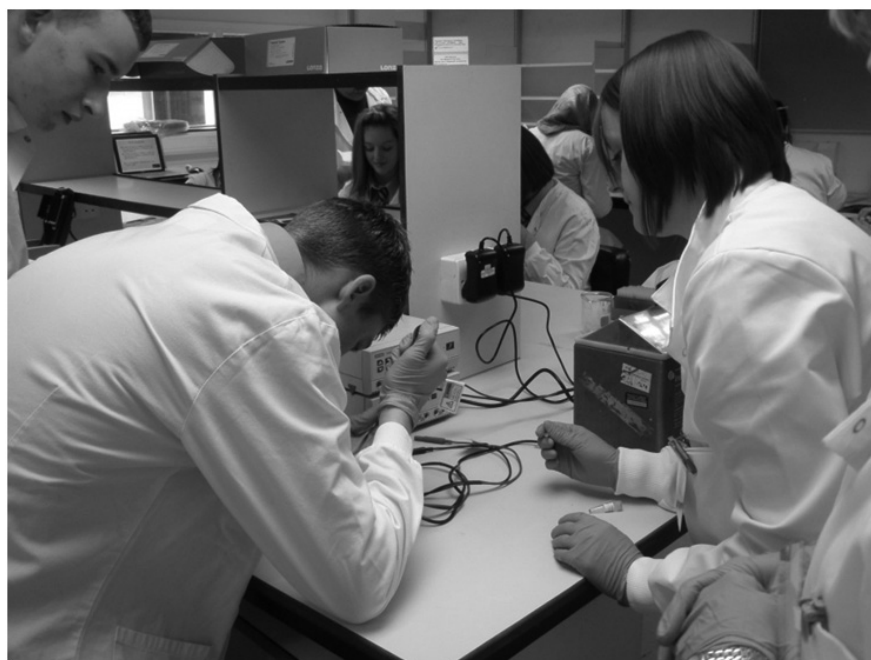
The National Qualifications are available at up to 5 levels - National 3, 4, 5, Higher and Advanced Higher. The different levels of courses are designed to allow progression. Pupils who gain a course pass in a subject at one level in S5 can progress by taking it at a higher level in S6.

The courses available at the different levels are usually made up of 3 units. At the end of each unit pupils are assessed and get credit for each unit passed. This is recorded on their certificate. At the end of all the units, pupils sit the course examination. If they pass the units and the course examination, they get a course award on their certificate.

These courses not only introduce new knowledge but also develop skills for learning, skills for life and skills for work.

The majority of subjects studied by senior pupils are offered within Turnbull High School but some pupil's needs may be met by working in partnership with other secondary schools in East Dunbartonshire through consortium arrangements. There is also the opportunity to study college courses through the Vocational Programme.

All S5 pupils are encouraged to study English and Mathematics and a maximum of 3 other subjects. The majority of S6 pupils are expected to study a minimum of 4 subjects. All S5/S6 student will have a period of Health and Wellbeing to continue to promote personal health and assist pupils to plan their future beyond school.



S5 Biology

Our S5 Biology students worked in the Virology Department at Glasgow University carrying out DNA experiments.



SKILLS DEVELOPMENT SCOTLAND IN TURNBULL HIGH SCHOOL

Skills Development Scotland works closely with the school as part of our transition to a Curriculum for Excellence and the focus on developing Skill for Learning, Skills for Life and Skills for Work. Pupils in school have access to the Careers Service through the regular visits of the school Careers Adviser. The Careers Adviser works closely with the school Pupil Support Team to ensure that pupils have access to all the help and support they need to make well informed career decisions.

The Careers Adviser for Turnbull high school is Shona Deans. Mrs Deans works for Skills Development Scotland (SDS) and is based in the school on a Tuesday. Her role is to offer one to one career coaching to those pupils who need it most; but also to offer careers advice, guidance and information to any pupil who requests it. Mrs Deans also delivers various workshops to pupils from S2 – S6 on a variety of topics from information about the labour market to developing pupils' career management skills.

She also attends parents' evenings or parents can arrange to see Shona on request. SDS has a comprehensive web service which pupils are encouraged to access. There is also a specific section to help parents support their child's career planning – www.myworldofwork.co.uk/parents. Once a parent has browsed My World of Work and would still like to speak to Mrs Deans, she can be contacted on shone.deans@sds.co.uk

Pupils can access careers information via on-line resources at My World of Work, www.myworldofwork.co.uk and www.planetplus.net

It is important to realise that pupils have open access to the Careers Adviser when they decide they need advice. This means that they are free to request an initial interview, via the Pupil Support Teacher at any time, or by completing an Interview Request Form.

The careers Adviser focus is on building more independent careers research with young people.

The Skills Development Scotland Co. Ltd, a company limited by guarantee registered in Scotland. Registered Number SC202659.

Registered office:

Floor 1, Monteith House, 11 George Street, GLASGOW G2 1DY Tele: 0141 285 6000

Skills Development Scotland, Kirkintilloch Learning Centre, 50 Southbank Road, Kirkintilloch G66 1NH.

Tel: 0141 777 5860, Fax: 0141 777 6908, Hours 09:00 – 17:00.



ASSESSMENT

Most pupils will experience a range of different assessment arrangements across the curriculum. However, most types of assessment will fall into two categories:

- a) Summative Assessment
- b) Formative Assessment

Both have an important role to play in terms of supporting pupils to achieve their potential and are integral to the learning and teaching process.

SUMMATIVE ASSESSMENT

Summative is used at the end of a piece of work, a unit or a particular area of study. This helps to identify a pupil's progress in terms of achievement against school and national parameters. In this case it could mean the overall total assessment of an individual through a formal examination or alternatively it could mean the sum of many cumulative assessments. It is more often than not that summative assessments are recorded by departments and frequently form the basis of reporting to parents as well as identifying performance potential in national examinations.

FORMATIVE ASSESSMENT

Through Assessment is for Learning, a nationally developed programme and one which your child has experience of in primary, a variety of different strategies and techniques are regularly employed to ensure that each child is reaching their potential. The premise that links the strategies together is that teachers use evidence of learning to adapt the teaching and learning that happens in the classroom to meet student needs. The 5 key strategies are:-

- a) Sharing learning outcomes and success criteria with learners
- b) Ensuring effective classroom discussion is taking place and that questions and tasks are open ended enough to elicit evidence of learning
- c) Providing feedback that moves learners forward
- d) Peer assessment – activating learners as instructional resources for each other
- e) Self assessment – activating students as owner of their own learning
- f) Pupils will have the opportunity to reflect on their learning through learner conversations with staff to review their progress.



HOMEWORK

Homework is an important part of the learning process and should enable pupils to work towards maximising their learning potential. All pupils S1-S6 will be issued with a Study Planner to help them develop a positive approach to organising homework. The class teacher will ensure that homework set is noted down clearly in the planner. The use of this Study Planner will enable pupils, teachers and parents to monitor the amount and type of homework given.

Parents should make a point of regularly checking their Study Planners. Positive re-enforcement from both home and school should help to encourage a positive attitude towards homework by pupils. Pupils should ask parents to sign their planners at the end of each week.

The study planner could also be used as a communication link between parents and teachers concerning homework matters. Parents may wish to draw the teacher's attention to any special efforts made by the children when completing a certain homework task; likewise if a task has proved too difficult or time-consuming. Should a pupil fail to return homework, if it is incomplete or shows little effort, departments may issue a homework letter to alert parents.

It should be stressed that homework does NOT always mean written work. It can and should contain practical activities, investigations and surveys, oral work, interviewing and collecting other people's ideas, listening to news reports, watching informative TV programmes, learning various facts, vocabulary, preparing a plan or a drawing, revision etc.

Time Spent on Homework - Suggested Guidelines

- S1-S2 - 1 hour per night
- S3-S4 – 2 - 3 hours per night
- S5-S6 – 3 - 4 hours per night

Homework Guides for each year group are issued to parents and placed on the website.

RELIGIOUS EDUCATION AND OBSERVANCE

Essential features of the Catholic school are the prominence of Religious Education within the curriculum and the role of the liturgy in creating a Christian ethos within the school community. Parents who elect to send their children to this school, therefore, are expected to accept these traditions.

Religious Education

The National Syllabus for Religious Education has been developed under the auspices of the Catholic Hierarchy of Scotland and is operating in school from S1-S4 with some modifications to meet the needs of the pupils in their mixed ability class groups. In S1 and S4, pupils develop an understanding of and respect for other world religions, particularly Judaism and Islam. This will be further developed in the light of 'Curriculum for Excellence' RERC and "This is our Faith"

In S5, Students follow a course which allows them to explore the concepts of Making Moral Decisions, Christian Authority, Finding God in Jesus, Euthanasia, Crime and Punishment and Love and Forgiveness and is followed by a unit on redemption and reconciliation. In all courses pupils are encouraged to develop respect for life from the beginning of life at conception until its natural end. The pupils explore these issues in some detail and have to provide set essays at various stages. The Department is involved in the



development of some aspects of dance and drama through participation in the Archdiocesan Lentfest projects these will be further developed in the light of 'Curriculum for Excellence'.

In S6, students work on a unit called, "The Theology of the Body". This material is drawn from the teachings of Pope John Paul II. The students are challenged to consider and reflect on John Paul II's writings on human relationships and sexuality. The second section of S6 is given over to a short course on, "Finding your Vocation in Life". Students are again challenged to consider how they can achieve and contribute as much as possible in their life, in line with the Teachings of Jesus Christ. There is a programme of visiting speakers who make an outstanding contribution to the delivery of Religious Education and supports, enhances and contributes to the work of SVDP, SPUC and St Joseph's.

Religious Observance

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide "Religious Observance" in Scottish schools. This is defined in the national R. O. Review Group report published in 2004 as comprising: "community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community".

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.

Catholic schools follow the customs and practices of the Church in order to nourish the spirituality and faith of pupils and staff. Our Catholic tradition is enriched by ancient rites, prayers and devotions which help your people to become aware of, and show reverence to, the sacred presence of the living God, Father, Son and Holy Spirit. Guided by this tradition, we celebrate various seasons and special feast days to honour God, Mary his Mother and the Saints.

Pupils are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. Usually a classroom will display a Crucifix on the wall; in some classrooms and other areas of the school, a sacred space will feature a copy of the Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e., Advent, Christmas, Lent, Easter and Pentecost.

This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions – e.g., the distribution of Ashes on Ash Wednesday, the seasons of Advent and Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.

There is a developing programme of Retreats for pupils in S1 – S6.

Prayer is an important feature of school life. The school day begins and ends with prayer. Advent and Lenten services are held for each class in our oratory. A Mass for each Guidance House takes place each session. Year Group Masses are celebrated on Holidays of Obligation. Whole-School Community Masses



are held at Christmas and Summer.

While religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values and actions in a positive response to God's invitation to faith.

In terms of pupil participation in R.O. Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing pupils together and creating a sense of community. However, it also makes clear that parents have the right to withdraw children from participation in religious observance and that this right should always be made known to parents and their wishes respected. The Scottish Government also recognises that:

- *Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.*



In accordance with Section 9 of the Education (Scotland) Act 1980, parents have the right to withdraw their children from religious instruction and observance, such withdrawal being permitted on written request from parents.

Parents from minority and minority ethnic religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one session and the pupil noted as an authorised absentee in the register.

For further information refer to Additional Guidance on Religious Observance in East Dunbartonshire schools, October 2006.



EXTRA CURRICULAR ACTIVITIES

Most pupils participate in our extensive range of extra-curricular activities. These play an important part in the education of the whole pupil, providing the opportunity to develop individual skills and discover new talents.

Our Active school programme is lead by our 'Active Schools' link teacher, Mrs L Kerr. We have two 'Active Schools' captains who assist with the running of the programme. Nikki McQueen, our area 'Active Schools' Co-ordinator also contributes to extending the range of activities on offer to our pupils.

Some of the duties involved in running the programme include marketing and advertising clubs through speaking at assemblies or putting information on notice boards throughout the school. We enter pupil for various sporting events which occur throughout the school year. Their sporting achievements are then publicised in a variety of ways through means such as the 'Turnbull Times', the local community newspaper 'The Bishopbriggs Herald' as well as the school website. We buy in equipment for the different active schools clubs, as well as offering staff training opportunities for them to lead various clubs.

We have a large number of staff – teaching and non teaching, who lead various activities within the Active schools programme. We would also welcome parents/carer volunteers who want to help out at any of the active schools clubs on offer or start up any new clubs.

The clubs currently on offer include football (boys and girls) rugby, table tennis, badminton, netball, fitness, basketball, cycling, dance, gymnastics, tennis and athletics (summer term only). Pupils who take part in these clubs can be entered for competitions as and when they happen during the course of the school year.

The most popular clubs are football as we have 6 teams, netball where we have teams who compete in East Dunbartonshire leagues, and dance club where up to 80 pupils take part ever Tuesday after school. At the end of the school year, there is a dance show where the pupils can showcase their routines. Again there are opportunities throughout the year to compete in various dance shows.

The Music Department provides opportunities for pupils to join the choir, big band and jazz band. It also organises a band trip each year, alternating between a UK and European venue.

Other opportunities for pupils to develop their creativity are provided by Art Clubs, the Chess Club, the Debating Society, the Creative Writing Club and the Reading Club.

Pupils are encouraged to attend Mass once each week: Thursdays at 8.45am and Tuesdays at 1.30pm. They develop as responsible citizens as members of our Pro-Life Group, the Fair Trade Group, the Eco Club, the St Vincent De Paul Group and Young Franciscans.

Parents are encouraged to contact the school with any queries well before any excursion occurs and to attend any parents evenings regarding the trips.

For all out of school activities parental permission is required.



LIAISING WITH AND INVOLVING PARENTS IN THEIR CHILD'S EDUCATION

The Education Service is keen to ensure that it involves all parents appropriately and sensitively in their child's education. Under Education Law, "parents" include:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
- Carers who can be parents;
- Foster carers, relatives and friends who are caring for children under supervision arrangements;
- Close relatives, such as siblings or grandparents caring for children who are not "looked after and accommodated" by the local authority or are under home supervision (looked after) arrangements.

Everyone who is a "parent" (under Education Law) has the right to receive advice and information about their child's education and take part in activities.

The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities.

Schools collect information about a child's family circumstances on an annual basis. Where family circumstances change during a school session, it is important that parents inform their child's school of these changes.

Further information about how the Education Service seeks to work with parents is available in the publication *Schools, "Parents" and "Parental Responsibility": A briefing paper for schools and education support services under the management of East Dunbartonshire Council (2007)*.

This publication is available from schools or the Head of Education who can be contacted at:

East Dunbartonshire Council
The Marina
Strathkelvin Place
Kirkintilloch
Glasgow
G66 1TJ
Tel: (0141) 578 8709

Email: Jacqueline.macdonald@eastdunbarton.gov.uk



SUMMARY OF CONTACT WITH PARENTS

We wish to engage parents as partners in their children’s learning. We recognise the need to provide a regular flow of information about their children’s learning and about the general school events and activities.

- **Information about pupils’ progress**

o Profile of achievement	by hand via your child/text alert
o Achievement in Award Schemes	by hand via your child
o Letters re non-completion of homework	by hand via your child/by post
o Letters from departments about progress	by hand via your child/by post
o Letters from Pupil Support	by post
o Invitation to parents’ meetings	by hand via your child/text alert
o Tracking report	by hand via your child/text alert
o Written report	by hand via your child/text alert

- **Information about school policies and events**

o Newsletter	e:mail/text alert (printed copy available on request)
o Notices	by hand via your child
o Homework Guides per year group	by post
o Advice on how to support pupils (S1 to S6 leaflets)	by post
o Leaflets on various policies	by hand and available at parents’ Meetings/School website: www.turnbull.e-dunbarton.sch.uk Text Alerts giving reminders of events and issue of profiles etc/sent to your mobile phone
o Information on events, policies curriculum and class work	as above

Phone messages

You may receive from office staff or pupil support staff, phone calls in the event of illness or accidents involving your child. You may also receive phone calls from our teaching staff if your child’s progress is causing concern.

If you have any matter which is causing you concern, please contact your child’s pupil support teacher. Do not let a small concern become a major issue because you hesitated to contact us.



REPORTS TO PARENTS

Each subject area completes a report on each pupil following courses in that area. One copy of each report is sent to parents and one is retained in the school as part of the pupil's progress record. The report form is an attempt to provide parents and pupils with as much information as possible about the pupil's performance. Reports are issued as follows:

S1	Interim Report September , March and Full Report in May
S2	Interim Report October, Full Report February
S3	Interim Report September, April and Full Report in December
S4	Interim Report October, March and Full Report in January
S5/6	Interim Report September, November, March and Full Report in January

If parents wish to discuss any matters arising from reports, an appointment should be made by telephone to meet with the appropriate guidance teacher.

PARENTS' MEETINGS

In 2014/15 session, meetings of parents with the staff who teach their children are scheduled as follows:

S1		December	4 – 6 pm
S2		February	7 – 9 pm
S3		March	4 – 6 pm
S4		November	7 – 9 pm
S5/6		November	4 – 6 pm

Other meetings are also scheduled during this year. In late January, parents of pupils in S2 are invited to the school so that the procedures surrounding S2 Personalisation and Choice can be discussed. Parents of pupils in S3 – S5 also have a meeting at this time to discuss similar matters with regard to Option Choices. In the autumn, parents of pupils about to enter S1 also have the opportunity to visit the school and find out a bit more about Turnbull and the way it is organised. In June, there is a formal Induction Meeting for parents of P7 pupils, giving information about the transition programme and providing an opportunity to meet senior staff and the Pupil Support Team.



SCHOOL ATTENDANCE

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of the Education (School and Placing Information) (Scotland) Amendments, Etc, Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised that is approved by the authority, or unauthorised that is unexplained by the parent (truancy) or temporarily excluded from school.

Un-notified Absence Policy

It is East Dunbartonshire Council's policy that parents should notify their child's school if their child is going to be absent. In some instances it might not be possible for parents to pre-notify the school of an absence because their child may have become unwell during the night. In these circumstances, parents should notify the school before registration begins.

If parents do not inform the school of their child's absence, the school will take action to find your child. This will involve contacting you and, where necessary, your emergency contact person(s). If these actions are not successful, the school will ask the school's Attendance Officer to visit your home. In some exceptional circumstances, where the school believes your child could be at risk of harm, contact will be made with the Police and/or Social Work. Parents should also give their child a note on his/her return to school confirming the reason for absence.

Family Holidays

Every effort should be made to avoid family holidays during term time as this seriously disrupts a child's education and greatly reduces learning time. It should be noted that it not only has an adverse effect on a child while he/she is absent from school, but also leads to extended disruption to a child's education for a period of time when he/she returns to school after the family holiday. Family holidays will only be regarded as authorised absence where prior agreement from the school has been obtained and where it is judged the holiday is important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. This leave will be regarded the same as a family holiday but will be recorded separately from school holidays for attendance purposes. Requests should be made in writing detailing the destination and the duration.

Clearly with no explanation from the parents, the absence is unauthorised.

The school Attendance Officer investigates unexplained absences. Where a number of absences is high and explanations are considered unsatisfactory, the Authority has the power to write to, interview, or prosecute parents, or to refer pupils to the Reporter of the Children's Panel if necessary.



Attendance/Absence Data

Attendance and absence information for the School Year 2012/2013 is as an Appendix.

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 afternoon of each school day being a separate possible attendance.

Where figures or percentages based on a number of pupils under any particular heading is between 1 and 4 no information is given and *** is inserted in place of the figures.

Adults attending day school classes are excluded.

The authority's and Scotland's figures include all education authority and grant-aided secondary schools, but exclude all special schools.



TURNBULL HIGH SCHOOL PARENT/TEACHER ASSOCIATION

The Association was formed in June 1988. The objects of the Association are:

1. a) To promote the close association of home, school and church for a wholesome, positive Christian education for the pupils.
1. b) The Association shall pursue this object through educative, religious, social and caring activities.
2. Membership of the Association shall consist of parents and guardians of pupils attending Turnbull High School and teachers of Turnbull High School.

Meetings of the Parent/Teacher Association are normally on the second Tuesday of each month (except December) held in Turnbull High School. Details are posted on the school website and published in the Turnbull Times.

PTA Members:

President: Eileen Macqueen

Treasurer: Norma Murphy

Minute Secretary: Liz Doherty

P Benassi, M Cowie, J Gordon, E Kennedy, F McHugh, M O'Donnell, S Paul, N Walsh and C Campbell

PTA 300 Club

Please consider joining our 300 Club. Membership costs £12 per year, with monthly prize draws. The PTA uses the money raised from this lottery and its other activities to subsidise activities which benefit every pupils. Forms are available from the school office.



PARENT COUNCIL

PARENTAL INVOLVEMENT ACT

The Scottish Schools (Parental Involvement Act) 2006 aims to improve the quality and extent of parents' involvement in their own child's learning and in the education the school provides. It modernises and strengthens the framework for supporting parental involvement. It also establishes a structure and process to replace School Boards with Parent Councils.

The Act outlines three areas where parents should be supported and encouraged to be more involved in their child's learning:

- At home - providing parents with information on what their children are learning at school and how this can be supported at home
- Through school – providing parents with opportunities to contribute to the life of the school e.g. by helping out in the classroom at school events
- In a more formal way – deciding what kind of parent representation the schools should have

Parents Welcome

All East Dunbartonshire Council schools welcome parental involvement as research has shown that when parents are involved children do better in school.

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 –

- 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 (*if applicable*) 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 (in some schools the PTA fulfils this role).



TURNBULL HIGH SCHOOL

Position	Full Name	e:mail Address	Year Group
Chair	Mr Michael O'Donnell	michaelodonnell@sky.com	S1, S2 & S5
Vice Chair	Mr Simon Andrews	Simon.andrews@fraunhofer.co.uk	S1 & S3
S1 Rep	Mr Michael O'Donnell	michaelodonnell@sky.com	S1, S2 & S5
S1 Rep	Mr Simon Andrews	Simon.andrews@fraunhofer.co.uk	S1 & S3
S2 Rep	Mr Ian McGowan	ianmcg001@gmail.com	S2
S2 Rep	Mrs Catherine Bradley	Cathbradley.22@hotmail.com	S2 & S6
S3 Rep	Sharon Hill	jamesjhill@sky.com	S3
S3 Rep	Mrs Sandra Kennedy	sandra.kennedy001@googlemail.com	S3
S4 Rep	Mrs Helen Brown	Helenbrown40@hotmail.co.uk	S4 & S6
S4 Rep	Mrs Frances Smith	Fraces.smith1@dpw.gsi.gov.uk	S5
S5 Rep	Mrs Julie Paul	julie@paulfamily.co.uk	S3 & S5
S5 Rep	Mrs Diane Stokoe	Stokoem321@hotmail.com	S6
Staff Rep	Mrs Caroline Keenan	ckeenan@turnbull.e-dunbarton.sch.uk	
Staff Rep	Mrs Eileen Martin	emartin@turnbull.e-dunbarton.sch.uk	
Staff Rep	Mrs Dianne Irvine	dirvine@turnbull.e-dunbarton.sch.uk	
Staff Rep	Mrs Nancy Doherty	ndoherty@turnbull.e-dunbarton.sch.uk	
Head Teacher	Mrs Eileen Kennedy	ekennedy@turnbull.e-dunbarton.sch.uk	



The objectives of the Parent Council are:

- To work in partnership with the school to create a welcoming community which is inclusive for all parents and encourages parental involvement in their children's education and the life of the school
- To promote partnership between the school, its pupils, all its parents, the Church and the local community
- To develop and engage in activities which support the education and welfare of the pupils, promoting their moral, spiritual, personal, social, physical and intellectual development within a Christian ethos based upon Gospel values
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.

The membership will be a minimum of five parents of children attending the school. The maximum size is 12 parents.

The Parent Council will invite the Church in whose interest the school is conducted to nominate a representative to serve on the Council. The Parent Council may decide to co-opt a second community or Church representative.

The Parent Council will also have 1-3 teachers or support staff as members.

The School Student Council will be invited to send two representatives on a rota basis to each meeting of the Parent Council, with each Year Group having the opportunity to be represented once each year. The Head Teacher has a duty and a right to attend all meetings.

All members will be subject to East Dunbartonshire Council's Disclosure procedures.

The Parent Council will be selected for a period of 3 years, after which they may put themselves forward for re-selection if they wish.

Any parent of a child at the school can volunteer to be a member of the Parent Council and the school will invite nominations in advance of the AGM. They should intimate their interest in writing to the Head Teacher in advance of the AGM. Where possible, 2 representatives for each year group will be elected. If each year group allocation is not filled, the places could be given to the parents of another year group.

In the event that the number of volunteers exceeds the number of places set out in the constitution, members will be selected by names being drawn by lot.

Anyone not selected to be a member of the Parent Council may be offered the opportunity to be part of any sub-groups set up by the Council.



Co-opted members will be invited to serve for a period of 3 years, after which time the Parent Council will review and consider requirements for co-opted membership.

Parent Councils will play an active role in supporting parental involvement in the work and life of the school, while also providing opportunities for parents to express their views on their children's education and learning. The Parent Council, as a statutory body, will have the right to information and advice on matters which affect children's education. The school and the education authority will consult with the Parent Council and take their views into account wherever decisions are being taken on the education provided by the school.

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 PTA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the PTA if you want to join in.

The Scottish Parent Teacher Council is the national organisation for PTAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 226 4378, fax 0870 706 5814 or email on sptc@sptc.info or write to: SPTC, Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB

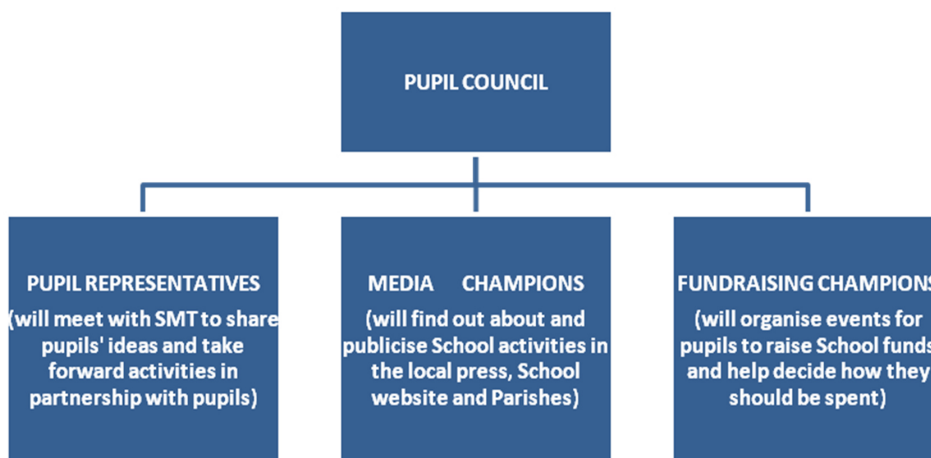


PUPIL VOICE – RIGHTS RESPECTING SCHOOLS AWARD

Pupil voice is critical to maximising the attainment and achievement of all of our students and developing the School Community as a whole. By speaking to pupils about issues that affect their learning and progression we can help them to overcome these barriers and so more effectively support them in their journey to realise (and sometimes raise) their aspirations.

This year’s Improvement Plan has made the development of pupil voice a key target through the action plans for Pupil Feedback (eg via the practitioner enquiry activities at In Set Days) and the operation of the Pupil Council.

With regard to the latter of these action plans, the Pupil Council has been restructured to develop pupil voice as follows.



Pupils have now volunteered to become members of the Pupil Council and are representing their PSE classes at monthly meetings and will also work with the Media Captain and Head Teacher on raising awareness and fundraising respectively.



In addition to giving pupils a greater voice in the School and Local Community, the Pupil Council will be commence work this year on achieving UNICEF UK Rights Respecting Schools status (<http://www.unicef.org.uk/rrsa>).

The UNICEF UK Rights Respecting Schools Award (RRSA) supports or Catholic values as it aims to put the principles of equality, dignity, respect, non-discrimination and participation by putting the UN Convention on the Rights of the Child at the heart of a school’s ethos and culture.



PUPIL VOICE – RIGHTS RESPECTING SCHOOLS AWARD

UNICEF UK Rights Respecting Schools do this by implementing four evidence-based standards.

- *Rights-respecting values underpin leadership and management*
- *The whole school community learns about the UN Convention on the Rights of the Child*
- *The school has a rights-respecting ethos*
- *Children are empowered to become active citizens and learners*

Accreditation is achieved by an external assessment process, to provide evidence that the four standards have been met. To help schools implement the RRSA effectively, this is broken down into three stages.

- **Recognition of commitment**

The Head teacher and school leaders commit to becoming a right-respecting school. Children and young people work with adults to decide how to develop a whole-school rights respecting approach. The school submits electronic evidence to show their progress.

- **Level 1**

The school implements an action plan and makes good progress towards embedding the principles of the UN Convention on the Rights of the Child into its ethos and curriculum. Assessors visit the school to accredit progress.

- **Level 2**

The school has fully embedded the principles of the UN Convention on the Rights of the Child into its ethos and curriculum across all areas. Assessors visit the school to establish that the Convention is embedded.

Commitment to final assessment at Level 2 can take up to four years.

We are keen for the Pupil Council to begin this process as we hope that it can bring the following benefits for our School Community.

- *Improved self-esteem and feelings of being valued and listened to*
- *Increased levels of respect for each other, leading to improved relationships*
- *A sense of security as rights-respecting language and behaviour is used*
- *Improved attainment and attendance, and a reduction in exclusions*
- *An understanding and respect of religions, cultures, beliefs and abilities*
- *Strengthened collaborative working*



NEXT STEPS

1. Does your Department have any knowledge of the UN Convention on the Rights of the Child that form the core of the work of the RRSA? If not, please begin to familiarise yourself with it at: <http://www.unicef.org.uk/crc?gclid=CNbkmfzAsclCFXQatAodJCoA8g>
2. In what ways does your Department empower children to become active citizens and learners? What else could be done to develop provision in this area?
3. In what ways do rights-respecting values underpin leadership and management in your Department and across the School as a whole? What else could be done to develop provision in this area?



ACCESSING YOUR CHILD’S PUPIL RECORDS

Parents have a legal right of access to their child’s core education records, regardless of the age of their child. These are the records held within your child’s Personal Pupil Record (PPR). Parents do not have a general right of access to all records that mention their child. To access your child’s file, please apply in writing to the Head Teacher.

A child has a legal right of access to all records held about them. This includes records that may be held outwith of the PPR. If a child is aged 12 or over and can show suitable maturity and understanding they may exercise this right of access through a request to the Head Teacher in writing. If your child is aged 11 or younger, or is not considered to have suitable maturity or understanding, then a parent may make an application on their child’s behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

Age of Child	Child’s Legal Rights	Parent’s Legal Rights
Under 12	A child’s parent or guardian may apply on the child’s behalf for access to all records.	Right of access to core education record (PPR)
12 and older	If able to show suitable maturity and understanding, the child may apply for access of all records.	Right of access to core education record (PPR) No legal right to all records unless acting as child’s representative because child is unable to show suitable maturity and understanding.

FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished “internal” information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular information please write to the Head Teacher, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request.

Please note that you cannot access personal information on staff or pupils under this legislation. To access personal information about your own child, please see the section above on Accessing Your Child’s Pupil Records.



SCHOOL DISCIPLINARY PROCEDURES

School rules have been established in discussion with pupils to ensure the peaceful conduct of lessons and safe movement for all about the school buildings and yards. The aim of the disciplinary procedures within the school is to encourage pupils to accept responsibility for their own conduct and to appreciate that disorderly or disruptive behaviour works to the detriment of the entire school community. Where indiscipline occurs the sanctions imposed will reflect the gravity and, in some cases, the frequency of the offence. Additional work set by the teacher or an essay of a specific length to direct the child's mind towards their conduct are the most frequent forms of sanction.

It is the policy of the school that parents, upon whom ultimate responsibility for their child's behaviour rests, be notified at the earliest signs of an emerging disciplinary problem and their positive help is sought by the school. Monitoring reports are used to focus the child's mind on his/her behaviour and as a means of informing parents of behaviour. At this stage, Principal Teachers of Guidance may monitor pupils on a daily basis through a Pupil Support booklet, sending it home each day for parental signature and comment.

More serious cases of indiscipline may be referred to the Depute Head Teacher who may monitor behaviour on a daily basis through Pupil Support booklet. Where a major incident occurs a pupil may be excluded from school and written guarantee as to his/her future conduct sought from parents. Further periods of exclusion may result in the Director of Community Services becoming involved. The need for parental co-operation is essential. (Current School Code of Conduct appears as an Appendix).

COMMENTS, COMPLIMENTS AND COMPLAINTS PROCEDURE

We are keen that you should be completely satisfied about 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 comments, compliments, or complaints.

If you want to register a comment of any type about the 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.

In relation to making a complaint:

- Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.
- 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 councillors, MSP or MP.



Secondary School Admissions

Transfer Information will be issued to parents at the end of term one, in Primary seven.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school(s) for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents

of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.



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 catchment school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will be accepted following the publication of an advert in the local press inviting applications in early December.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. 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.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. The Education Office can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to East Dunbartonshire Council's Admissions Policy and requests accepted and refused accordingly.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission.

Any Placing Requests received after the 15th March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 8 weeks of receipt.

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful placing request, there will be the need for a further request to be made to transfer
Turnbull High School - *A community of faith engaged in learning*



to the secondary school associated with the primary school. Parents should, however, be aware there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.

Mid Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.

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.



ANTI BULLYING/ANTI RACIST POLICY

Turnbull High School is a Christian community which encourages all its members to live out the values of the Gospel in their daily lives. We are committed to ensuring that all pupils are happy and safe within the school. We also aim to create a climate where pupils and staff feel valued and respected.

Bullying can take the form of:

- Name calling (including homophobic and racist remarks)
- Spreading lies and rumours
- Sending nasty text messages
- Stealing and hiding things
- Physically hurting someone
- Isolating someone

Staff and parents should be watchful of the indicators of bullying which include;

- Patterns of illness
- Truancy
- Emotional upset
- Withdrawn or aggressive behaviour

The school has clear, written anti bullying and anti racist policies. It has a range of strategies which promote positive behaviour and create a climate where pupils acknowledge that bullying and racism are unacceptable. These include:

- Encouraging all pupils to be actively involved in reporting bullying to staff
- To listen and investigate each case of bullying which is reported
- To take positive steps to ensure that pupils are supported and protected
- To talk through the problem with the pupil being bullied
- To deal with the bullying pupil, reasoning with them, and using appropriate sanctions and support mechanisms to support them in changing their behaviour.
- To involve the parents of both the victim and the bully and keep them informed
- To monitor the situation





As partners in education, parents have a crucial role to play in our anti-bullying strategy by:

- Making Pupil Support staff aware of any incidents from Primary School
- Reporting any unusual behaviour to their child's Pupil Support teacher or any member of staff
- Encouraging their child to report incidents of bullying
- Reassuring their child that it is not their fault if they are a victim of bullying
- Helping to build their child's self-esteem
- Helping the school to monitor the situation

An information sheet, 'Working to Stop Bullying' is available in the school.

In S1, our anti-bullying programme is delivered as part of our Personal and Social Education course (PSE). Issues raised are addressed during Year Group Assemblies.

S1 pupils also have the opportunity to raise issues with senior pupils who are given responsibility for small groups of pupils as part of the S1-S6 partnership.

A group of Senior Students have been trained as Anti-Bullying ambassadors. This group will promote the anti-bullying message through a range of activities and events. They will provide practical support through playground supervision and the provision of a meeting point for young people to speak with them.

The S1-S6 Religious Education syllabus places a great importance on relationships and on valuing fellow human beings, thus enabling the anti-bullying message to permeate the school.



SCHOOL/COMMUNITY LINKS

Turnbull High School aims to be a school at the heart of the community. We believe that the local and wider community can enrich the experience of our pupils and that, in turn, they can make a positive contribution to society. We hope that they will become young adults who are prepared to make a difference to the lives of others.

The school enjoys many productive links with the Church. Parish representatives contribute to our Chaplaincy Group. Canon Hill and Father Monaghan, our school chaplains, make a very active contribution to the school, enhancing the spiritual development of our pupils. Local parish priests participate in our S1 Welcome Mass and our Exam/Leavers' Mass and generously provide access to parish facilities for liturgies, retreats and social functions. The school encourages pupils to be active members of their parishes by taking on roles such as readers, pass keepers and members of music groups. Our pro-life and Fair Trade groups regularly organise coffee mornings and stalls in local parishes. Within the Archdiocese, our pupils' curriculum is enhanced by our liaison with the Catholic Chaplaincy at Glasgow University (Turnbull Hall), The Archdiocesan Arts Project and the Young Ministry Team. The Church's Parliamentary officer also contributes to our Religious Education curriculum, which is also enriched through inputs from the Society for the Protection of Unborn Children, Love Life, and the Cardinal Winning Pro-Life Initiative. Pupils also develop as responsible citizens through links with Justice and peace and St Vincent de Paul groups. Internationally, we have long established links with the Franciscan Sisters' Living with Hope project in Kenya, while our Modern Languages and Religious Education departments have links with let the Children Live organisation which supports street children in Colombia. Pupils in our History/Modern Studies departments actively support Scottish International Relief's Mary's Meals and Backpack campaigns.

Turnbull also makes a positive contribution to the local community. The school supports a number of local community events:

- History pupils participate in the Remembrance Day service at War Memorial
- the Senior School Captains support the Christmas Lights ceremony
- the Chess Club participates in the local chess tournament
- our Eco Club conducts paper recycling and carries out litter audits and litter pick in the neighbouring area
- Our young people have prepared food parcels for local organisations that include Chesters Nursery (Drumchapel), Alive and Kicking and East Dunbartonshire Council Food bank (Springburn)

Community Police Officer and Fire Service Officers each year address on personal and fire safety issues.

Our Music Department, through its bands and choirs, support the work of various charities such as Marie Curie and Quarriers by performing at local supermarket and in country parks. They also perform for the PTAs of local schools, Church of Scotland parishes as well as the local Union of Catholic Mothers.



Our Physical Education department extends the range of activities on offer to pupils through increasing links with local clubs such as Bishopbriggs Tennis Club.

Modern Studies courses are enhanced through inputs from local and national elected representatives. The English Department, through our debating society, participates in events organised by the Kirkintilloch Speakers' Association.

The Modern Languages Department has established an exchange programme for senior pupils with schools in Pistoia in Tuscany.

The school has a number of business links which provide work placements for S4 pupils, while local primary schools provide job shadowing placements for senior pupils. As part of our Improvement Plan we are working to increase the number of partnerships with business.

Volunteer Champions is an ongoing project in partnership with Volunteer Centre East Dunbartonshire which aims to do the following:

- Develop leadership opportunities for young people
- Increase the opportunities for volunteering within school and the local community
- Provide an opportunity for Saltire awards as recognition for the young people's achievement
- Develop the values, skills and attributes of our young people
- Our Senior Phase students have been very active in delivering Intergenerational events for local residents
- Our S6 Caritas students provide various services to the communities of the school and their parish throughout the year

Champions work with a variety of groups including the Scottish Parliament, the Scottish Commissioner for Children and young People, Roars not Whispers and promote Volunteer Champions in other local schools both primary and secondary.

The Youth and Philanthropy Initiative requires all S4 pupils to engage with local charities. Last session Drumchapel Women's Aid received a cheque for £3000 to support their work.

Our St Vincent de Paul Society work to help those in need in the local community.

The RE Department works with St Joseph's Home, Robroyston.



CLOTHING AND SCHOOL DRESS

It is the policy of the Education and Cultural Services Committee to encourage pupils to wear an acceptable form of school dress as determined by head teachers, parent councils and parents. In encouraging the wearing of school dress, account must be taken of any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposal will be the subject of widespread consultation with parents and pupils.

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform. The uniform was agreed in consultation with parents, pupils, staff and parent Council. It incorporates a range of popular items of dress.

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform and in particular, pupils will not be denied access to examination as a result of not wearing school dress.

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

There are forms of dress which are unacceptable in school, such as items of clothing which:

- potentially, encourage factions (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans)
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings
- please note there is a requirement that all jewellery is removed prior to undertaking physical education activities;
- are made from flammable material for example shell suits in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils or be used by others to do so.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform and, in particular, pupils will not be denied access to examinations as a result of not wearing school dress.

Parents receiving income support, income based job seekers allowance, housing benefit or council tax rebates will normally be entitled to monetary grants for footwear and clothing for their children. Parents who are in receipt of working tax credit and/or child tax credit may be eligible, the area registration offices or the education offices can provide more details. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Corporate Director - Community. Information and application forms may be obtained from schools, the education offices and the area registration services offices.

The authority is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents should note that the authority does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.



The agreed Dress Code is:

For All	For Girls	For Boys
Light blue shirt	Plain black skirt	Plain black tailored trousers
School tie	or	
Plain black V-neck pullover or cardigan	plain black tailored trousers (formal style)	
Plain black blazer with school badge	or	
Plain black outdoor jacket	knee length formal skirt	
Smart black shoes		

- items of clothing with brand names are **not** part of the uniform
- fashion/casual styles of trousers, skirts and shorts are **not** part of the dress code.

The Pupil Council also chose the uniform supplier for the school: Baru, Cowgate, Kirkintilloch

Parents are asked for their active co-operation in maintaining a good standard of neatness in clothing and appearance in their children. Extremes of fashion should be avoided.



EDUCATION MAINTENANCE ALLOWANCE (EMA)

The Scottish Government has introduced the Education Maintenance Allowance (EMA) Scheme to encourage access to, and participation in further and higher education. If you are 16 years of age or over before 30 September 2015, you may be eligible for an EMA from the beginning of the school term. If you are 16 years of age between 1 October 2015 and February 2016, you may be eligible for an EMA from January 2015. This weekly allowance will be payable by East Dunbartonshire Council to students who attend a school managed by the Council, regardless of where they live. Application forms and further information can be obtained from the Head Teacher or Telephone 0300 123 4510 or www.eastdunbarton.gov.uk





SCHOOL MEALS

We know that maintaining a healthy diet is linked to a happy and active lifestyle. By eating a school meal provided by East Dunbartonshire Council's School Meals Service your child is guaranteed a balanced nutritious meal to keep them healthy and alert throughout the school day.

The meals are freshly cooked on a daily basis by our skilled staff who care about food and your child's wellbeing. Our staff will help your child to make balanced choices. The meals meet the Scottish Government's nutritional regulations.

Any Special diets or allergies should be discussed with the school.

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

Some families may be eligible for free school meals. Children of parents/carers receiving income support or income based job seekers allowance are entitled to a free midday meal. Children of parents who are in receipt of child tax credit or working tax credit and child tax credit or employment and support allowance (income related) or support under part IV of the immigration and asylum act 1999, may also be eligible. Information and application forms for free school meals may be obtained from schools, the Community Hubs and the education office or www.eastdunbarton.gov.uk.

Only those children whose parents receive income support or income based job seekers allowance (and child tax credit where qualifying income criteria has been met) will be entitled to free milk. Milk may however, be available for purchase in the school during the lunch period.

From January 2015 all pupils in P1, P2 and P3 will be entitled to free school meals.

Please do not apply for free school meals if your child(ren) is/are in P1, P2 or P3 as a meal will automatically be given.

SCHOOLS CATERING SERVICE – SECONDARY SCHOOLS 2013/2014 EXAMPLE PRICES

THE TRADITIONAL MEAL - 3 COURSE

This will consist of a soup or starter and a main meal and hot or cold dessert

Soup or Starter	£0.79
Soup with a Roll	£1.05
A freshly prepared traditional main meal	£1.47
Vegetables	£0.18
Potato	£0.18
A hot or cold dessert	£0.75
A selection of freshly prepared filled rolls and sandwiches	£1.45
A variety of toasted sandwiched	£1.25
A plain baked potato with butter	£0.93
A filled baked potato	£1.57



Provision for pupils on special diets can be made. Medical authorisation and details should be given to the Head Teacher who will make appropriate arrangements with the cook supervisor. Children of parents in receipt of income support or income based job seekers allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from the schools the education office and the area registration offices. Pupils entitled to free meals will have the value of the meal automatically added to their 'swipe card'. This will allow the pupil to choose items from the menu to the current value of a ticket. Facilities are available within the main building for pupils who bring packed lunches.

We know that maintaining a healthy diet is linked to a happy and active lifestyle. By eating a school meal provided by East Dunbartonshire Council's School Meals Service your child is guaranteed a balanced nutritious meal to keep them healthy and alert throughout the school day.

The meals are freshly cooked on a daily basis by our skilled staff who care about food and your child's wellbeing. Our staff will help your child to make balanced choices. The meals meet the Scottish Government's nutritional regulations.

Any Special diets or allergies should be discussed with the school.

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





TRANSPORT

General

It is a parents' responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to secondary pupils who live more than two miles from their local secondary school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education office or www.eastdunbarton.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

The Head of Resources, Planning and Improvement for Children has discretion in special circumstances to grant permission for pupil's to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June – July to ensure that consideration can be given to their request for concessionary transport for August. Parents should obtain an application form from the education office or www.eastdunbarton.gov.uk.

PICK-UP POINTS

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up points. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph). It is the parents' responsibility to ensure their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

PLACING REQUEST

The education authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

TRANSPORT OF PUPILS WITHIN THE CONSORTIUM

Although the number of pupils involved in travelling between schools within the Bishopbriggs consortium is small, arrangements have been made to transport them by taxi to and from classes outwith their base school. These arrangements do not apply at the start of each teaching day since for the pupils involved it is more convenient for them to make their way directly to the receiving school.

ADVERSE WEATHER CONDITIONS

DRIVER'S RESPONSIBILITIES

- In adverse weather conditions drivers MUST liaise with Head Teachers to ensure the safety of the children.
- In periods of snow and ice the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.
- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below.*
- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take the pupils to that point, contingency plans should be made with the Head Teacher.
- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.



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 shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using text alerts, letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio.

Parental Communication with School in Case of Emergency

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name and year group is given.

Where possible you should telephone before 2.30pm if there are any changes to childcare arrangements.

HEALTH

In the course of the school year, statutory medical and dental inspections are made. Parents are notified by the Greater Glasgow Health Board of the times of inspections. It is essential that parents inform the school of any particular medical requirements of the children or of any medical condition which may affect their daily lives in the school e.g. diabetes. If a child takes ill at school every effort is made to contact parents and therefore it is important that emergency telephone numbers be available to staff. Where a child has to be taken home, contact is necessary either with the parent or with a responsible adult named by the parent.

MEDICATION

If your child uses medication or uses an inhaler and requires to do so during school hours, a signed note should be sent to the office detailing doses, etc. All medicines should be retained in the school office and be labelled with the pupil's name.

Parents should provide the Head Teacher with sufficient information about their child's health care needs and treatment. Where necessary, this information should be updated annually or more frequently if there is a change in circumstances. Where there is concern about whether the school can meet the pupil's needs or where the parents' expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and, if required, the Head of Education.



CHILDCARE INFORMATION SERVICE

The Childcare Information Service is a free service provided by East Dunbartonshire Council. It aims to provide parents with accurate details on childcare provision in a variety of settings e.g. out-of-school care groups, childminders, nurseries, playgroups, holiday playschemes and parent & toddler groups.

It also offers other advice including: choosing quality childcare, accessing help to pay for childcare and contact details regarding childcare organisations.

The Childcare Information Service, launched in May 2000, is a key element of East Dunbartonshire Council's Childcare Strategy which aims to develop, quality, accessible, affordable and flexible childcare across the East Dunbartonshire area.

To use this service please call the helpline number on 0141 578 8060, e-mail chis@eastdunbarton.gov.uk or log onto the service's website at www.scottishchildcare.gov.uk.

CHILD PROTECTION INFORMATION

East Dunbartonshire Council has issued Child Protection Procedures and Guidance which all staff must follow to promote the welfare of children and to protect them from harm.

All adults must share the responsibility for promoting children's health and safety and ensuring, as far as possible, that all children are protected from abuse, neglect and exploitation. Children cannot be expected to take full responsibility for keeping themselves safe. Professional staff must work together and in co-operation with families and carers to enable children to grow up in a warm, stimulating and safe environment.

Education staff are required to assist in the protection of children by:

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes
- Being observant of children's needs, views and concerns
- Reporting and recording concerns about the welfare or safety of children
- Monitoring and supporting children in co-operation with relevant professionals, parents and carers.



Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult requests this. Information or concerns that a child may be at risk of harm must be passed on in order to protect the child. Staff will treat the matter sensitively, and information will only be passed to those who need to know in order to protect and support the child.

If parents or others have concerns for any child, they can speak to the Head Teacher about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the Head Teacher.





APPOINTMENT OF ADULTS TO VOLUNTARY CHILD CARE POSITIONS

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has introduced a policy to ensure that any individual who is appointed to a voluntary child care position is not fully listed on the Disqualified from Working with Children List.

This policy, which requires any adult appointed to a voluntary child care position, to undergo a criminal background check to ensure their suitability. The policy applies in particular to:

- parent volunteer helpers in schools who are considered to have **regular** contact with children and young people;
- parents and co-opted members of parent councils;
- parent members of local parent-teacher associations;
- elected members serving on committees relating to the development of children's services;
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

The policy builds on East Dunbartonshire Council's *Child Protection Interagency Guidance* (2002) which underpins all child protection work undertaken by local authority services. It also complements the Council's policy on the leasing of council premises to organisations which provide activities and services to children and young people.



TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education Authorities, the Scottish Government and its partners have, for many years, collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme.

The following explanation has been provided directly by ScotXed:

The SCOTXED Programme

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA 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.
- enhance the quality of research to improve the lives of young people in Scotland.

Data Policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only.

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 note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).



Scottish Government works with a range of partners including HM Inspectorate of Education, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving our education system, we may make individual data available to partners and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This 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 relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collection you can e:mail the head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to the ScotXed Support Office, Area 2D, 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.



DATA PROTECTION ACT 1998

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 1998 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people.





USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS

On occasion, the school may seek permission from parents to photograph/video pupils for internal purposes within the school, for Council publicity materials and/or for press/media related activities. If a pupil's image is being used on any webpage or on a webcam, parents will be asked for express consent as this image has the capability of being viewed by any person with Internet access world wide. Pupil photographs will be held with the school's Management Information System (SEEMIS), parents will be asked for consent.

SCHOOL CAMPUS NO SMOKING POLICY

With the introduction of the Smoking, Health and Social Care (Scotland) Act 2005 and the Prohibition of Smoking in Certain Premises (Scotland) Regulations 2006, East Dunbartonshire Council now operates a no smoking policy across all authority's school campuses. Any person accessing the school must refrain from smoking in any of the school campus areas.

PUPIL USE OF MOBILE PHONES IN SCHOOL

There have been many concerns raised by headteachers, staff and parents about the extensive use of mobile phones by pupils and the associated risks of such use while in school.

The Education and Cultural Services Committee of East Dunbartonshire Council as a result of these concerns, agreed that each school should have the power to set its own policy in relation to pupil use of mobile phones in school.

All establishments will incorporate the following points into their policy:

1. Schools will discourage, and will also advise parents to discourage, pupils from bringing mobile phones to schools.
2. Parents will be advised that East Dunbartonshire Council will not accept liability for the loss or damage of mobile phones which are brought into the school or school grounds by pupils.
3. If pupils bring mobile phones to school, the phones must remain switched off while the pupils are in class. Headteachers will have the power to extend the switching off of mobile phones by pupils to the whole school building and also to the school grounds.
4. Where a pupil is found by a member of staff to be using a mobile phone outwith the policy of the school, the phone will be confiscated. When a phone is confiscated, a receipt will be passed to the pupil by the relevant member of staff, in order that the pupil can present the receipt at the end of the school day to uplift the phone.
5. If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or staff, this will be regarded as a serious offence and the Headteacher, depending on the circumstances, will decide on an appropriate discipline. In certain circumstances, the pupil may be referred to the Head of Education. If images of other pupils or staff have been taken, the phone will not be returned to the pupil until the images have been removed.





ACHIEVEMENT IN SQA EXAMINATIONS

POLICY STATEMENT WITH REGARD TO ENTERING PUPILS OR PUBLIC EXAMINATIONS

Schools in consultation with pupils/parents normally decide on presentation for examinations. However in the final analysis, the school will accede to the wishes of the parents.

RESULTS: SCOTTISH QUALIFICATION CERTIFICATE (SQC) AWARDS

The Scottish Qualifications Authority has provided the following information the SQA Awards system which it now operates:

National 3 and National 4 award are awarded on a PASS or FAIL basis

National 5, Higher and Advanced Higher awards are made on a 7 point scale:

- Grade 1/2 - A
- Grade 3/4 - B
- Grade 5/6 - C
- Grade 7 - D

ANALYSIS OF EXAMINATION RESULTS

The results achieved by Turnbull High School in the three most recent years are given in the appendices.

The authority's and Scotland's figures include all education authority and grant aided secondary schools.

For fourth year SQA results the "percentage of pupils achieving" under any heading is calculated by expressing the number of pupils achieving as a percentage of the S4 roll in September, at the start of the school year. The percentage shown under the fifth and sixth year headings is calculated by expressing the number of pupils achieving on a percentage of either the combined S3/S4 roll or the combined S5/S6 roll as appropriate at September.



The S4 to S5 staying on rate is calculated by expressing the S5 roll at the start of the Second Term (January) as a percentage of the roll of the same group of pupils when they were in S4 at September of the previous school year.

Where a pupil is presented for an examination at Standard Grade in the same subject at more than one level, only account is taken of the highest grade attained.

Where figures or percentages based on a number of pupils attaining certificates under any particular heading is between 1 and 4 no information is given and *** is inserted in place of figures.

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 Education Services.

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. A copy of this report is available on request from the school office or can be view via the school website.





ADDRESSES

Corporate Director – Community

Mr Gordon Currie
East Dunbartonshire Council
12 Southkelvin Place
Kirkintilloch
G66 1TJ
0141 578 8000

Area Registration Office

East Dunbartonshire Council
Area Registration Office
Bishopbriggs Library
Kirkintilloch Road
Bishopbriggs
G64 2LX
0141 578 8557

Area Careers Office

Skills Development Scotland
Kirkintilloch Learning Centre
50 Southbank Road
Kirkintilloch
G66 1NH
0141

Community Support Office

East Dunbartonshire Council
Community Learning and Development
School Letting Office
Brookwood Villa
166 Drymen Road
Bearsden
G61 3RJ
0141 578 8695
0141 943 1688

Councillor

Councillor Low
Councillor Hendry
Councillor McNair
Councillor Moir
Councillor Walker
Councillor O'Donnell

12 Strathkelvin Place
Kirkintilloch
G66 1TJ

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document:

- a) Before the commencement or during the course of the school year in question;
- b) In relation to subsequent school years.



APPENDICES

- CURRICULAR PERSONALISATION AND CHOICES (S2-S6)
- SEED (INFORMATION ON TURNBULL HIGH SCHOOL)
- CODE OF CONDUCT



APPENDIX 1 : S2/S3 OPTIONS FORM

Turnbull High School S2/S3 Personalisation and Choice January / February 2015

All Pupils will study English, Mathematics, French, RE PE and PSE (PSE will be delivered across all curricular areas)

Please indicate your choice by recording it the grid below.

Career Interests

Name..... Class.....

Column D	Column E	Column F	Column G	Column H	Column J
Business Management	Administration and IT	Biology	Art and Design	Art and Design	Business Management
Geography	Computing Science	Chemistry	Music	Biology	Graphic Communication
History	Graphic Communication	Physics	PE Studies	Chemistry	Modern Studies
Modern Studies	Practical Cookery			Music	Practical Woodworking
	Practical Woodworking			PE Studies	Spanish

Choice	Choice	Choice	Choice	Choice

Signature of Parent/Carer _____



APPENDIX 2 : S3/S4 OPTIONS FORM

Turnbull High School S3/S4 Option Choice January / February 2015

All Pupils will study English, Mathematics, RE PE and PSE

Please indicate your choice by recording it the grid below.

Career Interests

Name..... Class.....

Column C	Column D	Column E	Column F	Column G
Business Management	Administration and IT	Biology	Art and Design	Biology
Geography	Computing Science	Chemistry	Music	Chemistry
History	French	Physics	Modern Studies	PE Studies
Modern Studies	Graphic Communication		PE Studies	Practical Woodworking
	Practical Woodworking		Practical Cookery	
			Spanish	

Choice	Choice	Choice	Choice	Choice

I would like a 1-1 interview with my PT Pupil Support Yes No

Signature of Parent/Carer _____



APPENDIX 3 : S4/S5 OPTIONS FORM

Turnbull High School S4/S5 Option Choice Form January / February 2015

Career Interests

All Pupils will study RE and Health and Wellbeing.

Please indicate your choice by recording it the grid at the foot of the page.

Name..... Class.....

.....

Column A	Column B	Column C	Column D	Column E
Art and Design	Business Management	Administration and IT	Biology	Art and Design
English	Games Design	Business Management	Chemistry	Biology
Music Technology	Geography	Computing Science	English	Laboratory Skills
Practical Metalworking	History	French	Environmental Science	PE Studies
	Mathematics	Graphic Communication	Fashion & Textiles	Physics
	N5 Lifeskills Mathematics	History	Sports Leadership	Spanish
	Modern Studies	Italian		
		Mathematics		
		Modern Studies		
		Music Performance		
		Personal Finance		
		Practical Cookery		
Wider Achievement	Wider Achievement	Wider Achievement	Wider Achievement	Wider Achievement
Leadership Award	Personal Development	Working With Others	MOODLE	Vocational Programme
MOODLE	MOODLE	MOODLE	MOODLE	MOODLE

Choice	Choice	Choice	Choice	Choice

I would like a 1-1 interview with my PT Pupil Support

Yes No

Signature of Parent/Carer _____



APPENDIX 4 : S5/S6 OPTIONS FORM

Turnbull High School **S5/6 Option Choice** **January / February 2015**

All Pupils will study RE and Health and Wellbeing.

Please indicate your choice by recording it the grid at the foot of the page.

Career Interests

Name..... Class.....

Column A	Column B	Column C	Column D	Column E
National 4, 5 & Higher	National 4, 5 & Higher	National 4, 5 & Higher	National 4, 5 & Higher	National 4, 5 & Higher
Art and Design	Business Management	Administration and IT	Biology	Art and Design
English	Games Design	Business Management	Chemistry	Biology
Music Technology	Geography	Computing Science	English	Laboratory Skills
Practical Metalworking	History	French	Environmental Science	PE Studies
	Mathematics	Graphic Communication	Fashion & Textiles	Photography
	N5 Lifeskills Mathematics	History	Sports Leadership	Physics
	Modern Studies	Italian		Spanish
		Mathematics		
		Modern Studies		
		Music Performance		
		Personal Finance		
		Practical Cookery		
Wider Achievement	Wider Achievement	Wider Achievement	Wider Achievement	Wider Achievement
Leadership Award	Personal Development	Working With Others	MOODLE	Vocational Programme
MOODLE	MOODLE	MOODLE	YASS	Volunteering Award
YASS	YASS	YASS		MOODLE
				YASS
Advanced Higher	Advanced Higher	Advanced Higher	Advanced Higher	Advanced Higher
Biology	History	Mathematics	Chemistry	Art and Design
English	Modern Studies	Graphic Communication	SFA Refereeing Course	Physics
		Music		French / Spanish *
Choice	Choice	Choice	Choice	Choice

*please indicate preference – French OR Spanish OR Both (consortium arrangements will apply)

I would like a 1-1 interview with my PT Pupil Support

Yes No

Signature of Parent/Carer _____



APPENDIX 5:

National Priorities Measures

NP Measures for Turnbull High School (East Dunbartonshire), STACs 2013 pre-appeals

Three Year Average Percentages and NCDs based on S4 Roll for passes achieved by the end of S6

All Candidates

	NP 1.1 C		NP 1.2 A		NP 1.2 B		NP 1.2 C		NP 1.2 D		NP 1.2 E		NP 1.2 F	
	Eng & Maths		5+ Level 3		5+ Level 4		5+ Level 5		1+ Level 6		3+ Level 6		5+ Level 6	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
2011-13	99	2	98	2	92	2	71	2	67	2	51	2	39	1
2010-12	99	2	99	1	93	1	68	2	65	2	51	2	36	2
2009-11	98	2	98	1	93	2	61	3	60	2	45	2	31	2
2008-10	98	2	99	1	93	1	61	2	59	2	46	2	33	2
2007-09	99	2	99	1	93	1	64	2	61	1	47	1	33	1

The table above shows percentages and NCDs for the 7 three year rolling average National Priority measures.

NP Measures for East Dunbartonshire, STACs 2013 pre-appeals

Three Year Average Percentages and NCDs based on S4 Roll for passes achieved by the end of S6

All Candidates

	NP 1.1 C		NP 1.2 A		NP 1.2 B		NP 1.2 C		NP 1.2 D		NP 1.2 E		NP 1.2 F	
	Eng & Maths		5+ Level 3		5+ Level 4		5+ Level 5		1+ Level 6		3+ Level 6		5+ Level 6	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
2011-13	99	1	99	1	94	1	75	1	72	1	57	1	44	1
2010-12	99	1	99	1	93	1	72	1	69	1	55	1	41	1
2009-11	99	1	99	1	92	1	69	1	66	1	52	1	38	1
2008-10	98	1	98	1	91	1	66	1	62	1	49	1	35	1
2007-09	98	1	98	1	90	1	64	1	59	1	46	1	33	1

The table above shows percentages and NCDs for the 7 three year rolling average National Priority measures.

National NP Attainment Data for Scotland, STACs 2013 pre-appeals

Three Year Average Percentages based on S4 Roll for passes achieved by the end of S6

All Candidates

Year	NP 1.1 C	NP 1.2 A	NP 1.2 B	NP 1.2 C	NP 1.2 D	NP 1.2 E	NP 1.2 F
	Eng & Maths	5+ Level 3	5+ Level 4	5+ Level 5	1+ Level 6	3+ Level 6	5+ Level 6
2011-13	95	93	82	55	52	37	25
2010-12	94	92	81	53	49	35	24
2009-11	93	92	79	50	47	33	22
2008-10	93	91	79	49	45	31	21
2007-09	92	91	78	48	43	30	20



ALWAYS KEEP YOUR MAIN AIM IN VIEW

Code of Conduct

Set High Standards for Yourself

- Attend school regularly.
- Be on time for all your classes.
- Be prepared for every class and bring kit, equipment and materials.
- Listen carefully and always do your best work.
- Use your study planner to record all homework and complete it on time.
- Revise your work regularly.

Treat Others with Respect

- Do not bully other pupils and do not tolerate bullying.
- Let others learn.
- Be helpful to others.
- Make new pupils welcome.
- Be polite and mannerly to all members of the school community.
- Show consideration to members of the local community.

Show Respect for your Surroundings

- Take care of all your books, jotters and materials.
- Keep the school free of litter and graffiti.
- Move around the building safely.
- Eat or drink only at appropriate times.
- Look after your bags and belongings.
- Behave safely and responsibly as you travel to and from school.
- Show respect for the property of local residents.

