

# ABOYNE ACADEMY



## PROSPECTUS 2016 – 17

- Please note -  
The word "Parent" includes guardian/carer and any person who is liable to maintain or has parental responsibilities (within the section 1 (3) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person.
- **Whilst all information within this booklet is correct at the time of printing, it is possible that some items may change during the course of the year.**
- **This document is available in alternative formats**  
(Please contact the Head Teacher)

# CONTENTS

|  | <u>Page(s)</u> |
|--|----------------|
| Introduction   | 1              |
| <b>Section 1 - KEY FACTS ABOUT THE SCHOOL</b>  | <b>3</b>       |
| About the School   | 4              |
| The Vision, Values & Aims of the School  | 5-6            |
| The Community Code   | 7              |
| Contact Details  | 8-9            |
| <b>Section 2 - CARE, WELFARE AND SUPPORT FOR PUPILS</b>                              | <b>11</b>      |
| The Guidance, House and Form Class System  | 12-13          |
| Year Head System   | 14             |
| Assemblies   | 14             |
| Partnership With Parents / Carers  | 14-15          |
| Post 16 Pupils   | 15-16          |
| Support For Learners Additional Support Needs  | 16             |
| Educational Psychology   | 16-18          |
| Identifying and Reviewing Additional Support Needs                                   | 18-21          |
| Parental Concerns  | 21-22          |
| Complaints   | 22             |
| Careers Adviser  | 23             |
| Pupil Work Permits   | 23-24          |
| Child Protection   | 24-25          |
| Getting It Right For Every Child (GIRFEC)  | 26-27          |
| Health Matters - Health Promoting School   | 27             |
| First Aid  | 28             |
| Health Care  | 28             |
| Administration of Medicines  | 29             |
| Promoting Positive Behaviour   | 30-31          |
| Anti-Bullying  | 31-34          |
| Additional Support For Families  | 35-36          |
| <b>Section 3 - CURRICULUM AND COURSE INFORMATION</b>                                 | <b>37</b>      |
| Transferring From Primary To Secondary School  | 38-39          |
| The Secondary Curriculum   | 40             |
| The Secondary Curriculum Structure   | 41-42          |
| Curriculum for Excellence  | 43-44          |
| The Assessment System  | 45             |
| How Are The New Exam Courses Assessed?   | 46             |
| Reports  | 46-47          |
| Arrangements for Pupil Choice  | 47             |
| Assessment & Reporting   | 48-49          |
| Parents' Evenings  | 50             |
| Religious and Moral Education  | 50-51          |
| Relationships, Sexual Health & Parenthood  | 51             |
| Personal And Social Education (PSE)  | 51-52          |
| Roles and Responsibilities in Relationships, Sexual<br>Health & Parenthood Education | 53             |
| Drugs Education/Substance Misuse   | 53-54          |
| Visits, Excursions And Field Trips   | 54             |

|                    |  |         |
|--------------------|--|---------|
|                    | Homework, Study And Planners                       | 55-57   |
|                    | Library  | 58      |
|                    | Instrumental Tuition                               | 58      |
| <b>Section 4 -</b> | <b>SCHOOL PROCEDURES AND PRACTICAL INFORMATION</b> | 59      |
|                    | Enrolment Procedure                                | 60      |
|                    | Leaving School                                     | 61      |
|                    | The School Day                                     | 61      |
|                    | Attendance And Absence Procedure                   | 62-64   |
|                    | Late Arrival For School                            | 64-65   |
|                    | Timetables   | 65      |
|                    | School Uniform                                     | 65-66   |
|                    | School Meals                                       | 66-67   |
|                    | Social Areas                                       | 67-68   |
|                    | Essential School Equipment                         | 68      |
|                    | Essential Course Costs                             | 68      |
|                    | Use Of ICT - Internet And E-Mail                   | 69      |
|                    | Photography and Video Recording of Pupils          | 69      |
|                    | Personal Possessions And Lost Property             | 69      |
|                    | School Off Site Excursion Insurance                | 70      |
|                    | Lockers  | 71      |
|                    | Mobile Phones                                      | 71      |
|                    | Transport  | 72      |
|                    | Privilege Transport                                | 72-73   |
|                    | School Calendar                                    | 73      |
|                    | Contacting the School Office                       | 73      |
|                    | Communication                                      | 74-75   |
|                    | Extra-Curricular Activities                        | 75      |
|                    | Pupil Councils                                     | 76      |
|                    | Parental Involvement - Parent Councils             | 76-78   |
|                    | School Chaplains                                   | 78      |
|                    | Safety at School                                   | 78      |
|                    | Fire Procedure And Emergency Evacuations           | 79      |
|                    | Pupil Contact Information - School Records         | 79      |
|                    | National Entitlement Card                          | 80      |
|                    | Adverse Weather Arrangements                       | 80-85   |
|                    | Staff List as at December 2015                     | 86-88   |
| <b>Section 5 -</b> | <b>SUMMARY STATISTICAL INFO</b>                    | 89-91   |
| <b>Section 6 -</b> | <b>APPENDIX SECTION</b>                            | 93      |
|                    | Schools Clothing Grants                            | 94      |
|                    | Free School Meals                                  | 94      |
|                    | School Improvement                                 | 95      |
|                    | Transferring Educational Data About Pupils         | 95-98   |
|                    | Parental Access to Records                         | 99      |
|                    | School Zone/Catchment Area                         | 99      |
|                    | Annual Holiday Calendar                            | 100-101 |
|                    | Map of the School                                  | 102-103 |

## INTRODUCTION

Welcome to Aboyne Academy.

The purpose of this prospectus is to provide information about the school for pupils, parents and carers. Other people interested in knowing more about the school may also find the information contained in the following pages useful. As you will see the prospectus is divided into sections to help you to find the information you need.

In addition to the prospectus further information booklets are provided at key times during each pupil's school career e.g. when pupils choose senior school courses. Information is also available through school newsletters, occasional leaflets and letters and through the school website.

Aboyne Academy aims to be a school where each individual feels valued and supported to achieve his or her potential. We have a highly trained, hard working and caring staff who enjoy working with our pupils. Pupils in turn generally work and behave well and they contribute a great deal to the positive ethos, which is a key strength of the school. A tradition of open and genuine partnership with parents and carers is a vital ingredient in the effectiveness and success of the school.

The information contained in this prospectus was accurate at the time of publication. If there are any major changes supplementary information and updates will be provided. We hope the information contained in the following pages will answer most questions you may have about the school. However should you require any further information then please contact the school and we will be pleased to help.

Whether you are a pupil, a parent or carer we welcome you to the school and hope that your time at Aboyne Academy or your partnership and contact with us is positive and rewarding.

Lorraine Scott  
Head Teacher



**SECTION 1**

**KEY FACTS**  
**ABOUT**  
**THE SCHOOL**

## ABOUT THE SCHOOL

Aboyne Academy is a six-year secondary comprehensive community school which caters for the educational needs of Aboyne and the surrounding rural community of mid and upper Deeside. The school is situated on an attractive wooded site adjacent to the A93 on the western edge of Aboyne. Rotary Photograph Competition Winners (June 2015)

The school serves a very diverse area. It includes large communities such as Aboyne and Torphins together with several small villages and some remote rural areas. Aboyne Academy is situated on the edge of the Cairngorms National Park and much of the park area is included within the school's catchment.

The school is very much at the heart of the community and shares its facilities with Deeside Community Education Centre. The accommodation and facilities within the school are of good quality and are well maintained. In addition to specialist subject teaching areas the school building contains a fully equipped theatre, a swimming pool, an all-weather pitch and a large games hall. The public library is also situated within the building.



Rotary Photograph Competition  
Winners (June 2015)

Pupils transfer to Aboyne Academy from ten local primary schools. These include: Aboyne, Ballater, Braemar, Crathie, Finzean, Kincardine O'Neil, Logie Coldstone, Lumphanan, Tarland and Torphins.

Aboyne Academy opened in 1974 and is now a well established medium sized secondary school with around 660 pupils. The school's size is small enough to enable us to retain a friendly atmosphere but large enough to be able to offer a wide range of courses to our pupils.

Tradition plays a key part in the life of the school. The cultural heritage of the area is a feature of many aspects of school life. This combines well with an approach to education which aims to provide pupils with the best of modern teaching and learning approaches.



## THE VISION, VALUES AND AIMS OF THE SCHOOL



- ❖ The diagram above summarises the core purpose of the school which is to enable all members of the school community to be successful.
- ❖ There are nine 'ingredients' in how we work towards success shown above. These are explained in more detail on the next page.

## **'Success for All'**

Aboyne Academy aims to provide each member of the school community with opportunities to be successful, to fulfil his or her individual potential and to develop as a responsible member of society.

We aim to do this by -

- Having Positive Relationships based on honesty and integrity throughout the school in order to create a positive and purposeful ethos and atmosphere.
- Ensuring that Collegiacy is at the Core of our work. Working together is productive and effective.
- Being an Inclusive School that meets the academic, emotional, physical and social needs of all our pupils in a caring environment.
- Offering a Flexible Appropriate Curriculum that meets the needs of our pupils.
- Providing a High Quality of Teaching and Learning experience that is well-planned, varied, and stimulating.
- Providing the Opportunity to engage in a diverse range of experiences and activities.
- Enabling Achievement in both academic attainment and through a range of wider opportunities.
- Having a Focus on Improvement by reflecting on what we do and how we do it.
- Being an Integral and Respected Part of the Community through our actions and by working in partnership with parents, carers and others.

## THE 'COMMUNITY CODE'

Everyone is expected to follow the Community Code stated below. The purpose of the code is to make clear how all members of the school community should behave. This helps everyone to be successful.

This code is displayed in classrooms and other areas around the school. It provides a very simple set of behavioural expectations.

Following the code is very important. If everyone does this it will help ensure that the school is a positive, productive and safe place where everyone has the opportunity to do his or her best.

### COMMUNITY CODE

In Aboyne Academy we:

- are prepared for lessons
- behave well in lessons and allow other people to work
- take care of the school's and other people's belongings
- are respectful of others in words and actions
- follow safety rules

So that our school is a happy and successful community

Forestry local Estates  
(September 2015)



## CONTACT DETAILS

|  |  |
|--|--|
| <b>Postal address</b>                          | Aboyne Academy<br>Bridgeview Road<br>Aboyne<br>Aberdeenshire<br>AB34 5JN   |
| <b>Telephone</b>                               | 013398 87722 (you can leave a message on this line)  |
| <b>Pupil Absence Line</b>                      | 013398 85030 (you can leave a message on this line)  |
| <b>Fax</b>                                     | 013398 85020   |
| <b>Information Line</b>                        | 0870 054 4999 - pin number 021000  |
| <b>Adverse Weather &amp; Emergency Closure</b> | <a href="https://online.aberdeenshire.gov.uk/Apps/schools-closures/">https://online.aberdeenshire.gov.uk/Apps/schools-closures/</a><br>Please see pages 80-85 for further information regarding adverse weather and emergency closures |
| <b>Web</b>                                     | <a href="http://www.aboyneacademy.com">www.aboyneacademy.com</a>   |
| <b>E-mail</b>                                  | <a href="mailto:aboyne.aca@aberdeenshire.gov.uk">aboyne.aca@aberdeenshire.gov.uk</a>   |
| <b>Head Teacher</b>                            | Lorraine Scott   |
| <b>Depute Head Teachers</b>                    | Gina Drummond<br>Michael Foy<br>Malcolm MacIntyre  |
| <b>Support Services Co-ordinator</b>           | Jonathan Holden  |
| <b>Guidance Staff</b>                          | Graeme Rennie (Clachnaben House)<br>Laura Larkworthy (Lochnagar House)<br>Jenny Law (Morven House)   |
| <b>Parent Council</b>                          | <a href="mailto:AboyneAcademyPC@hotmail.co.uk">AboyneAcademyPC@hotmail.co.uk</a><br><a href="http://www.aboyneacademy.aberdeenshire.sch.uk/parentcouncil.html">www.aboyneacademy.aberdeenshire.sch.uk/parentcouncil.html</a>           |

**Contact details for** Mrs Maria Walker, Woodhill House, Westburn Road,  
**Director of** Aberdeen, AB16 5GB Telephone 01224 665420  
**Education & Children's**  
**Services**

**Type of School** Aboyne Academy is a Secondary school which provides education for children aged 11 - 18, i.e. S1 - S6

**Present Roll** 672

**Denominational Status** Aboyne Academy is a non denominational school

**Gaelic Language** Aboyne Academy does not teach by means of the Gaelic Language

**All Aberdeenshire Schools are Co-educational, providing education for both boys and girls.**



# **SECTION 2**

## **CARE, WELFARE AND SUPPORT FOR PUPILS**

This section outlines the care, welfare and support arrangements for pupils at Aboyne Academy. It is important that pupils, and their parents/carers, understand how they will be organised and supported when they attend Aboyne Academy. This is a very important aspect of school life which helps ensure that pupils feel confident and secure as they progress through secondary school.

The information in the following pages should answer most questions on matters of pupil welfare e.g. how form classes are organised, the Guidance and House system and what to do in the event of a concern about any aspect of a pupil's progress or welfare.

## **THE GUIDANCE, HOUSE AND FORM CLASS SYSTEM**

Each pupil is allocated to a form class. Each form class has a form teacher who meets the class for ten minutes at the start of each day. The form teacher will register the class, collect any absence notes, pass on information and read the daily pupil bulletin to the class.

Each form class belongs to one of the school's three Houses. Each House includes form classes from each year group (S1 - S6).

There are three Houses within Aboyne Academy. Each House is named after one of three local hills - Clachnaben, Lochnagar and Morven.

The school has three Principal Teachers of Guidance. Each guidance teacher has responsibility for the care and welfare of pupils in one of the three Houses. This guidance teacher is maintained throughout a pupil's school career i.e. from S1 to S6.

The guidance system aims to meet the needs of pupils in three main areas:

- Personal guidance
- Curricular guidance
- Vocational guidance



Guidance staff monitor the progress, attendance, punctuality and behaviour of pupils within their house. Guidance teachers also support and advise pupils at key transition times e.g. moving from primary to secondary, choosing course options and when preparing to move on from school. Together with staff from the Support for Learning department the guidance teacher will also coordinate any additional support needed for individual pupils from staff within the school or from other agencies.

Each pupil will normally have an individual interview to review progress with her/his guidance teacher at least once a year. Guidance teachers also normally teach PSE (Personal and Social Education) to all pupils within their house.

Siblings from the same family enrolling at the school will be allocated to the same House. This enables the guidance teacher to build up close relationships with families.

In addition to the Principal Teacher of Guidance there is a 'teacher in charge' of each House. The role of these members of staff is to encourage and motivate pupils to participate in the regular 'House Week' activities.

The key staff for each house are as follows:

| <b>House</b>                         | <b>Clachnaben</b> | <b>Lochnagar</b> | <b>Morven</b> |
|--------------------------------------|-------------------|------------------|---------------|
| <b>Principal Teacher of Guidance</b> | Mr Rennie         | Mrs Larkworthy   | Mrs Law       |
| <b>Teacher in Charge</b>             | Mrs Gray          | Mr Birse         | Mr Cosgrove   |

Each house has two S6 pupils as captains and two S5 pupils as vice-captains. The captains and vice-captains are selected at the start of each new session. These senior students lead their House and encourage pupils to become involved in house activities.

The House system is a very positive feature of school life which gives pupils and staff a sense of identity within the school. It also provides the opportunity for some good fun and friendly competition.

## **YEAR HEAD SYSTEM**

Each of the three Depute Head Teachers oversees pupil behaviour and any related issues. Arrangements for this is as follows:

S1/2 - Mrs Drummond

S3/4 - Mr MacIntyre

S5/6 - Mr Foy

The year heads work in close partnership with Guidance staff.

## **ASSEMBLIES**

Weekly assemblies are held in the theatre during form time on one day per week for each year group. The normal programme of assemblies is S1 on Monday, S2 on Tuesday, S5/6 on Wednesday, S3 on Thursday and S4 on Friday. On assembly days form classes are registered in the theatre.

Year group assemblies usually focus on a particular theme or topic. These may be school matters, community, national or international issues.

In addition House assemblies are normally held twice each term to coincide with House week and end of term activities.

## **PARTNERSHIP WITH PARENTS / CARERS**

The school believes strongly in the benefit of working in partnership with parents / carers. We aim to have a confident and trusting relationship with families. The importance of this cannot be overestimated. A shared responsibility with parents/carers will enable pupils to be best supported and more likely to achieve their potential while at school.

We are pleased that an ethos of partnership working is well established within the school community.

The school will keep parents/carers informed about matters relating to the progress of their son or daughter by providing annual pupil reports and through the opportunity to attend parents' evenings. Reports and parents' evenings provide information from and contact with subject teaching staff. In addition there may be the need for further contacts regarding support for individual pupils.

Parents/carers are welcome to contact the school at any time either to provide information or to seek information on any matter relating to their daughter or son's progress or welfare at school. It is very important that the school is aware of any circumstances that may affect a pupil's well being and progress. The need for confidentiality and sensitivity in the use of personal information will be respected.

Contacts between school and home are usually made through the Guidance Teacher or a member of the Senior Leadership Team.

Information about the Parent Council is given on pages 76-78.

## **POST 16 PUPILS**

A large number of pupils choose to stay on at school beyond the compulsory school leaving age of sixteen. In general this is when pupils enter S5. Beyond the age of sixteen children become 'Young Persons' and have responsibility for their own choices and decisions relating to school. This includes whether or not they choose to stay at school and what courses they wish to follow.

The school recognises that senior pupils have a much greater degree of responsibility for the decisions made in relation to their education when they reach this age. Together with parents/carers we wish to support them in the process of taking greater personal responsibility at this stage in their school education and as they plan their future beyond school. This is an important part of preparation for the responsibilities of adult life.

Decisions made about a pupil's curriculum in S5/6 will be made through discussion between school staff and the pupil. As in earlier years pupils

will continue to be supported and advised by their guidance teacher. While decisions and choices are essentially the responsibility of the pupil parents/carers will naturally be kept informed and consulted in this process.

## **SUPPORT FOR LEARNERS ADDITIONAL SUPPORT NEEDS**

Many children will face barriers to their learning at some time in their school career. These may be short or longer term and for a variety of different reasons. If a pupil is identified as requiring additional support then pupils, parents and staff are involved in helping identify specific needs and what intervention support strategies are appropriate and developing support plans as appropriate.

Some of the professionals we work in partnership with include: education (Support for Learning, ASPECTS, Sensory Support Service, Intervention and Prevention Teachers, EAL teachers, Pupil Support Workers, Educational Psychology Services, Community learning and Development); Children's Services (family support workers, social workers); NHS (including school nurses, school doctors, speech and language therapy, physiotherapy, occupational therapy, mental health services); Police Scotland (police liaison officers); further education (NESCOL); and Third Sector / voluntary agencies.

Similar processes may also be put into place for pupils who have been assessed as being able or gifted as these children might also need additional support to reach their full potential.

## **EDUCATIONAL PSYCHOLOGY**

Educational psychologists are trained to work in collaboration with school staff, parents and other professionals to help children and young people to achieve their full potential. They use psychological skills and knowledge to improve the learning and wellbeing of all children and young people and offer schools a range of services including consultation, assessment, intervention, research, project work as well as support for staff's professional learning and development.

During planned visits to the school, the educational psychologist meets with staff to discuss whole school and class issues and how best to meet the needs of the children and young people. These informal consultations aim to develop strategies the teacher can use to bring about positive change.

When concerns persist, school staff and the educational psychologist may decide that a more formal meeting would be helpful. If the concern is about an individual child, the school will ask the parent's permission to arrange a consultation meeting. This is a problem solving meeting led by the educational psychologist, with parents, school staff and sometimes others who can usefully contribute. The child or young person can also be supported to attend or contribute to the meeting in another way if it is thought appropriate. The aim is to develop a plan of action to bring about positive changes for the child or young person. Where other agencies are required to help meet a child or young person's needs, the educational psychologist may be involved in any multi agency assessment and planning.

If parents have any concerns about their child's progress or wellbeing at school, they should discuss these first with the class teacher or Head Teacher. Parents may also contact the Educational Psychology Service directly if they wish.

Further information about the educational psychology service can be found at: <http://www.aberdeenshire.gov.uk/schools/eps/>

Aberdeenshire Council is committed to supporting children and young children to be educated in local schools through providing the right support in the right place at the right time. Aberdeenshire Council also uses a Staged Intervention framework to assess and plan for meeting additional support needs through universal, targeted and specialist support. If parents have any questions about their child's additional support for learning, they should discuss these first with the class teacher or Head Teacher

Local, direct support is how we meet pupils' needs initially, and all Aberdeenshire schools support pupils who have additional support needs (ASN). If parents have any questions about their child's progress or wellbeing at school, they should discuss these first with the class teacher or Head Teacher.

Some pupils who have more significant and/or complex needs, and may require support beyond their local school, can be supported flexibly through full-time or part-time access to a Community Resource Hub or Enhanced Provision Centre. There is one primary and secondary Community Resource Hub in each of the 9 areas (including the former 4 free-standing all through special schools) plus 17 primary and 17 secondary Enhanced Provision Centres across Aberdeenshire. Access to more specialised provisions is via a multi-agency planning process.

For further details contact:

Quality Improvement Manager (Additional Support), Education & Children's Services, Woodhill House, Westburn Road, Aberdeen AB16 5GB, Tel no 01224 664886, Fax no 01224 664615

[ELL.Enquiries@aberdeenshire.gov.uk](mailto:ELL.Enquiries@aberdeenshire.gov.uk)

## **IDENTIFYING AND REVIEWING ADDITIONAL SUPPORT NEEDS**

In Aberdeenshire the 'Staged Intervention' process is used to identify and meet pupils' needs, and to manage and review provision. This is explained in more detail below. Parents and young people also have the right to ask the Education Authority to establish if a pupil has Additional Support Need (ASN), and consider if a Co-ordinated Support Plan (CSP) is needed. (CSPs are also described in more detail below.)

Parents can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to the Director of Education describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless this would be 'unreasonable'.

### **Staged Approach to Assessment & Intervention**

In order to ensure consistency of practice to assessment and intervention, Aberdeenshire Education Department have developed a framework to support school decisions and practice around supporting children and young people.

### **Stage 1: School Based Action**

- Consultation can be provided by any agency/service
- Any actions required are delivered within the school context by school staff.
- Personal Learning Planning is used and where appropriate pupils have individualised educational programmes.

### **Stage 2: Education & Recreation Service Action (in addition to school-based action)**

- Consultation can be provided by any agency/service
- Any actions required are delivered within the school context.
- There will be a need for action by education and recreation services out with the school. Again, where appropriate, pupils have individualised educational programmes. It may also be necessary to consider the need for Managing Accessibility Plans.

### **Stage 3: Multi Agency Action**

- Consultation can be provided by any agency/service
- There is a need for action by education and recreation services as detailed in stage 2 along with integrated collaborative action by other agencies.
- Pupils should have individualised educational programmes and other planning formats such as CSPs may also be considered where pupils meet the relevant criteria.

### **Individualised Educational Programmes**

An Individualised Educational Programme (IEP) is an education planning document managed by schools setting out long and short term educational targets. Parents, and where appropriate, pupils, are involved in review each term.

### **Multi Agency Plans**

Where a pupil has support from agencies in addition to education - eg health or social work, it may become necessary to develop a single collaborative plan to support the pupil. These are known as Multi Agency Plans or IAF plans. Parents (and pupils where appropriate) will be involved in and consulted upon these plans and they will be reviewed as required.

### **Co-ordinated Support Plans (CSPs)**

A Co-ordinated Support Plan is an educational planning tool which plans long term and strategically for a year at a time. A CSP is made by the

education authority in cases where education staff are working together with colleagues from another agency to provide significant levels of support to a pupil.

### **What to do if you are anxious about the support your child has in school**

The Education Authority values partnership working with parents and will do everything possible to help resolve concerns or differences of opinion at an early stage.

If you have any queries or anxieties about your child's additional needs, or about the support being provided to meet those needs, as a first step please contact your child's class teacher or Head Teacher. If you would find it helpful to discuss a problem informally with someone other than school staff, please contact the Education Department on 01224 664630. Parents and young people have the right to:

- **Supporters**  
Parents can bring a supporter to any meeting about their child. Supporters can take notes, provide clarification and give advice to parents.
- **Advocacy**  
These people can provide relevant information to the parent, can speak on behalf of the parent and support them to access their rights.

### **For more information on Support and Advocacy contact:**

Enquire - the Scottish advice service for additional support for learning  
Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

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

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

Enquire provides a range of clear and easy-to-read guides and factsheets including The parents' guide to additional support for learning.

### **For local advocacy contact:**

Advocacy North East, Thainstone Business Centre, Inverurie  
Aberdeenshire, AB51 5TB, Tel: 01467 622674



Scottish Independent Advocacy Alliance can be reached at:  
Website: [www.siaa.org.uk](http://www.siaa.org.uk)

### **Independent Mediation Services**

This service is free and involves an independent third party who helps to resolve disagreements between education authority and parents or young people. A local independent mediation service can be accessed at:

Children 1<sup>st</sup>, 15 Frithside Street, Fraserburgh, Aberdeenshire  
AB43 9AR, Tel no 01346 512733, Fax no 01346 512810  
Email [fraserburgh@children1st.org.uk](mailto:fraserburgh@children1st.org.uk)

Additionally, information for the Scottish Child Law Centre can be found at: [www.sclc.org.uk](http://www.sclc.org.uk)

### **Additional Support Needs School Policy**

The school's policy is to support pupils with additional support needs alongside their peer group, in the normal classroom setting. They may have support from a school Pupil Support Assistant, the Support for Learning Teacher and/or other agencies as noted above. Individually targeted work at a level accessible to the child and designed to support the learning progress is normally provided by the class teacher and learning support staff. Occasionally where deemed necessary the children may be supported individually or in small groups away from the classroom in a quiet setting within the school.

## **PARENTAL CONCERNS**

We understand that parents may have concerns about their child/ren from time to time. We are accustomed to supporting parental concerns regarding issues such as friendships, eating habits, behaviour, health issues (including toileting), homework, learning difficulties etc.

Where parents have concerns regarding their child, the guidance teacher should be contacted in the first instance, as he/she will be the person in school who knows your child best. Quite often your concern can be addressed quickly and easily via a phone call. At times, another

professional colleague may be called upon to support you with concerns e.g. school nurse or additional support needs teacher. You will always be consulted prior to any information being shared with other professionals.

You can contact your child's guidance teacher either by putting your concern in writing or by telephoning the school and arranging an appointment time to talk to him/her. The school will make every effort to respond to your concern as soon as practically possible, and certainly within 5 working days.

If you feel that the guidance teacher has been unable to support you in dealing with your concern, you should contact the appropriate year head or the head teacher for further advice.

Whilst we understand that there may be times where parents may be upset or angry regarding their concerns, please be reminded that Aberdeenshire Council expects all staff to be treated respectfully and has a zero tolerance policy towards aggression or humiliation of staff.

## **COMPLAINTS**

Where a concern remains unresolved in the eyes of parents, parents have the right to make a formal complaint. This complaint can be put in writing, e-mailed or communicated verbally to the school. The school will make every effort to respond to and resolve your complaint as soon as practically possible, within 5 working days.

Where complaints remain unresolved by the school, these will be escalated to stage 2 (investigation stage) of the complaints process. In these circumstances the Quality Improvement Officer with line management responsibility for the school or the area Head of Service will investigate the complaint and make a response to the complainant.

Where complainants continue to be dissatisfied with a stage 2 response, complaints can be referred to the Scottish Public Services Ombudsman. Further information and guidance can be found at - <http://www.aberdeenshire.gov.uk/online/have-your-say/>

## CAREERS ADVISER

'Skills Development Scotland' provides a careers guidance service to the Academy. The Careers Adviser visits the school regularly and provides support for pupils both through visits to PSE classes and through individual interviews. This is particularly helpful at the times when pupils make course option choices.

Pupils in S3, S4, S5 and S6 can request an interview with the Careers Adviser via their Guidance teacher. Parents are welcome to attend the interview or discuss the Career Plan which is given to each pupil at a later date.

Pupils with a Co-ordinated Support Plan and others who may require additional support for further education and training are normally interviewed by the Careers Adviser who may also attend review meetings.

Pupils can continue to access help from 'Skills Development Scotland' after leaving school. Careers information, advice and guidance can be accessed through SDS web service My World of Work, [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk) or by meeting the SDS Careers Adviser in SDS local centres. Tel 0800 917 8000 [www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk)

## PUPIL WORK PERMITS



Christmas Fair Chefs  
(November 2014)

The Children (Protection at Work) (Scotland) Regulations 2006 has amended the legislation which governs the number of hours per week, and circumstances, under which young people at school are able to work in paid employment during school term time.

Previously the Children and Young Persons (Scotland) Act 1937 allowed young children under the age of 15 to work a maximum of 17 hours per week.

The new regulations specify that a new limit of 12 hours per week applies as follows:

- 2 hours allowed per school day
- 2 hours allowed on a Sunday
- 8 hours (over 15 years of age) and 5 hours (under 15) on a Saturday

The new regulations specify that children wishing to work for an employer within school term time should apply to their school for a work permit.

Information concerning children's work permits and the bye-laws relating to them are available on the Council's web site and from the School Office.

## **CHILD PROTECTION**

"All children and young people in Scotland have the right to be cared for and protected from harm and to grow up in a safe environment in which their rights and needs are respected. The welfare of children is paramount".

Protecting Children and Young People: Framework for Standards, Scottish Executive 2004.

Protecting children and young people is a priority for Aberdeenshire Council.

**It is everyone's job to ensure that children are kept safe.** Schools are required to report any suspected child abuse to appropriate services such as Police Scotland and Social Work.

'Child protection means protecting a child from abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a *likelihood* or *risk* of significant harm from abuse or neglect.'

Categories of abuse include:

- Physical Abuse
- Neglect

- Emotional Abuse
- Sexual Abuse

(From the National Guidance for Child Protection in Scotland 2014)

A comprehensive set of guidelines provide all staff and volunteers who come into contact with children with the essential information about protecting children from harm.

Where parents or a member of the public have concerns about the safety or protection of any child they can contact:

The school and ask to speak to the head teacher or a senior member of staff; Police Scotland by dialling 101 (This number is in operation at all times) Or The local Social Work Office by dialling one of the numbers below during office hours or if calling during evenings and weekends 08458400070.

Aboyne 013398 87096, Banchory 01330 824991, Banff 01261 812001, Ellon 01358 720033, Fraserburgh 01346 513281, Huntly 01466 794488, Inverurie 01467 620981/01467 625555, Laurencekirk 01561 376490, Peterhead 01779 477333, Portlethen 01224 783880, Stonehaven 01569 763800, Turriff 01888 569260, Evenings and weekends 08458400070

For further information please go to the Aberdeenshire Council website [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk)

All Education & Children's Service Managers and School Child Protection Co-ordinators have received training to ensure that they are confident, well informed and supported to promote the protection of children.

All schools provide Child Protection awareness raising training to all teaching and non-teaching staff on the first day of each session.

Protecting Children and Young People in Aberdeenshire - Education & Children's Services Guidelines can be accessed through:

<http://www.aberdeenshire.gov.uk/social-care-and-health/community-care/protection-and-support/>

## **ABERDEENSHIRE COUNCIL EDUCATION & CHILDREN'S SERVICES STATEMENT ON SUPPORT FOR PUPILS Getting It Right For Every Child (GIRFEC)**

Taking care of our children's well-being and making sure they are alright - even before they are born - help us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

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

- Builds solutions with and around children and families
- Enables children to get the help they need when they need it
- Supports a positive shift in culture, systems and practice
- Involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks.

Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take.

The eight wellbeing indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Responsible
- Respected
- Included

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).

For more information about Aberdeenshire's approach to GIRFEC go to:  
<http://www.aberdeenshire.gov.uk/social-care-and-health/community-care/protection-and-support/>

### **Key Adult**

Your child's guidance teacher is generally the person who knows your child best, and as such is your child's key adult, however where significant additional support needs are present, they key adult may change. The school consults with parents where a change in key adult is thought to be in the best interests of the child.

## **HEALTH MATTERS HEALTH AND WELL-BEING**

Aboyne Academy is committed to supporting and developing Health and Well-Being. We want the school to be a place where all members of the school community are encouraged and supported to have a healthy lifestyle.

We aim to ensure that health is valued by the school community and considered in all areas of the school life. This includes within the formal curriculum, extra-curricular activities and other informal aspects of school life. Our strategy for health promotion aims to involve the whole school community.

Evidence of our approach to promoting and encouraging health and well-being within the life of the school may be seen in the following key areas: leadership and management, ethos, partnership working, curriculum, PSE classes, the school environment, resources and facilities. The key characteristics of health promotion are well established and continually developing at Aboyne Academy. We have a commitment to ongoing improvement and development which considers the broad (physical, emotional and social) health needs of all of the school community.

## FIRST AID

In addition to the school nurse and doctor the school has a part-time nursing assistant. The nursing assistant is available at certain times during the day to deal with minor injuries and illnesses which arise during the school day. When the nursing assistant is not available other members of staff who are trained in first aid may be called on to deal with first aid incidents situations.

If it is considered that a pupil is not fit to remain in class then contact will be made with the parent / carer or emergency contact to arrange for the child to be collected and taken home.

In case of serious injuries or any other urgent medical issue then medical attention is obtained from Aboyne Health Centre or the emergency services.

## HEALTH CARE

Every school in Grampian has a named school nurse working in partnership with education staff & the wider health team (school doctor, speech therapy etc) to deal with the health needs of the school community.

Please tell us as soon as possible if your child has any specific health needs or medical conditions so this can be supported and addressed within the school as required.

Thorough out your child's time at school, the school health service will have various contacts with pupils. These will include;

- S1 health interviews - vision screening & colour vision tests are completed, pupils are introduced to the health service within the academy, and a wellbeing assessment is offered.
- Health reviews and input for pupils with additional needs.
- HPV vaccination - 2 dose vaccination provided to S1/2 girls protecting against cervical cancer.
- Diphtheria, Tetanus & Polio and Meningitis C vaccinations - 2 separate vaccinations offered to pupils in S3.



- MMR vaccination - offered annually to any pupils whom do not have a fully completed course to date.
- Health promotion & education sessions.

Within the academy the school nurse works with an 'open door policy' allowing the pupils to access advice and support as they require.

How can parents help?

1. Contact the school if you are worried about any aspect of your child's health, emotional wellbeing or learning.
2. Please complete and return any documents & consent forms sent to you as promptly as possible. This helps the school nurse enormously.
3. If you feel that your child needs have not been resolved/fully met please let us know.

The school nurse can be contacted on 013398 85029.

## **ADMINISTRATION OF MEDICINES**

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered outwith the school day, ie in the morning and evening. Where this is not possible, parents are required to complete a signed *Authorisation to Administer Medication* form prior to school staff administering medications on parents' behalf.

However pupils may have long term medical conditions such as asthma or diabetes which may require on-going support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention eg severe allergic conditions such as anaphylaxis. In certain cases specific training of staff about a child's treatment may need to be given.

## PROMOTING POSITIVE BEHAVIOUR

The aim of Aboyne Academy is to provide a friendly and supportive school community within which everyone feels comfortable and secure. A well ordered school environment both in classrooms and other parts of the school is key to achieving this aim. All members of the school community, pupils, staff and parents /carers, have a responsibility to contribute to maintaining good standards of behaviour in the school.

The school aims to promote and encourage positive behaviour whilst also dealing firmly with any instances of unacceptable behaviour. We believe that this strategy is vital in creating a positive school ethos and ensuring that there is a supportive environment for learning in the school.

Behaviour management strategy in the school is based on the five expectations in the Community Code shown below.

*In Aboyne Academy we:*

- *are prepared for lessons*
- *behave well in lessons and allow other people to work*
- *take care of the school's and other people's belongings*
- *are respectful of others in words and actions*
- *follow safety rules*

Pupils are reminded of the Community Code by posters displayed in all classrooms and elsewhere around the school.

All pupils are inducted into the meaning and importance of the Community Code when they join the school and it is regularly reinforced throughout the school session. This happens at assemblies, in personal and social education classes and as a matter of routine in all subject classes. In addition the Code is reinforced by the encouragement of an atmosphere of mutual respect among all members of the school community at social times e.g. break and lunchtime.

Positive behaviour and effort is recognised in a variety of ways. The most effective of these is through informal comments and praise directly from

teachers in class. Comments from teachers may also be noted in pupil planners. The 'Merit Stamp' system is also used across the school to recognise and reward positive behaviour. This is explained to all pupils when they join the school. In addition the school has a termly system of awarding Certificates of Achievement. This recognises the effort and commitment of individual pupils.

Unacceptable behaviour may result in a range of consequences for pupils. These include straightforward verbal warnings, exercises designed to encourage pupils to reflect on their behaviour, detention or referral to the relevant head of faculty or department, guidance teacher or member of the senior leadership team. Should we become concerned about the extent or level of unacceptable behaviour shown by any pupil then it may be necessary to write to parents /carers or arrange a meeting to discuss the matter. Extreme cases of unacceptable behaviour may result in temporary exclusion from school. For further information on exclusions contact the school or go to

<http://www.aberdeenshire.gov.uk/schools/parents-carers/education-appeals/appeals/>

Parents or carers are welcome to contact the school, through the relevant guidance teacher or a member of the senior leadership team, in the case of any concerns they may have about their child's behaviour.

Partnership between school and home is essential in ensuring positive behaviour in school. The support of parents/carers in reinforcing the Community Code is appreciated.

## **ANTI-BULLYING**

Bullying of any kind is not acceptable at Aboyne Academy.

Bullying can be complex and may take a wide range of different forms. These include physical, mental and emotional bullying. Classic examples of bullying include name calling, physical aggression, intimidation or cyber bullying.

It is important to remember that bullying is an unacceptable feature of human behaviour that exists in society in general not only in schools.

The information below provides advice and guidance for parents/carers and pupils who may be worried about bullying.

### **To Pupils**

Bullying is not acceptable. No one has the right to bully you by physically attacking you, by the things they say or by deliberately trying to make your life miserable in any way.

If you feel that you are being bullied, please tell someone - a friend, a teacher, a parent, a family friend/relation or senior prefect. Just sharing a problem may be enough to make you feel better about things.

It is important to remember that preventing bullying is the responsibility of everyone in our school community. If you witness or are aware of any bullying taking place please share this with a friend, a teacher, a parent, a family friend/relation or senior prefect.

Please also read the information below.

### **To Parents / Carers**

- **How do I tell if my child is being bullied?**

Behaviour which is out of character, unexplained illnesses and reluctance to go to school may be signs of bullying. If you are at all worried speak to your child or contact your child's guidance teacher as soon as possible.

- **What if I think my child is being bullied?**

Try to speak to your child about it. If this does not work speak to your child's guidance teacher. Sometimes it is easier for a child to talk about these things when they are in school.

- **What can I do if I know my child is being bullied?**

Speak to your child's guidance teacher or a member of the senior leadership team. Alternatively your daughter / son could approach a member of staff if she/he feels happy about doing this.

- **What action will the school take?**

The school's main concern is to make sure a child who may have been bullied feels safe and secure immediately. The way in which individual cases are handled will depend on circumstances. To begin with your child will be reassured by their guidance teacher and /or a member of the senior leadership team. This will be done in a supportive and confidential way. Any further steps in investigating the matter will normally only be taken with your child's consent.

Normally the alleged bully(ies) will then be spoken to. A range of possible outcomes may follow this. A letter may be sent to the parents/carers of the alleged bully to inform them about the situation. If necessary this may invite them to come to the school and discuss the matter.

Restorative work may be undertaken led by the Pupil Welfare team which will address the impact of any alleged bullying and develop ways forward for all involved.

The aim of any investigation will always be to produce an appropriate resolution which is fair to all concerned. Following any investigation the situation will be monitored and reviewed as necessary by guidance staff.

- **What if I am still unhappy?**

The school wishes to settle all cases of bullying fairly for all concerned. If you are unhappy with the way the school has dealt with a bullying situation, please contact the Head Teacher directly to discuss your concerns.

- **My child feels picked on by a member of staff. What can I do?**

Contact your daughter/ son's guidance teacher or a member of the senior leadership team.

- **My child is worried that if I tell the school it will make things worse. What should I do?**

This is a common concern amongst people who feel they are being bullied. However you should reassure your child that nothing can be done to improve the situation if they do not bring the matter to the attention of staff. School staff will always deal with it in a way that your son/daughter is comfortable with. Most bullies rely on the fact that they will not be challenged.

- **My child is not being hit or kicked but is upset because of name calling. What can I do?**

This is a form of bullying too. The school will do what it can to eliminate this in the same way as any other form of bullying.

- **Isn't bullying just part of growing up?**

No. No child should be made to feel unhappy or afraid while he/she is at school. The school will deal with all instances of bullying seriously and sensitively.

- **What if my child is being bullied on the way to or from school?**

Bullying on buses or while walking to or from school is unacceptable, and will be dealt with in the same way as if it had happened in school.

2016 will see the implementation of a revised Aboyne Academy Anti-Bullying Policy led by the school's Anti-Bullying group. This is in response to work undertaken by the Aberdeenshire Youth Commission on anti-bullying. Two Aboyne Academy pupils contributed to this important work.

We hope that the information above answers any questions you may have about how we deal with bullying. However should you have any further queries then please get in touch and we will be pleased to help.



S6 Children in Need  
(November 2015)

## **ADDITIONAL SUPPORT FOR FAMILIES**

### **FREE SCHOOL MEALS**

Information about free school meal entitlement and procedure is provided in the appendix section at the back of this prospectus page 94.

### **CLOTHING GRANTS**

Information about clothing grant entitlement and procedure is provided in the appendix section at the back of this prospectus page 94.

### **COURSE COSTS**

As explained on page 68 it is necessary for the school to request payment towards certain essential course costs in some practical subjects. These costs are normally waived for pupils in receipt of free school meals.

### **EDUCATION MAINTENANCE ALLOWANCE (EMA)**

An EMA is an allowance of £30 per week (not paid during school holidays), which can be paid to eligible students who stay on in education after the age of 16 years.

Pupils who previously received an EMA award are required to re-apply and complete a fresh application form for session 2015/16.

There have been changes to the income levels which determine eligibility for students who will be 16 after 1 October 2015. Please read the General Guidance notes which explain these changes.

General Guidance and an EMA Application Form for the 2015/16 session are available from <http://www.aberdeenshire.gov.uk/schools/parents-carers/assistance/education-maintenance-allowance-ema/>

Should you require more information please go to [www.emascotland.com](http://www.emascotland.com)

**Please note that only applications completed using the Aberdeenshire Council EMA Application Form will be accepted.**



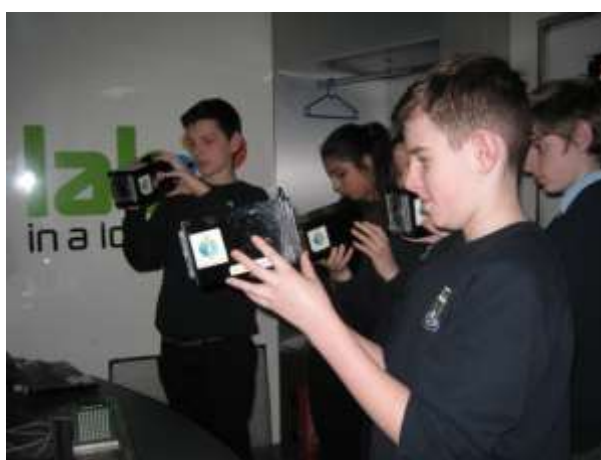
**SECTION 3**

**CURRICULUM  
AND  
COURSE  
INFORMATION**

The curriculum at Aboyne Academy has been designed in line with the national Curriculum for Excellence guidelines and the expectations of Aberdeenshire Education & Children's Services Department. The curricular experience of pupils begins at primary school and progresses to secondary school.

## TRANSFERRING FROM PRIMARY TO SECONDARY SCHOOL

Science Lab in a Lorry  
(March 2015)



Making the move from primary to secondary school is a very important transition point in a pupil's education.

There is a close relationship between Aboyne Academy and its ten associated primary schools. This helps ensure that the transition for pupils takes place smoothly. The transfer of

educational records from the primaries to the academy ensures detailed knowledge of each pupil is passed on when pupils move to secondary education. Joint curriculum planning work between the schools helps with the task of ensuring continuity of learning experience for our pupils.

The main changes that pupils notice when they join the secondary school are related to the larger size of the school and the fact that their new classmates come from many different primaries. The daily routine is also quite different as each class has several teachers. Also pupils move to different parts of the school during the day to attend classes.

The P7/S1 transition programme aims to prepare pupils and parents/carers for these changes. The happens during the last year of primary school and normally includes -

- Visits to each primary school by guidance or senior management staff from the academy to meet our new pupils and talk with them about moving to the academy.
- An opportunity for parents/carers to visit the academy. This parents' evening normally takes place in April. It includes a talk, a chance to ask questions and a tour of the school.
- Pupils at our associated primaries are involved in joint primary/secondary projects during P7. For example one of these focuses on a particular theme and involves the primary pupils visiting the academy during their P7 year.
- All P7 pupils have the chance to experience secondary school life through a two day induction course at the Academy in June shortly before leaving primary school. This allows them to meet their new classmates and experience their secondary school timetable. They will also meet their guidance teacher and several of their future subject teachers. Senior pupils from the Academy assist the new pupils by acting as buddies and guides during the two days.
- During their first year at the Academy new pupils are carefully monitored by their guidance teacher and continue to be supported by their senior school buddies.
- Most classes are organised on a mixed-ability basis but some are set by ability. Individual differences are catered for and courses structured to allow pupils to progress at a pace most suited to their level of achievement. Courses are designed using the same Curriculum for Excellence Guidelines used within the primary schools. This enables pupils skills, knowledge and abilities learning to progress in a continuous way when they move from primary to secondary school.
- There is a 'settling in' report mid way through the first term to enable parents/carers to find out about progress so far. A more detailed report is issued later in the session.

## THE SECONDARY CURRICULUM

### What is the Curriculum?

Curriculum for Excellence takes a much broader view of the curriculum than previously and includes four main elements.

|   |  |
|---|--|
| <b>Curriculum areas and subjects</b>          | These are the ways in which learning is organised and delivered in classes e.g. maths, english, science and performing arts.                     |
| <b>Interdisciplinary Learning</b>             | There is much more 'joined up' learning between and across subjects in the new curriculum. This helps make learning more relevant and realistic. |
| <b>Ethos and life of the school</b>           | Within the school a positive ethos and atmosphere supports learning in its widest sense and supports the development of the four capacities.     |
| <b>Opportunities for personal achievement</b> | Both within the classroom and beyond we aim to provide opportunities which encourage challenge, satisfaction, motivation and resilience.         |

### The Curriculum Areas and Subjects

These form the main part of pupil timetables. There are eight curriculum areas in the secondary curriculum. Each contains a range of subjects. Pupils will have studied across these curriculum areas at primary school.

| The 8 Curriculum Areas |                               |
|------------------------|-------------------------------|
| Expressive Arts        | Languages and Literacy        |
| Sciences               | Mathematics and Numeracy      |
| Social Studies         | Health and Wellbeing          |
| Technologies           | Religious and Moral Education |

- Each of the eight curriculum areas includes a number of 'Experiences and Outcomes' around which teachers plan their work with classes.
- Within the new curriculum all teachers will focus on Literacy, Numeracy and Health and Wellbeing. These three areas develop skills that underpin and support success in all other areas of learning.

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## THE SECONDARY CURRICULUM STRUCTURE

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The secondary curriculum is divided into two main stages as shown below.

|         |                         |  |
|---------|-------------------------|--|
| S1-S3   | Broad General Education | <ul style="list-style-type: none"><li>• All pupils follow a common course which includes study across all eight curriculum areas.</li><li>• This builds on learning from primary school.</li><li>• Pupils will have increasing opportunities to achieve and study in depth as they progress through their Broad General Education.</li><li>• In third year pupils will have the opportunity for some personalisation and choice in their curriculum. Towards the end of S2 they will choose courses from each curriculum area for study in S3.</li></ul> |
| S4 - S6 | Senior Phase            | <ul style="list-style-type: none"><li>• In the Senior Phase pupils will choose courses for qualifications. These will include the new SQA National 3, 4 and 5 courses as well as Higher and Advanced Higher.</li><li>• Towards the end of S3, S4 and S5 pupils will choose the SQA national exams that they wish to follow when they move into S4, S5 and S6.</li><li>• They will be supported in their choices by their guidance teachers and advice from subject teachers.</li></ul>   |

All pupils will follow courses in Physical Education, Religious and Moral Education and Personal and Social Education as they progress through the school.

In addition pupils during the Senior Phase may also have the opportunity to study in other ways such as part-time vocational courses at North East Scotland College in Aberdeen or through Open University modular courses for senior school students.

For some pupils a modified or alternative curriculum may be offered. In cases where the school considers this to be appropriate the possibilities will be discussed with the pupil and parents/carers.



Peru & Bolivia Expedition Training  
(Spring 2015)

The information below gives some further background to the curriculum in Aberdeenshire Schools.

## **CURRICULUM FOR EXCELLENCE**

Curriculum for Excellence has now been introduced across Scotland for all 3 - 18 year olds- wherever they learn.

### **Principles for Curriculum Design**

Schools and learning communities in Aberdeenshire apply the principles for Curriculum Design that are drawn from National advice but reflect our unique Aberdeenshire context. Those principles are:

- Challenge and enjoyment in learning
- Breadth of learning
- Progression in learning
- Depth of learning
- Personalisation and choice e.g. in how to present learning
- Coherence (with other areas of learning)
- Relevance of learning

### **Curriculum Entitlements**

The following entitlements are also provided for all pupils in Aberdeenshire Schools:

- A coherent learning experience
- Experiences in health and well-being
- Cultural experiences
- Environmental experiences
- Vocational experiences
- Creative and enterprising experiences

(In Aberdeenshire Schools this includes a strong focus on learning **In, About and Through** the environment i.e. outdoor learning.)

Learners are provided with a broad, balanced set of experiences designed around the curriculum areas of:

- Expressive arts
- Languages and Literacy
- Mathematics and Numeracy
- Health & Wellbeing
- Religious and moral education
- Sciences
- Social studies
- Technologies

The core curriculum consists of Literacy, Numeracy and Health and Well-Being. These subjects permeate all other curricular areas and attainment and achievement in these areas are continually scrutinised and reviewed annually by the school to ensure standards are maintained or improved.

Learners are given opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on:

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing
- Sustainable Development
- Information Communication Technology (ICT)

### **School Policies**

School and authority policies are currently being reviewed and updated to reflect Curriculum for Excellence requirements. Please contact the school office if you would like more information about current school or authority policies.

### **The Curriculum for Excellence is structured into different levels.**

**Early** The pre-school years and P1, or later for some.

**First** To the end of P4, but earlier or later for some.

**Second** To the end of P7, but earlier or later for some.

S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.

**Third and Fourth** The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.

**Senior phase** S4 to S6, and college or other means of study.



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## THE ASSESSMENT SYSTEM

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- Assessment in the Broad General Education continues to use the Curriculum for Excellence Level system used in primary school.
- Assessment in the Senior Phase may use a variety of qualifications but mainly the new SQA Exam certificates.

| Stage                            | Assessed by  |
|----------------------------------|--|
| S1-S3<br>Broad General Education | Mainly by Curriculum for Excellence Levels 3 and 4<br><br>Teachers will use a variety of assessment techniques to determine pupil progress                                 |
| S4-S6<br>Senior Phase            | Mainly by SQA Exams at National 3, 4, 5, Higher and Advanced Higher<br><br>Other qualifications may include Skills for Work, Open University and Vocational opportunities. |

At the end of the Broad General Education parents and pupils will receive-

- A Pupil Report outlining progress and achievement in each of the curriculum areas. This will be written by your child's subject teachers and his or her Guidance teacher.
- A Pupil Profile which is a summary of the key achievements that the pupil has made during his or her Broad General Education. This will be written by the pupil with the support and guidance of teachers.

## HOW ARE THE NEW EXAM COURSES ASSESSED?

This table summarises the assessment system that the SQA and schools will use from 2013-14 onwards.

| Course          | Internal Assessment | External Exam |
|-----------------|---------------------|---------------|
| National 3      | Yes                 | No            |
| National 4      | Yes                 | No            |
| National 5      | Yes                 | Yes           |
| Higher          | Yes                 | Yes           |
| Advanced Higher | Yes                 | Yes           |

## REPORTS

A detailed annual report on each pupil's progress is sent home once in each school year. The report will be in the form of a booklet in which each of the pupil's subject teachers will have written a page. Reports are issued at different times of year for each year group. The time of issue is chosen to provide information at the most useful times in each stage of a pupil's school career.

The aim of the school's reporting system is to provide useful and constructive information for pupils and parents/carers in a form which makes it possible to identify strengths, development needs and next steps.

It is helpful if the report is discussed at home. This reinforces the home/school partnership and shared responsibility for supporting pupils in their learning.

An acknowledgement slip is attached to each report. Parents/carers are asked to complete and sign this and return it to the school. Any comments or queries may be noted on the acknowledgement slip.

## **ARRANGEMENTS FOR PUPIL CHOICE AND THEIR INVOLVEMENT IN WHAT AND HOW THEY LEARN**

The school provides a framework for learning based upon the principles of curriculum design and curriculum entitlements. Within this, the school encourages pupils to have a say in how they learn and what they learn e.g. in topic based work in a social studies based topic, the children might choose to communicate their learning through a report, a PowerPoint presentation or a piece of artwork. The pupils also might choose to research a specific aspect of information within the topic framework. Through the use of learning logs and personal planning, the pupils are involved in setting their own targets and planning next steps in learning.

For further information on specific aspects of learning, please contact your child's teacher in the first instance.

Further information about Aberdeenshire's curriculum framework can be found at <http://www.aberdeenshire.gov.uk/council-and-democracy/about-us/service-structure/education-and-childrens-services-policy-framework/>

Further information about Curriculum for Excellence can be found at [www.educationscotland.gov.uk/thecurriculum](http://www.educationscotland.gov.uk/thecurriculum)



S1 Enterprise Winners  
(May 2015)

Aberdeenshire Education, Learning & Leisure information on:

## ASSESSMENT & REPORTING

Teachers carry out continuous assessment as part of their daily practice to ensure that learning activities are meeting the needs of their pupils and extending and developing learning. Assessment information is used to track pupils' progress, inform planning, direct future learning and teaching activities and for reporting purposes.

The overall purpose of assessment is to support learning. We use a variety of formative assessment techniques in teaching pupils HOW they can improve upon their current standards of work. This applies to all pupils, regardless of ability and ensures that opportunities to progress and achieve are fair and inclusive.

Formative Assessment methods include:

- Sharing learning intentions, success criteria, ideas and expectations
- Promoting creative thinking skills by using quality questioning techniques
- Giving constructive feedback to pupils which is focused on improvement
- Assessing what children **Make, Say, Write** and **Do** and planning teaching activities to support future learning

National advice outlines that for learners to demonstrate that their progress is **secure** and that **they have achieved a level**, they will need opportunities to show that they :

- Have achieved a **breadth** of learning across the experiences and outcomes for an aspect of the curriculum
- Can respond to the level of **challenge** set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects
- Can **apply** what they have learned in new and unfamiliar situations

Reports will reflect their progress within and through the level. The focus is no longer on how fast learners progress and achieve the levels since this can

lead to superficial approaches to learning. Reflecting the principles of Curriculum for Excellence, progress is now defined in terms of 'how much' and 'how well' learning takes place, as well as a learner's rate of progress. This approach will promote greater breadth and depth of learning including a greater focus on the secure development of skills and knowledge. It acknowledges that children and young people progress and achieve in different ways and at different rates.

Children are also encouraged to self and peer assess, and recognise their own strengths and learning needs. Once next steps in learning are identified, children are involved in planning their own future learning. In addition to this, teachers set realistically challenging targets for their pupils, helping to ensure that the pace of children's learning is appropriate.

More formal assessments are also carried out to confirm teachers' professional judgement about learning. This may include summative assessment, diagnostic assessment and the use of national assessment resources.

Parents receive information about their children's progress and achievements throughout the year in a number of ways e.g. through homework diaries, jotters, and samples of work sent home.

Pupils are developing skills to identify and record their best work and achievements in and out of school. This process, known as profiling, will involve ongoing dialogue with the class teacher and will take place at all stages. Pupils will record their 'latest and best' achievements in documents called profiles. These profiles will be produced in P7 and S3 and may be either electronic or paper based. Pupils can add to their profiles in school and at home. Parents are encouraged to become involved in the process with their child. Regular dialogue between parents and pupils is of course the best way for parents to be informed of their children's progress at school.

We also invite parents to make us aware of their children's achievements outside school on an ongoing basis.

## **PARENTS' EVENINGS**

Parents' evenings are a very important aspect of the home/school partnership. We hope that parents/carers will attend these whenever possible.

There is one parents' evening for each year group during the school year. Details about the timing of parents' evenings for each session are provided in 'Parents Information Booklet' distributed at the start of each school session.

Parents' evenings provide the opportunity for parents/carers to meet teachers and discuss their son/daughter's progress. In some cases parents' evenings follow the issue of reports and so provide the chance for further discussion of the content of the report.

Parents' evenings operate according to an individual appointment system. Approximately two weeks prior to each parents' evening pupils are issued with an appointment sheet. A letter is also issued to parents/carers providing details about arrangements for the evening.

Pupils use the appointment sheet to make individual appointments for the evening with their various teachers. Appointments with each teacher are for five minutes. It is very important that pupils look after their appointment sheet carefully as it will be the only record of their appointments. Pupils are welcome to accompany their parents/carer to the parents' evening.

## **RELIGIOUS AND MORAL EDUCATION**

Throughout the school there are opportunities for pupils to learn about aspects of Christianity, other world faiths and to reflect upon their own moral standpoint in relation to world issues. During weekly whole-school assemblies, we encourage awareness of matters of a cultural, social and moral nature.

We aim to develop in our pupils an ethos of tolerance, understanding and respect for the beliefs and customs of others. The school is committed

to supporting the development of its pupils as whole people and as a result, wish to encourage their development in moral, social and cultural terms.

Parents wishing to exercise their right to withdraw their child from Religious and Moral Education should contact the head teacher so that acceptable alternative arrangements can be made.

## **RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD**

Aberdeenshire Council information and guidance is followed by the school in providing appropriate learning experiences with regard to relationships, sexual health and parenthood which is part of the health and wellbeing curriculum.

**Sex education can be defined as a lifelong process whereby children and young people acquire knowledge and skills, and develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework.**

(Sex Education in Scottish Schools: Effective Consultation with Parents and Carers, Scottish Executive & Learning and Teaching Scotland 2001).

Children learn about relationships, sexual health and parenthood from a wide range of sources including formal education, parents and families, friends and the media: magazines, books, TV, video games and movies.

## **PERSONAL AND SOCIAL EDUCATION (PSE)**

The PSE programme is a core component of the curriculum in each year. The main aim of PSE is to focus on the needs common to all young people as they mature by addressing a variety of issues relevant to life. At each stage PSE courses help pupils develop some of the essential knowledge, understanding and skills required for life in today's society. In addition at key points in their school career PSE time is used to help pupils with course and career decision making.

The topics covered in the PSE course in each year are as follows:

**S1**

Settling In/Getting to know each other, Discussion skills, Bullying, Sex Education, Self-confidence, Decision making/Drugs education, Fire Safety, Health education, Self-Evaluation and Target-setting.

**S2**

Learning about emotions, Friends and improving peer relationships, Sex education, Decisions and consequences, Alcohol/drugs education, Subject choice/careers, Self-evaluation and Target-setting.

**S3**

Group work, Prejudice, Friends/relationships, Careers education, Alcohol/drugs education, Save a life, Self-evaluation and Target-setting, Health education, Crime and punishment.

**S4**

Group work, Sex education, Independent living, Study skills/exam technique, Subject choice/Careers/Interview skills. Self-evaluation and Target-setting, Health education/Grief and Loss/Parenting, Drugs education/Mental health, Health and Safety/Fire Prevention.

**S5**

Checkbooks and study skills, Stress Management, Higher education - UCAS/Personal statements, Leaving home/Gap year, Job/Interview skills, Driving Awareness.

**S6**

UCAS/Job references, Outside speakers including Driving Ambition, Gap Year Talk, Careers Adviser, Higher education.

If you have any queries or would like any further information on any of our courses or the resources used in the PSE courses then please contact your son/daughter's Guidance teacher.



## **ROLES AND RESPONSIBILITIES IN RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD EDUCATION**

### **Parents/carers/guardians**

Education begins at home. Parents are the first and foremost educators of their child. Even if parents do not talk to their child about relationships and sexual health, parental influence will still be strong.

Parents are encouraged to review the school's programme and resources and to speak to their child about what they are being taught in school.

### **School**

Building supportive and positive communication with parents.

Encouraging parents to view the teaching and resource materials.

Dealing with parental concerns.

## **DRUGS EDUCATION/SUBSTANCE MISUSE**

### **The Aims of Substance Misuse Education**

When planning our Substance Misuse Education programme, we use the guidance outlined in Aberdeenshire's Curriculum Framework 3-18. These guidelines require Substance Misuse Education provision in schools to support children and young people in becoming successful learners, confident individuals, effective contributors and responsible citizens.

Our Substance Misuse Education programme should aim to:

- Allow pupils to develop knowledge and understanding about legal and illegal drugs, their effects and the implications of use and misuse.
- Provide opportunities for pupils to develop beliefs, attitudes and values about drugs.

- Enable pupils to develop the skills necessary to make healthy, informed choices and informed decisions about drugs, including resistance to peer pressure or influence.
- Link with other components of personal, social and health education to develop life skills and promote access to positive, health-promoting lifestyles.

At Aboyne Academy programmes of study are arranged in compliance with this guidance. For further information on learning and teaching of substance misuse education, please contact the school.

## **VISITS, EXCURSIONS AND FIELD TRIPS**

Many of the courses provided in each year group include the opportunity to take part in learning outwith the school. Visits, excursions or field trips are valuable parts of the curriculum in many subjects and greatly enhance the learning experience for pupils.

Some of these may take place locally while others may involve travel further afield. All such activities are carefully planned and the necessary safety procedures are followed. Pupils and parents/carers will be informed prior to any excursion outwith the school and consent will be sought where necessary



It may not always be possible for the school to fully cover the cost of all visits, excursions and field trips. This means that it may be necessary to levy a charge per pupil to help cover the costs. Should this be necessary parents/carers will be informed in advance.

BBC School Report  
(March 2015)

## HOMEWORK, STUDY AND PLANNERS

The information below aims to provide you with key information about the school's Homework Policy. We hope it will answer any questions you may have about the homework that your son or daughter will get at school.

### **What is the Purpose of Homework?**

The main purpose of homework is to encourage pupils to develop the skills, confidence and motivation needed to study effectively on their own. A balanced and planned approach to homework contributes to a pupil's overall chances of personal success at school.

Homework includes giving pupils the opportunity to:

- plan and organise their time
- take responsibility for their learning
- develop good habits and self-discipline
- develop research skills by accessing resources not available in school e.g. in libraries, other people.
- consolidate, practice, finish, supplement or extend work done in class

Homework does make a significant difference to how well individual pupils succeed at school.

### **What form might homework take?**

| Listed below are the various activities that homework may involve. |                           |                        |                                   |                     |
|--|---------------------------|------------------------|-----------------------------------|---------------------|
| Investigations   | Interviewing              | Simple experiments     | Essay writing                     | Learning work       |
| Research   | Public Library visits     | Drafting               | Report writing                    | Vocabulary practice |
| Reading  | Designing                 | Revision               | Making a simple model             | Spelling            |
| Drawing  | Word Processing           | Desktop Publishing     | Projects                          | Formulae learning   |
| Coursework   | Watching recommended T.V. | Accessing the Internet | Completing tasks started in class | Practicing skills   |

### **How much time should your son or daughter spend on homework?**

- The amount of time pupils should spend on homework tasks varies between year groups and courses. It may also depend on the nature of the subject or the type of course work being done at the time.
- In general homework is given on a planned and regular basis related to the number of subject lessons per week.
- The time spent on homework will generally increase as the pupil gets older.
- In addition to the formal homework tasks that are set pupils always have the regular routine task of revising and reading over work done in class. This can also include extending and tidying up written work done in class.
- As a general guide the table below indicates the average amount of time pupils should spend on homework tasks during the school year. There will be times when homework is more or less intensive and frequent than others.

| <b>Year Groups</b> | <b>Weekly total</b> |
|--------------------|---------------------|
| S1 - S2            | up to 5 hours       |
| S3 - S4            | up to 7 hours       |
| S5 - S6            | up to 10 hours      |

### **How can you help with homework?**

- Discuss progress with school work and homework and offer help and advice where appropriate.
- Encourage your son or daughter to take a responsible attitude to homework and to set aside a regular time and a place to do homework.
- Reinforce the importance of spending time revising, reading over and, where necessary, tidying up work done in class. This is a regular routine task for all pupils.

### **The importance of the Pupil Planner**

- All pupils are provided with a personal planner at the start of each school year to help them organise and plan their work. One of the main purposes of the planner is to record details about homework tasks issued and the due date.
- If you check your child's planner you will be able to see the formal homework task that they have been set.

- Pupils are asked to make a note of homework issued in the 'due date' in their planner.
- The benefit and effectiveness of homework is supported by the school and parents working in partnership. We would ask that you aim to check and sign your son or daughter's planner each week in the space provided. A joint home and school approach to monitoring homework reinforces its importance for your child.

### **Non-completion of homework – what happens?**

- While the vast majority of pupils understand the importance of homework and take a positive and responsible approach to it there may be circumstances where non-completion of homework becomes a concern.
- Should pupils fail to complete or to make a positive attempt at a homework task then teachers may use a range of strategies in response to this.
- The response will depend on the circumstances but may include the following options
  - a. if it seems appropriate the pupil may be offered a further opportunity to do the homework
  - b. the pupil may be referred to the Department or Faculty Principal Teacher
  - c. the matter may be discussed with the pupil's Guidance Teacher
  - d. the pupil may be referred to the Depute Head Teacher responsible for the year group
- It is possible that if we have concerns about your son or daughter's homework then either the relevant Principal Teacher of Guidance or Depute Head Teacher will be in contact with you. Please be assured that should this be necessary we will be seeking to work with you to address the concern with the best interests of your child as our main objective.

### **Should you have any questions or queries about homework?**

We hope you have found the information above useful. However should you have any specific or general questions about homework then please get in touch with your son or daughter's Guidance teacher who will be happy to help.

## LIBRARY

Aboyne Library is situated with the school building and serves the local community as well as the pupils and staff of the school. The library is a very important resource for study and learning within the school and pupils are encouraged to make use of its wide range of facilities. The library staff are available to help and advise pupils on how to make best use of the library resources.

Pupils can use the library at break and lunchtimes for leisure reading, private study, project work and research or to borrow books and other items such as DVDs, CDs and talking books. At lunchtime there is also the opportunity to play various board games or to attend the homework club or book group.

The library also has a number of computers which may be used to access the internet or for the completion of class work. As these computers are in high demand there is a booking system for computer access.

Pupils visit the library regularly as part of the English curriculum and also to support the work of many other subjects. To help develop research and study skills all pupils follow a 'study skills/ information skills' course during their first year. The study area within the library is regularly used as a base for private study by S6 students when they do not have timetabled classes.

Within the library there is also a specialist careers section which contains up to date information on career opportunities and on further and higher education courses.

## INSTRUMENTAL MUSIC TUITION

Aberdeenshire Council's Instrumental Music Service provides tuition in the following disciplines (normal starting stages are shown in brackets):

|                        |                 |                          |
|------------------------|-----------------|--------------------------|
| Woodwind (P6 - S1)     | Brass (P6 - S1) | Violin/Viola (P4)        |
| Cello/Double Bass (P4) | Percussion (S1) | Piano/Keyboard (P4 - S1) |
| Guitar                 | P4 - S1         |                          |

All disciplines are taught in the secondary schools. However, due to limited resources, not all disciplines are available in primary schools. For more information and to join the waiting list please visit:

[www.aberdeenshire.gov.uk/ims](http://www.aberdeenshire.gov.uk/ims)

**SECTION 4**

**SCHOOL PROCEDURES  
AND  
PRACTICAL  
INFORMATION**

This section of the prospectus provides a range of additional information. It is important that pupils and parents/carers are familiar with the details in the following pages.

## **ENROLMENT PROCEDURE**

The vast majority of pupils of pupils who enrol at the Academy transfer to S1 from one of our ten associated primary schools. Information about enrolment procedures is provided to families via the primary school during the P7 year.

Enrolments may also happen at other times e.g. if families move into the area and pupils transfer from another school. In such cases parents/carers should initially contact the school office. A meeting to arrange enrolment will then be arranged. Normally this will be with a member of the senior leadership team. If the pupil will be joining any year group from S3 upwards course option choices will need to be discussed prior to the pupil's starting date at the academy.

A map showing the school zone/catchment area is included on page 99.

### **Out Of Zone Information**

All Aberdeenshire schools serve a local 'zone'. Pupils will automatically be accepted at the school within their 'zone'. However, parents have the right to request that their child attends a school in another 'zone' if they wish (without giving any particular reason) and Aberdeenshire Council will, where possible, agree to this request. For further information relating to this please follow the link below  
<http://www.aberdeenshire.gov.uk/schools/parents-carers/school-info/choosing-a-school/>

Please note this includes forms for completion. These can also be obtained from the school or from the area office.



## LEAVING SCHOOL

When a pupil finally leaves school or moves out of the area it is essential to go through the leaving procedure.

Pupils who intend to leave school should inform their Guidance teacher who will explain how the leaving procedure operates. An important part of this is the completion of a leaving form which confirms that all school property has been returned. Should any items of school property not be returned then it will be necessary to make a charge to cover the cost of these.

If a pupil enrolls at another school then their educational records will be forwarded to that school. This will not be done until enrolment at another school has definitely been confirmed.

Should you have any queries about the leaving procedure then please contact the relevant guidance teacher.

## THE SCHOOL DAY

|                         |               |
|-------------------------|---------------|
| Registration / Assembly | 9.00 - 9.10   |
| Period 1                | 9.10 - 10.05  |
| Period 2                | 10.05 - 11.00 |
| Interval                | 11.00 - 11.15 |
| Period 3                | 11.15 - 12.05 |
| Period 4                | 12.05 - 1.00  |
| Lunch                   | 1.00 - 1.45   |
| Period 5                | 1.45 - 2.35   |
| Period 6                | 2.35 - 3.30   |

## **ATTENDANCE AND ABSENCE PROCEDURE**

### **PUPIL ABSENCE PROCEDURES**

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal behaviours of adults.

Whilst such instances are very rare within Aberdeenshire it is important that staff and parents do not become complacent and continue to work together to develop and improve upon existing arrangements for monitoring the care and welfare of all children and young people.

With that specific aim in mind, Aberdeenshire Education & Children's Services has asked all schools to implement a series of standard procedures to monitor pupil attendance and absence from school and to invite the co-operation of parents in making these changes work. All parents are asked to assist the staff in the schools which their children attend in the manner described below:

#### **Attendance and Absence Procedures**

Parents are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school except whilst on school transport where Aberdeenshire Council has clear guidelines about pupil safety. Where possible absence of pupils travelling on School transport must also be communicated to the bus company or (where known) the bus driver.

Regular and punctual attendance is linked closely to achievement and school staff wishes to work with parents to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason. At the start of each school day all pupils attend a ten minute 'form time' period. Attendance is subsequently checked by each class teacher each period.

### **Unplanned Absence**

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. A text message will be sent to your home or mobile phone if we have not heard from you. Should a pupil unexpectedly be absent from a lesson during the school day we will also send a text message to you. In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised.

Parents are asked to assist school staff in the manner detailed below:

- If your child is unable to attend school through illness/other reason please telephone as soon as possible by contacting the school via the Pupil Absence Hotline number (013398 85030). For your convenience this answer service is available 24 hours each day of the week.
- If your child is home for lunch and becomes unwell at lunchtime making them unable to return to school in the afternoon please telephone the school before the beginning of the afternoon session to inform a member of staff.
- When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school.
- On your child's return to school a note should be provided explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated.
- If your daughter or son is likely to be absent from school for a significant period due to illness or for any other reason, please contact the appropriate Guidance Teacher as soon as possible.

### **Planned Absences**

As part of Government Regulations we are required to record all absences as "authorised" or "unauthorised". Authorised absences are due to illness or family bereavement and can also include time off to attend, e.g. sporting events or music exams. The Scottish Government has deemed that holidays taken during term time should be recorded as unauthorised absence unless there are special exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must

request permission from the Head Teacher. On most occasions this will be recorded as unauthorised absence. Parents are asked to limit the number of holidays taken during term time, to minimise disruption to your child's education. For annual **holiday dates** for Aberdeenshire schools please see pages 100-101, contact the school office or go to [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk) schools information, term and holiday dates.

- Under normal circumstances we do not send work home in the case of absence.
- For medical or dental appointments the teacher should be informed beforehand in writing. Children should always be collected and returned by an adult on these occasions. As far as possible such appointments should take place outwith the school day.

### **Communicable/Infectious Diseases**

When pupils are off school because of sickness or diarrhoea, they should not be sent back to school until 48 hours after symptoms have passed. Pupils must be kept off school for a period of time where they have an infectious or contagious disease. These include common ailments such as impetigo, conjunctivitis, chicken pox etc. Please contact your GP or local health centre for up to date advice if you believe your child may have a communicable disease. For further information regarding how long children need to be kept at home and not sent to school either contact the school office or go to [www.nhsgrampian.org](http://www.nhsgrampian.org) exclusion policies for infectious diseases.

## **LATE ARRIVAL FOR SCHOOL**

All pupils should arrive at school punctually and be in their form class before the start of form time (9.00am) each morning.

Should a pupil arrive at school during form time (i.e. between 9.00 - 9.10am) then they should go immediately to their form class and explain the reason for their lateness to their form teacher. The form teacher will record this as a late arrival.

Should a pupil arrive after the end of form time (i.e. after 9.10am) then they should report directly to the school office. The reason for the late arrival will have to be explained to a member of senior management.

Should there be any concerns about a pupil's punctuality then the guidance teacher will contact parents / carers to discuss this and how to improve the situation.

## **TIMETABLES**

Each pupil is issued with an individual timetable at the start of the school session. This provides details of the courses they will be following and also identifies their various subject teachers.

In some cases pupil timetables may change during the session due to subject rota arrangements. This is usually done in order to reduce the number of different teachers each pupil has each week.

The new timetable for the start of each session normally begins after the SQA examinations have finished in May/June. The reason for starting the new timetable at this time is to enable pupils to benefit from the maximum of amount of teaching time in exam based courses. New S1 pupils start their secondary timetable when they join the school in August.

## **SCHOOL UNIFORM**

Aboyne Academy has an established school uniform and all pupils are expected to identify with the school by wearing the uniform. Our pupils are generally very good at respecting the uniform policy.

The standard uniform is:

- Navy or black skirts (Very short skirts are not suitable from a modesty perspective) **or** black trousers including smart black jeans (other colours of denim jeans are not permitted)
  - White polo shirt with school badge
  - Navy or black sweatshirt with school badge
- Or** White shirt and navy or black V-neck jumper with school tie
- Sensible dark coloured footwear
  - Sports kit should not be worn out with PE classes unless PE is period 6 in the day

The uniform also assists with security in the school building and grounds as it is easy to identify people who should perhaps not be on school property. Orders for the uniform may be placed with the school office at any time during the school year. Pupils joining S1 in August are asked to place orders for uniform no later than the 31 May. This should ensure that uniform items are obtained prior to the start of the new session. Uniform order forms are available from the school office or via the school website.

Some families may be entitled to a school clothing grant. More information about this can be found on page 94.

Pupils are expected to be cleanly and tidily dressed and should note that certain items of clothing are unacceptable. These include denim jeans as described overleaf and jackets, tracksuits, surfer shorts and T-shirts or sweatshirts decorated with slogans, offensive wording or designs. Hats should not be worn inside the school building.

## **SCHOOL MEALS**

The canteen is located on the first floor. It provides a good quality catering service. The canteen is open to pupils at the following times - before form time each morning, during morning interval and during lunch time.

Payment for food in the canteen is through a cashless system which uses the pupil's National Entitlement Card. (Please see information on these cards later in this section of the Prospectus). This system is explained to pupils when they join the school. Please make cheques payable to Aberdeenshire Council.

The canteen provides a wide choice of meals and snacks. These include hot meals, salads, sandwiches and hot or cold drinks. In addition to the canteen there are a number of vending machines located in the canteen and other parts of the building which sell drinks and snacks.

The catering facilities in the school are well used and popular with pupils and staff as they offer good quality food at reasonable prices. The canteen is a busy place, particularly during lunchtime. The cooperation of everyone and an efficient queue system managed by the janitors ensure that service is as swift as possible.

Pupils who bring packed lunches to school may eat these in the canteen. Where children bring a packed lunch to school, parents are responsible for ensuring that lunch box contents are stored at the correct temperature, by including an ice pack where necessary.

**Parents should be aware that they can request a special diet for their children if there are medical or religious reasons for doing so.** Children who require Medically Prescribed or Modified Diets, with parental/guardian assistance, should be identified during the admission process. Procedures are set in motion to accommodate these diets by parent/guardian completing Admission Form D available from the school office.

The school aims to encourage young people to enjoy food which is both attractive to them and nutritionally sound whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim.

Some pupils may be entitled to free school meals. Please page 94 for further information.

Further information, including menu and information leaflets and current school meal charges, can be found by following the link below:

<http://www.aberdeenshire.gov.uk/schools/meals/secondary-school-meals/>

## **SOCIAL AREAS**

As in most secondary schools the school has a limited number of social areas. The canteen is the only major social area within the building. Pupils are welcome to use this at break and lunchtime. They may also use the extensive corridor areas of the school at these times.

In good weather the school grounds are an attractive environment and provide a good social area for pupils. There are a number of outdoor benches and seating areas as well as recreational facilities including fixed table tennis tables and sports pitches.

For reasons of safety pupils should not hang around in the following areas at social times: the main community entrance hall and reception area, the school entrance hall and reception area, the Walker building, the science area on the first floor and the school car parks.

## **ESSENTIAL SCHOOL EQUIPMENT**

The school provides all pupils with a Pupil Planner. The purpose and use of the Planner is explained in the section on 'Homework, Study and Planners' section in this prospectus. Pupils are expected to bring their Planner to school each day.

It is important that pupils check their timetable before coming to school each day to ensure that they bring the books and materials required for the classes they will need.

Pupils are expected to come to school equipped with pens, pencils and other writing materials. A calculator is also very useful in a variety of subject classes. In addition pupils should bring their PE kit (trainers with non-marking soles, shorts, T-shirt, swimwear and a towel) on days when they are timetabled for PE and a dictionary for Modern Languages.

## **ESSENTIAL COURSE COSTS**

It is necessary for the school to request a contribution to help cover the cost of consumable materials in certain subjects. Details of these costs are updated annually and this information is provided to parents /carers at the start of each session.

In addition it may be necessary to make a charge for the cost of participation in field trips and excursions. Information about any such costs will be given in a letter to parents/carers from the relevant Principal Teacher.

Essential course costs will normally be waived for pupils entitled to free school meals.



## **USE OF ICT - INTERNET AND E-MAIL**

Pupils will have the opportunity to use the school's ICT systems to access the internet and use e-mail in many of their subject classes. In order to ensure that no inappropriate use is made of ICT each pupil when accessing the system is asked to confirm that they will abide by the 'acceptable use of the internet and e-mail' agreement.

Any pupil who breaks the terms of this agreement may be banned from access to ICT facilities.

## **PHOTOGRAPHY AND VIDEO RECORDING OF PUPILS**

There are occasions when it is possible that pupils will be photographed or videoed in school. This may happen as part of classwork activities or as part of extra-curricular or public relations/ press contacts.

All pupils who enrol at the school will be issued a form requesting the permission of parents / carers for their child to be photographed or videoed while at school. This is part of procedure in all Aberdeenshire schools. If any parents / carers prefer that their child is not photographed or videoed at school this information will be recorded and made available confidentially to staff.

## **PERSONAL POSSESSIONS AND LOST PROPERTY**

Pupils should be aware that if they bring any valuables to school they do this at their own risk. This includes mobile phones and any other items of electronic equipment. Valuables should never be left lying around unattended. The school cannot be held responsible if pupils choose to ignore this advice and lose any belongings.

In order to assist in identifying lost or mislaid clothing all items of clothing should be clearly marked with the owner's name. Lost and found items should be reported to the janitor's office.

## **SCHOOL OFF SITE EXCURSION INSURANCE**

Aberdeenshire Council has in place a School Excursion Insurance policy, whereby both pupils and teachers are covered for offsite activities / trips both within the UK and abroad (offsite meaning off the school premises). The policy covers medical expenses, loss of baggage, cancellation, curtailment and change of itinerary (along with other sundry benefits) etc for worldwide trips and adventurous activities (including winter sports).

If personal items such as jewellery, phones/tablets, watches etc are taken on a school trip then these are taken at an individual's own risk and are not covered under the policy, unless damage or loss is caused by an Aberdeenshire Council employee. Should a parent or carer want such items to be covered then this would need to be arranged by parents/carers independently of the school

In addition to this policy, Aberdeenshire Council also holds Public Liability insurance cover for any injury or loss incurred by individuals due to the negligence of the Council or its employees (including volunteers).

## LOCKERS

Pupils have the opportunity (subject to availability) to rent a locker in which to keep their belongings and any valuables. Large lockers are available to rent at an initial cost of £15 and small lockers at £10. This includes a refundable £5 deposit for the key. After the initial payment the annual rental is £7 or £5.

## MOBILE PHONES

Pupils may bring a mobile phone to school at their own risk but once in the school building mobile phones must be turned off and kept out of sight. If a mobile phone rings in class or is taken out in class the member of staff in charge will ask the pupil to hand over the phone. It will then be passed on to a member of senior management. The pupil can collect the phone from that member of staff at the end of the school day or at the start of the following day. These rules exist to prevent the disruption that can be caused by mobile phones in school.

In the event of an emergency during the school day parents/carers and pupils may contact each other through the school office.



Soul Band at Haddo House  
(June 2015)

## **TRANSPORT**

A large number of Aboyne Academy pupils travel to and from school each day on school transport.

Transport is provided free of charge to all secondary school pupils in Aberdeenshire who live over three miles from their designated school. Transport application forms are available from the school office. These should be returned to the school office when completed. P7 pupils who will be transferring to the Academy in August will be provided with transport application forms via the primary school.

These forms are then forwarded to Aberdeenshire's Public Transport Unit who coordinate all transport arrangements. School transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport. Bus passes with details of the bus operator and the pick up place and time are then sent directly to the pupil's home address.

School transport may also be provided for all pupils with special needs.

It is important that all pupils and their parents/carers are aware of the importance of good behaviour on school buses. It is expected that pupils will behave on buses according to the expectations within the Community Code in the same way as these apply in school.

The safety of everyone on school buses depends on everyone behaving in a safe and sensible manner. Any difficulties caused by unacceptable pupil behaviour on school buses are reported to the school by the bus operator. Following investigation of any incident it is possible that disciplinary action may have to be taken by the school and parents/carers contacted.

## **PRIVILEGE TRANSPORT**

Pupils who live within three miles of secondary school may be able to travel on school transport at a charge. Where spare seats are available on a school transport route parents/carers can apply for a privilege place for their child by downloading an application form. The application form

includes information on prices and payment methods for Privilege Passes. Discounts are available for pupils entitled to Free School Meals, and to families with 3 or more children travelling to the same school.

For further information click on the link below or contact the school.

<http://www.aberdeenshire.gov.uk/roads-and-travel/public-transport/school-transport/school-transport/>

## **SCHOOL CALENDAR**

An annual calendar of events is set for each school year. A copy of this calendar is provided to all families in a separate 'Parents' Information Booklet' at the start of each session. This contains full details of holidays, in-service days, parents' evenings, etc. This information is also available on the school website.

Should any amendments to the calendar be necessary an additional information letter will be issued to all families.

The holiday pattern for Aberdeenshire schools for the current and future sessions is available on the council website at

<http://www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-in-service-days/>

## **CONTACTING THE SCHOOL OFFICE**

The school office staff team perform a very important role in the day to day operation of the school. The office team are a key point of contact for parental and other communications with the school. Procedures for contacting the office regarding pupil absence are very important and explained on pages 62-64 of this prospectus.

As you may imagine the office is a very busy place every day and so while we wish to be as helpful as possible we would ask that any requests to pass on information or communicate with your son or daughter through the school office during the day are restricted to emergencies only.

## COMMUNICATION

We are keen to maintain excellent and open communication links with parents and have a number of ways in which we do this.

The school website aims to provide easy access to a wide range of information about the school and is regularly updated with new information and current news about the school.

The website contains the most recent version of this Prospectus. The school website address is [www.aboyneacademy.com](http://www.aboyneacademy.com)

A school bulletin is published daily on our website, detailing information about school events and activities.

You are invited to comment on the return pro-forma available on the website on any aspect of school whether as a comment/suggestion, compliment or concern. These are responded to as and when necessary.

In order to keep the school community updated about school news and events a Newsletter is published at least once each term. This will contain a range of articles written by staff and pupils. We hope that readers will find this to be useful, informative and interesting.

A copy of the Newsletter will be issued to all families. The current edition of the newsletter is also available together with an archive of previous editions on our website.

We will contact you by telephone if there is ever anything specific that we wish to discuss with you. Should you ever wish to discuss any aspect of your child's development, please phone the school and an appointment to meet will be arranged at a mutually convenient time.

The pupil planner is another means of communication where parents and teachers can share relevant information about your child. In addition to homework, your child will also bring home samples of pupil work for you to see and discuss with your child.

Other means of communication include parents evenings, curricular evenings, concerts, performances, e-mail, text messaging, letters, the school website and the local and national GLOW website.

## EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are an important part of school life. Pupils are encouraged to take part in the many activities that are on offer. Extra curricular activities are a good way to develop new or existing interests and to meet new people. We hope there is something to suit most interests.

These activities vary from year to year depending on staff availability. The list below however gives an indication of the activities that may be available. Some of these take place at lunchtimes while others may take place at the end of the school day.

- Basketball
- Football
- Hockey
- Netball
- Athletics
- Golf
- Swimming
- Drama Group
- Film Club
- Chess
- War Hammer
- Reading/ Book Group
- Duke of Edinburgh Award
- Music groups e.g. orchestra, choir, ceilidh band, jazz band.
- Senior Ball organisation
- Year Book committee



Information about where and when extra-curricular activities take place is usually provided for pupils in the Daily Bulletin and on notice boards.

Technical - Inflight Magazine Article (June 2015)

## **PUPIL COUNCILS**

We believe in the importance of involving pupils in discussion about school affairs. The views of pupils are extremely valuable and help to shape school developments.

The Pupil Councils have a very important function in the school. There are three Pupil Councils - Clachnaben, Lochnagar and Morven. These represent the views and ideas of pupils from different stages.

Each form class is represented on the appropriate council. Class representatives are chosen at the start of each new session. House Council meetings are organised by House Captains and guidance staff.

The class representative will consult the class to identify matters of concern or interest. House Captains meet with the Head Teacher and other staff as appropriate approximately once every term. Meetings have a planned agenda that includes items raised by pupils. The outcome of meetings is fed back to each form class by their representative.

Wherever possible it is hoped that Pupil Council meetings will help lead to improvements in how the school operates.

## **PARENTAL INVOLVEMENT PARENT COUNCILS**

Parent Councils are now established in almost all Aberdeenshire primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning.

The school strongly believes in the importance of close partnership working with parents and carers. This helps support pupils with their learning and in being successful at school and will also help to establish a common understanding between parents and school staff.

There are two main ways in which we aim to work in partnership with parents.



## **SUPPORTING LEARNING**

Parents can work with the school to support their child's learning and progress by discussing schoolwork and homework regularly at home. It is important to ensure that your son or daughter does homework and checks over or revises their schoolwork regularly and that they establish a routine for doing this. Should you become aware that your child has any difficulties or concerns with any aspect of their work please encourage him or her to ask the relevant teacher for help. Should you feel you wish to discuss something with the school then we will be very happy to hear from you. Your first point of contact for any queries or concerns should be to call your son or daughter's Guidance teacher.

Parents' Evenings and occasional information evenings are held during the school year and you are encouraged to attend these to meet your child's teachers, discuss progress or to find out more about the work of the school.

## **THE PARENT COUNCIL AND PARENT FORUM**

Aboyne Academy has a well-established Parent Council as have almost all schools in Aberdeenshire. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents have in supporting their children's learning through working together with the school.

All parents are members of the Parent Forum from which members of the Parent Council are drawn. There is an annual AGM of the Parent Forum which is generally held in September. The Parent Council meet regularly throughout the school year and are involved in discussing a wide range of matters as well as supporting the school in other ways such as helping to raise funds and organising events.

Parent Council membership details and minutes of meetings are published regularly on the Parent Council section of the school website.

Current office bearers in the Parent Council are given below.

Mrs Sarah Leahy (Chairperson)  
Mrs D Angus (Secretary)

Mrs Lynn Murphy (Vice-Chair)  
Mrs A Geddes (Treasurer)

In addition there are up to nine other Parent Council members.

Membership of the Parent Council also includes staff members. Current staff members include -

Laura Larkworthy

Karen Birnie

Other co-opted members include - Councillor Peter Argyle.  
Head Teacher, Lorraine Scott, serves as adviser to the Parent Council.

The Parent Council communicates regularly with parents through newsletters, surveys and letters.

## **SCHOOL CHAPLAINS**

The school has a team of local chaplains from the local churches. The chaplains have links with the school in various ways e.g. contributing to the work of some subject classes and participating in the wider life of the school.

## **SAFETY AT SCHOOL**

In Aboyne Academy we keep school rules to a minimum and those that do exist are designed to make sure the school is a safe and happy place.

In addition to following the Community Code it is very important that everyone follows the guidelines below to ensure that the school is a safe place for everyone.

- While in the school building you should always walk rather than run.
- Keeping to the left in corridors and stairs makes it easier for everyone.
- School bags should not be left lying in the corridor as they are a hazard to others.
- Bins are provided around the school for you to put litter into.
- Food and drink should only be consumed in the canteen.
- In the event of a fire alarm make sure you follow the fire evacuation procedure.
- The school is a no smoking campus.
- Seat belts should always be worn, if they are provided, on school buses.

## **FIRE PROCEDURE AND EMERGENCY EVACUATIONS**

The school has a carefully planned fire and evacuation procedure. In order to ensure that all pupils are familiar with how this operates there will be a practice fire evacuation once each term. Pupils are assembled in form classes on the blaze sports pitch during fire evacuations and registered by their form teacher.

It is essential that all pupils follow the instructions of their class teachers if the fire alarm sounds during class time. Should there be an alarm during break or lunchtime then pupils should follow the signs to the nearest exit, make their way to the blaze sports pitch and assemble in the usual place for their form class.

No one should return to the building until instructed to do so by a member of senior staff.

## **PUPIL CONTACT INFORMATION - SCHOOL RECORDS**

We ask parents/carers to keep the school updated about changes in family circumstances e.g. change of address, phone number, etc. It is essential that the school has accurate contact information for all pupils. Information provided by parents/carers on the enrolment form when pupils first start at the school is securely stored in the school computer system. Should there be any change to these details it is very important that the school is informed.

It is also vital that we are informed about any important medical or other conditions and any changes to these.

Parents/carers should contact the school office or their son/daughter's guidance teacher immediately if there are any changes or amendments to the information that we hold. Please help us to help you by keeping this information up to date.

## NATIONAL ENTITLEMENT CARD

Aberdeenshire Secondary School pupils currently use the National Entitlement Card to access their School/Public library. The cards are also used as payment cards in the school canteen. Pupils can also use this same card to access discounted travel across Scotland (<http://www.aberdeenshire.gov.uk/roads-and-travel/public-transport/concessionary-travel/> ) and to obtain additional benefits through the Young Scot scheme ([www.youngscot.org](http://www.youngscot.org) ).

To obtain a National Entitlement Card, your child(ren) will be asked to complete an application form and have their photograph taken. Secondary Schools will arrange to take their photograph either when your child(ren)'s Primary 7 class visits their chosen Secondary School or during your child(ren)'s first couple of weeks at that School. If your child(ren) already has a National Entitlement Card, please inform your Secondary School when you are enrolling as you will not need to apply again. The information from the application form will only be used in the administration of the National Entitlement Card scheme i.e. generating cards, making future personal amendments like change of address, and to allow new services to be added when they become available.

## ADVERSE WEATHER ARRANGEMENTS

### **Emergency Closure Arrangements**

There may be occasions when it necessary to partially or fully close the school. The information below provides details about the procedures followed on such occasions.

Aberdeenshire Council Education, Learning & Leisure Service would like to ensure that the education of children is interrupted as little as possible, but accepts that in severe weather conditions the safety of pupils is paramount and that partial; or complete closure of schools may be necessary.

## **School Closure Information**

Information relating to any partial or complete school closure is available by telephone or on the internet. Details of how to access this information are given below.

Website: <https://online.aberdeenshire.gov.uk/Apps/schools-closures/>

You also have the option to sign up to receive email alerts when your school(s) updates their closure status:

[https://online.aberdeenshire.gov.uk/Apps/schools-closures/closures\\_rss.xml](https://online.aberdeenshire.gov.uk/Apps/schools-closures/closures_rss.xml)

Telephone: 0870 054 4999 then use the pin number 021000 as instructed (call charges to the School Information Line will depend on your contract with your telephone service provider, for example, calling from your home telephone may differ in price from calling from your mobile phone. Where available, we recommend you add the School Information Line number to any 'Favourite Number' package that might be offered from your telephone service provider).

Text Messaging System: Where possible a text message will be sent out to all parent/carers informing them of the closure of the school.

In addition information about a closure is normally broadcast on the following radio stations (these radio stations receive updated information every 15 mins from our website):

### **Northsound 1**

FM 96.9 Tel: 01224 337000

### **Northsound 2**

MW 1035 kHz

### **BBC Radio Scotland**

FM 92.4 - 94.7 MW 810 kHz

### **North East Community Radio**

FM 97.1 - 106.4 Tel: 01467 632878

### **Waves Radio**

FM 101.2 Tel: 01779 491012

### **Original 106 FM**

Tel: 01224 293800

### **Twitter**

<https://twitter.com/Aberdeenshire>

Public Transport Unit (9am - 5pm) 01224 665194

Education Offices (9am - 5pm)

Banff - 01261 813340

Fraserburgh - 01346 515303

Peterhead - 01779 473269

Inverurie - 01467 620981

Stonehaven - 01569 766960

### **Responsibilities of Parents/Carers**

As a parent/carer your child's safety is of the utmost importance to you. You will be aware of the need for them to wear appropriate outdoor clothing throughout the winter even when it seems fine in the morning. You should also be aware of your responsibilities listed below.

- You must decide whether it is safe for your child to travel to school in adverse weather conditions, whether by school transport or on foot.
- You must provide the school with information about emergency contacts who can be reached if you are not available and keep the school advised of any changes to this information.
- You must also advise the school of any changes to your daytime contact details.
- If your child lives some distance from the school you must make every effort to provide an adverse weather emergency address when asked to do so by the school.
- If normal school transport is not running you must not take your child to school as there will be no buses available at the end of the day.
- If your child travels to school by school transport you are responsible for their safety to and from the pick up/drop off point. You must ensure that your child does not wait for more than 15 minutes at their usual pick up point. If the bus does not come within this period the pupil should return home. Pupils must never wait at any pick up point other than their normal one.
- School transport operators are instructed not to allow children to walk home alone from the drop off point under any circumstances during extreme weather conditions. If you are unable to meet or

arrange for your child to be met from their transport in extreme weather the school transport provider will deliver them into the care of a responsible adult or will return them to the school.

- If your child travels by public bus service, either as a season ticket holder or fare-paying passenger, you are responsible for their safety to and from the pick up/set down point and should meet them or arrange for them to be met. Please remember that it is not possible for public service vehicles to make special arrangements for individual passengers as they must follow a specified route and timetable.
- In adverse weather you may decide to make arrangements with the school to pick up your child directly from the school but you must not remove your child without first informing the school office.
- If you are in any doubt about whether it is safe to send your children to school then the advice that we would give you is don't - you know what the local conditions are like and are therefore in the best position to make the decision.
- It is vitally important that pupils know how to gain access to the family home. Parents/carers should ensure that the child knows how to access a house key if they are not already carrying one.

### **When Will Schools Be Closed?**

Head Teachers have the authority to decide if and when schools should close. Decisions are made on the basis of information received about prevailing or adverse weather conditions.

#### **a) Closure during the school day**

The Head Teacher will consider whether pupils, on leaving school, will be able to reach the safety of their own homes or another acceptable place of safety.

The Council and Head Teacher also have a duty to ensure the safety of staff, so it may be necessary to send staff home due to adverse weather. This may result in the closure of the school if insufficient staff remain to supervise pupils safely.

On some occasions only part of the school may be closed or only some pupils dismissed and sent home early.

A text message will be sent out to parents/carers as soon as a decision has been made to close the school. On receipt of this message please do not attempt to contact the school office unless you need to inform the school of the need to use emergency contacts. The school office will be working to arrange transport and co-ordinate the safe evacuation of all pupils.

When the decision to close is made pupils are told they must report to the school office if they think there will be no one at home or if they will have difficulty gaining access to their home. Office staff will then contact parents/carers or emergency contact directly by telephone.

#### **b) Closure before the start of the school day**

On some occasions information received about weather and road conditions may result in it being decided that the school will not open for the day.

Our aim is always to try and make a decision about whether or not to close the school before 7.30 am - we do however rely on advice from the Roads Department and local bus contractors, and sometimes this information is a little slow in coming to us. The large catchment area and the great variation in road conditions across the area can also make it difficult to reach an early decision. Information about closures are publicised via the school closure information services detailed above.

Parents/carers are advised to always check these sources of information on mornings when there is stormy weather or if bad weather is forecast. Pupils must never be sent to school if it is indicated that the school will be closed.

It will not always be possible to send a text message to parents/carers before the start of the school day.

#### **What might my child be missing?**

Some parents and pupils are often concerned that important examinations or work may be missed because the school is closed or conditions make it difficult to attend. Such concerns should not over-ride good judgement. The safety and welfare of your child must be a priority.



Arrangements can be made for lost time to be made up and examinations can be rearranged.

### **Other Emergency Closures**

There may be occasions when it is necessary to close the school for other reasons e.g. power cuts, burst pipes or heating failures. The arrangements outlined above will also apply to closure of the school for all other emergency reasons.

**It is vital that parents keep us informed of up to date telephone contact numbers - home, work and local emergency contact(s) so that we can be sure of reaching you in any emergency situation.**



Aberdeenshire Cup Final  
(Summer 2015)

## STAFF LIST AS AT DECEMBER 2015

### SENIOR LEADERSHIP TEAM

HEAD TEACHER

DEPUTE HEAD TEACHERS

Mrs Lorraine Scott

Mrs Gina Drummond

Mr Michael Foy

Mr Malcolm MacIntyre

Dr Jonathan Holden

SUPPORT SERVICES

CO-ORDINATOR

### ART, DESIGN & TECHNOLOGY

Miss J Robertson (Faculty PT)

Mr L Ball

Mr G Higgins

Mrs F Kerr

Miss R Paul (Probationer)

Miss H Scriven

Mr S Birse

Mrs D Brady

Mrs P Robertson

Mrs K Sherrington

### BUSINESS EDUCATION

Miss R Sivewright (Faculty PT)

Mrs L Barr

Mr J Dean-Barr

Mrs L Reekie

### HUMANITIES

Mr E Sargent (Faculty PT)

Miss G Cook

Mrs C Drewitt

Mrs A Glass

Mrs L Lightowler

Mrs K Liversedge

Mrs J Summers

Mr S Whyte

Mrs I Wilson

### ENGLISH

Mrs D Mercer (PT job share - part-time)

Mrs W Elrick (PT job share - part-time)

Mrs P Colley

Mrs D Dallas

Miss S Gray

Miss K Moodie

Ms S Pease

### MATHEMATICS

Mrs K Birnie (PT)

Mrs R Crawford

Mrs R Lindsay

Miss L Manning

Miss R Morrison

Mrs C Richmond

### GUIDANCE

Mrs J Law (PT)

Mrs G Rennie (PT)

Mrs L Larkworthy (PT)

### MODERN LANGUAGES

Mlle K Martinez (PT)

Miss R Stevenson

Mrs S Whyman

### HEALTH

Mr D Arthur (PT)

Mr M Adam

PT = Principal Teacher

**PERFORMING ARTS**

Mrs F Johnston (PT job share -  
part-time)  
Miss L Barron (PT job share -  
part-time)  
Mr D Cosgrove  
Ms S Pease  
Mrs L Vickers

**SCIENCE**

Mr M McCann (Faculty PT)  
Miss L Allan  
Mr D Danquah  
Miss D Green  
Dr K Meyer  
Mr C McTernan  
Mr J Turner

**SUPPORT FOR LEARNING TEAM (SFL)**  
(Aboyne Academy & Associated Primary Schools)

Ms J Gordon (SfL PT (SEN))

**SUPPORT TEACHERS**

Mrs S Atherton  
Mrs A Beesley  
Miss L Bull  
Mrs C Christie  
Mrs S Forbes  
Mrs D Kitching  
Mrs C Levie

Mr A Liversedge  
Mrs A Miller  
Mr A Porter  
Mrs R Ravishankar  
Mrs D Thomson  
Mrs J Thomson

**PUPIL SUPPORT ASSISTANTS**

Mrs E Fyvie  
Mrs M Littlejohn  
Mrs M Ross  
Mrs D Smith  
Mr D Wood

Mrs S Hargreaves  
Mrs J Marshall  
Mrs M Skene  
Mrs W Welsh

**COMMUNICATOR (Hearing Support)**

Miss C Cameron

**LIBRARY**

Mrs F Robertson (Librarian)

**OFFICE**

Mrs L Miller (Admin. Assistant)

Mrs P Reid (Senior Clerical Assistant)

Mrs M Mitchell (Clerical Assistant)

Mrs L Sangster (Clerical Assistant)

**CSN**

Karen Inkster (Pupil Support Worker)

Debbie Ritchie (Clerical Assistant)

**SCHOOL NURSING ASSISTANT**

Ms Ola Kramarczyk

**CAREERS ADVISER**

Ms B Sanchez

**JANITORS**

Mr D Brown (Supervisory Janitor)

Mr W Algeo

Mr K Mullen

Mr M Shepherd

Mr R Thompsett

**TECHNICIANS**

Mr J Ogbidi (ICT Support Analyst)

Mrs S Christie (Technician)

Miss J Cooper (Whole School Technician)

Mrs F Brown (Technical Assistant)

Mrs B Russell (Technical Assistant)

Mr M Wisniewski (Technical Assistant)

**ACTIVE SCHOOLS CO-ORDINATOR**

Mrs Kate Yellowlees

**SECTION 5**

**SUMMARY**

**STATISTICAL**

**INFORMATION**

## **ABOYNE ACADEMY - STATISTICAL INFORMATION**

The following page contains statutory statistical information relating to the summary of national examination results for 2014/15

Aboyne Academy is a very inclusive school and caters for a very wide range of pupils with a broad spectrum of needs. The school has an excellent record of success for individual pupils of all abilities, challenging and supporting the most able. A substantial proportion of Aboyne Academy pupils regularly proceed to further and higher education. The school also provides first-rate facilities for pupils who require support with learning difficulties.

Should you require any further information about these statistics then please contact the school and we will be pleased to help.

**INFORMATION FOR PARENTS 2014  
SECONDARY SCHOOLS**

|          |  |         |         |   |         |         |
|----------|--|---------|---------|---|---------|---------|
| S4       | % Cohort Achieving Literacy and Numeracy award at SCQF Level 4 |         |         | % Cohort Achieving 5 or more awards at SCQF Level 5 |         |         |
|          | 2012/13  | 2013/14 | 2014/15 | 2012/13   | 2013/14 | 2014/5  |
| School   | 73%  | 91%     | 86%     | 34%   | 57%     | 43%     |
| Ab'shire | 66%  | 87%     | 89%     | 36%   | 44%     | 45%     |
| Scotland | 63%  | 77%     | 82%     | 35%   | 39%     | 42%     |
| S5       | % Cohort Achieving 3 or more awards at SCQF Level 6            |         |         | % Cohort Achieving 5 or more awards at SCQF Level 6 |         |         |
|          | 2012/13  | 2013/14 | 2014/15 | 2012/13   | 2013/14 | 2014/15 |
| School   | 35%  | 40%     | 46%     | 13%   | 20%     | 24%     |
| Ab'shire | 31%  | 33%     | 38%     | 13%   | 16%     | 18%     |
| Scotland | 30%  | 33%     | 37%     | 13%   | 17%     | 18%     |
| S6       | % Cohort Achieving 5 or more awards at SCQF Level 6            |         |         | % Cohort Achieving 1 or more awards at SCQF Level 7 |         |         |
|          | 2012/13  | 2013/14 | 2014/15 | 2012/13   | 2013/14 | 2014/15 |
| School   | 39%  | 40%     | 37%     | 25%   | 25%     | 23%     |
| Ab'shire | 27%  | 28%     | 29%     | 19%   | 19%     | 21%     |
| Scotland | 27%  | 29%     | 31%     | 18%   | 19%     | 20%     |





# **SECTION 6**

## **Appendix Section**

## **SCHOOL CLOTHING GRANTS**

You can apply for a school clothing grant if you or your family receives:

- Income Support (IS)
- Income-based Job Seeker's Allowance (JSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,010
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for a school clothing grant for yourself. You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999

## **CAN MY CHILD GET FREE SCHOOL MEALS?**

Children are eligible for Free School Meals if their parents (or carers) are in receipt of the following:

- Income Support\*
- Income Based Job Seekers Allowance (JSA)\*
- Pension Credit (Guarantee Credit)
- Any income related element of Employment Support Allowance\*
- Child Tax Credit (CTC), but not Working Tax Credit (WTC), and have an income of less than £16,105\*
- Child Tax Credit (CTC) and Working Tax Credit (WTC) and have an income of less than £6420\*
- Universal Credit
- Support under Part VI of the Immigration and Asylum Act 1999

Pupils are eligible for Free School Meals in their own right if they are 16-18 and fall into this category.

Children from families within the following categories may also be eligible for Free School Meals:

- Student parents who have children at school providing you are receiving child tax credit and your income is less than £16,105
- Parents or carers who have savings above £16,000, but very low income.

## **SCHOOL IMPROVEMENT**

### **Standards & Quality & Improvement Planning**

All schools in Scotland are required to report on Standards and Quality and Improvement Planning on an annual basis. Around September each year, a summary of this report is sent to all parents. Parents are welcome to request a copy of the full report or can view this on the school website. Members of the Parent Council are invited to comment on and add to this report before it is finalised and sent to parents.

The Standards and Quality Report measures school performance against a set of national quality indicators and include information about the main achievements of the school. The report also evaluates progress on the school's previous year's improvement plan e.g. how standards have been raised in literacy, numeracy and health & wellbeing.

### **Improvement Planning**

In consultation with the Parent Council, the school draws up an improvement plan on an annual basis, indicating the priorities for school improvement. National and local authority initiatives and developments also inform the school improvement plan.

Parents can access comparative information about all Scottish Schools and their education authorities at

[www.ltscotland.org.uk/scottishschoolsonline](http://www.ltscotland.org.uk/scottishschoolsonline)

For further information on national quality indicators go to

[www.journeytoexcellence.org.uk/about/keydocuments/part3.asp](http://www.journeytoexcellence.org.uk/about/keydocuments/part3.asp)

## **TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS**

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

### **What pupil data is collected and transferred?**

Data on each pupil is collected by schools, local authorities and ScotXed. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to ScotXed. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by ScotXed.

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

### **How Does Aberdeenshire Council Hold and Store Pupil Data**

Aberdeenshire Council use a system called SEEMIS which is used in all local authorities in Scotland and is subject to independent scrutiny to ensure that it is a secure environment for holding such data. Our schools update the data held in the system when they have an education update to make to a pupil's record or when they receive advice from a parent or guardian either through the Annual Data Check exercise or when they are made aware of a change of circumstances at any other time in the year.

### **Data Protection Act 1998**

When registering your child in one of our schools, and throughout their time in education, you will be asked to provide a range of personal and potentially sensitive information about your child and your family. All information provided by you will be handled in accordance with the Data Protection Act 1998. As such we draw your attention to the following Fair Processing Notice.

## **Fair Processing Notice**

### **Who may process your personal data?**

The information which you provide to your child's school will be processed by Aberdeenshire Council, which is a Data Controller of this information for the purposes of the Data Protection Act 1998. You can tell us at any time if you do not want us to process or share any information that you have previously provided.

### **What personal data will be collected?**

The information which you provide may include:

- Personal contact details
- Employment details
- Child's date of birth
- Physical or mental health or medical conditions
- Income (if applying for free school meals or clothing grants)

### **For what purposes will your personal data be used?**

The information which you provide on the form will be used by Aberdeenshire Council for the following purposes:

- Provision of education to your child
- Provision of additional educational support for your child (if required or requested)
- Provision of transport for your child (if required or requested)
- Provision of extra curricular activities for your child (if required or requested)
- Statistical analysis to monitor performance and inform priorities for improvement

### **Will Aberdeenshire Council disclose your personal data to anyone else?**

Yes. Aberdeenshire Council may share this data with partner agencies.

These may include NHS Grampian, Skills Development Scotland, or Scottish Government departments such as the ScotXed statistical return and transport providers.

We will tell you on the forms that you complete, who we may share that information with, and will seek your permission to do so. We will only reveal information to somebody else where we have your permission or as required by law where it is relevant for that purpose. We do not sell or rent information to anybody.

## **Your Data Protection Rights**

The Scottish Government ensures the collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). This also complies 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 the Scottish Government will use your data. This note can give only a brief description of how data is used. 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](http://www.scotxed.net)).

The Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet the aim of improving the life of young people in Scotland, they may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census 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 their data policy. This ensures 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.

If you have any queries regarding how we will process your information under the Data Protection Act 1998, please contact:

Aberdeenshire Council Education, & Children's Services:  
01224 664630 or email: [education@aberdeenshire.gov.uk](mailto:education@aberdeenshire.gov.uk)

## PARENTAL ACCESS TO RECORDS

The Pupils' Educational Records (Scotland) Regulations 2003 means that you can get access to your child's records. Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly or can be found at:

<http://www.educationscotland.gov.uk/parentzone/myschool/schoolinformation/mychildsrecord/>

## SCHOOL ZONE/CATCHMENT AREA



AH Statistics Conference  
(Spring 2015)

## **ANNUAL HOLIDAY CALENDAR**

### **Session 2015/16 - all dates inclusive**

School starts on Tuesday 18 August 2015

October - Monday 12 October to Friday 22 October 2015

Christmas - Wednesday 23 December 2015 to Tuesday 5 January 2016

Mid Term - Monday 15 February 6

Good Friday - Friday 25 March 2016

Easter - Monday 4 April 2016 to Friday 15 April 2016

May Day - Monday 2 May 2016

Summer holidays start on Monday 4 July 2016

Occasional Days - Thursday 18 and Friday 19 February 2016

### **In-Service Closure Dates for 2015/16**

The following dates have been set as closure days for Session 2015/16:

Monday 17 August 2015

Monday 16 November 2015

Tuesday 17 November 2015

Tuesday 16 February 2016

Wednesday 17 February 2016

### **Session 2016/17 - all dates inclusive**

School starts on Tuesday 16 August 2016

October - Monday 10 October to Friday 21 October 2016

Christmas - Thursday 22 December 2016 to Wednesday 4 January 2017

Mid Term - Monday 13 February 2017

Good Friday - Friday 14 April 2017

Easter - Monday 3 April to Monday 17 April 2017

May Day - Monday 1 May 2017

Summer holidays start on Monday 3 July 2017

### **In-Service Closure Dates for 2016/17**

The following dates have been set as closure days for Session 2016/17:

Monday 15 August 2016

Monday 14 November 2016

Tuesday 15 November 2016

Tuesday 14 February 2017

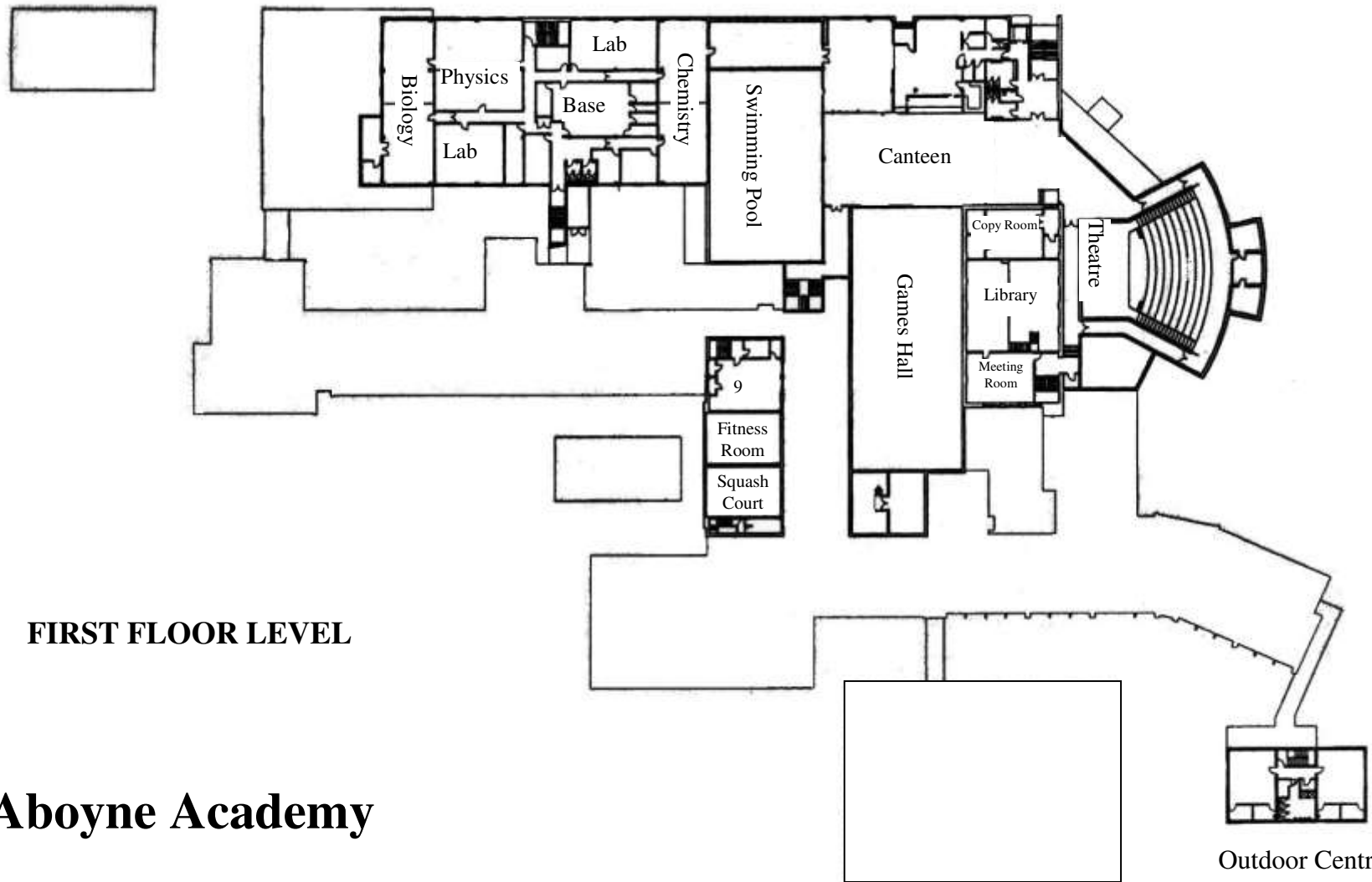


Wednesday 15 February 2017

Local holidays will be confirmed at the start of session.

The holiday pattern for Aberdeenshire schools for the current and future sessions is available on the council website at

[http://www.aberdeenshire.gov.uk/media/4927/schoolholidayplanner2015-2020\\_001.pdf](http://www.aberdeenshire.gov.uk/media/4927/schoolholidayplanner2015-2020_001.pdf)



**FIRST FLOOR LEVEL**

**Aboyne Academy**



Ballater Road

Aboyne

Main Staff Car Park



GROUND FLOOR LEVEL

Bridgeview Road

Outdoor Centre  
Bus Turning Area

Aboyne Academy





**Please note that whilst all information within this booklet is correct at the time of printing, it is possible that some items may change during the course of the year.**

