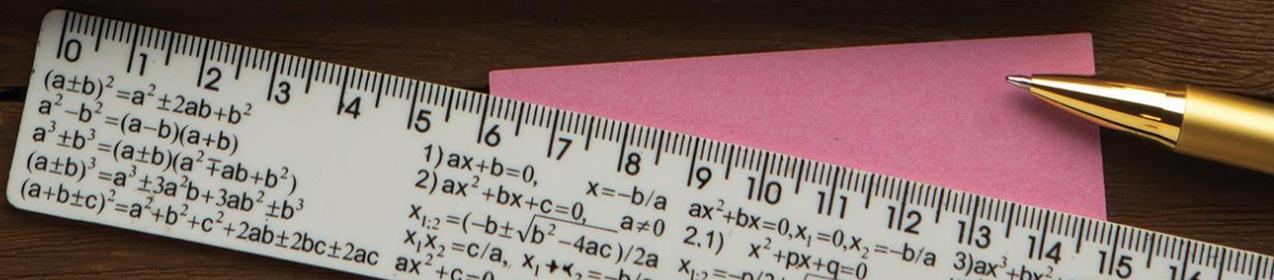
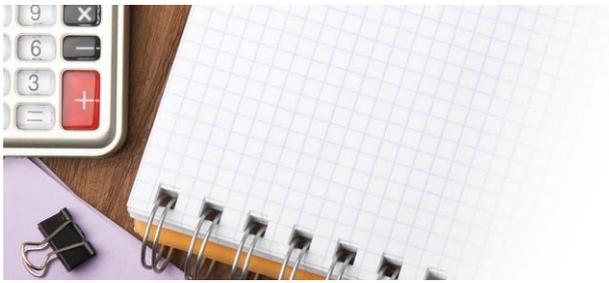




Auchinleck Academy

HANDBOOK 2016-17





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A Message from the Head of Education

Thank you for taking the time to read this handbook. In writing the following pages, colleagues are attempting to do two things. The first is to provide you with the information you need so that your child can be given access to all of the services and facilities to which they are entitled. The second purpose is to seek and promote a genuine partnership with you as the main responsible adult in your child's life. Without that partnership it will not be possible for your daughter or son to take maximum advantage of their education and so to fulfil their potential. Quite simply, we want the best for your child in exactly the same way you do.

My invitation to you is that should you have any doubts about your child's progress or their entitlement to a service, then you should not hesitate to contact the school or early childhood centre. You are entitled to an explanation of anything that is of concern to you and staff will be very pleased to assist you with an answer to any question you have. All we would ask is that you do this with the courtesy that you yourself would expect.

I know your child will enjoy their time with us and they will learn and progress every day. However old your son or daughter, never be afraid to ask what they were doing today and whether they were having any difficulty or problem that we, or you, can help them with. By our working together in this way, I promise that your child will succeed and will have a great preparation for life.

Kindest regards

Alan Ward



Headteacher's message

Auchinleck Academy is a 6 year non-denominational school which serves a wide rural area in East Ayrshire. The roll is presently 850. The catchment includes the seven villages of Auchinleck, Muirkirk, Catrine, Drongan, Ochiltree, Mauchline and Sorn.

The building was constructed in the early 1970s on a large campus on the edge of the village of Auchinleck. Accommodation is extensive in five blocks. There is a swimming pool and adjacent playing fields. There are presently 61.2 members of staff.

Every child of school age has the right to a school education provided by an education authority (Standards in Scotland's Schools Act 2000). Starting a new school is certainly a challenge to any young person. However, the exchange of information through transition within the Learning Community will certainly ease that transition. The task of the teachers within this establishment is to use the transfer information sensitively and effectively and so ensure the highest quality of education. The staff are able, committed and aim to bring out the best in your child. We are committed to providing an imaginative and informed curriculum that will stretch each young person and at the same time develop their personalities, talents, mental and physical abilities to their fullest potential. We are therefore confident that your child will be **happy** and **safe** whilst **achieving his or her full potential** in Auchinleck Academy.

A Quality School with Quality People

Auchinleck Academy is a quality school with a commitment to providing the highest standards of service delivery to our students and their parents. Achievement and success lie at the core of our work in aspects such as academic results, sports, music, art, enterprise and self esteem. In 2007 the school underwent a full HMIE inspection which recognised evident success in our delivery. The pupils, staff and the community had every right to be delighted at that time. Our aim is now to ensure that standards continue to be raised.

Our intention is to make sure that every child achieves that of which they are capable and, at the same time, to cater for their social and emotional needs. We have a long tradition of academic excellence with many children every year leaving our school to go on and complete higher education. This is complemented by outstanding success in music and sport over a long period of time. The staff and students are, however, justifiably proud of the excellent recent examination successes which have resulted in targets being overtaken. Wider achievement also allows our young people to experience success in sports, drama, music and the arts.

Partnerships

Much of the special feeling generated in Auchinleck Academy arises because we take children in from seven different associated primary schools. Over the time which our young people spend in Auchinleck Academy, there are many opportunities for friendships to spring up with others from different communities and backgrounds. We are very proud of our success in bringing together this part of the Ayrshire community.

We are equally proud of our initiatives in creating genuine partnerships with parents and our Parent Council. This has led to success in terms of homework completion, the wearing of school uniform including blazers for all pupils, a greater involvement of parents in the educational process and supporting our pupils in achieving excellent SQA examination performances.

We have every right to feel great pride in this partnership for success. I hope that you as parents will join us in the drive for quality in all aspects of school life.

Peter Gilchrist
Head Teacher



Establishment ethos, vision and values

We have worked closely with staff, pupils, parents and our partners in the community to develop a shared vision for our school.



Our Vision

for all of our pupils

Lifelong Learner Successful Happy Confident

Responsible Contributing Proud Employed

Auchinleck Academy

Our Values:
Achievement, Responsibility, Respect, Equality, Teamwork.



Establishment ethos, vision and values

As a school community we strive to:

Develop the four capacities
for every young person set
out in a Curriculum for
Excellence....



- Confident individuals
- Successful learners
- Responsible citizens
- Effective contributors

through the eight indicators of
wellbeing



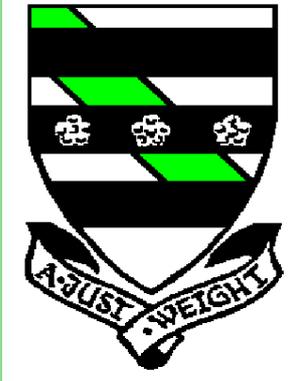
- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

by demonstrating the 10
dimensions of excellence.



- High quality learning activities
- Focus on positive outcomes
- Common vision pupil/young person, staff and parents
- Values and empowers staff and young people
- Develops culture of ambition and excellence
- Promotes well-being and respect
- Reflects on own work – thrives on challenge
- Partnership with agencies and communities
- Working with parents
- High quality leadership

Establishment security

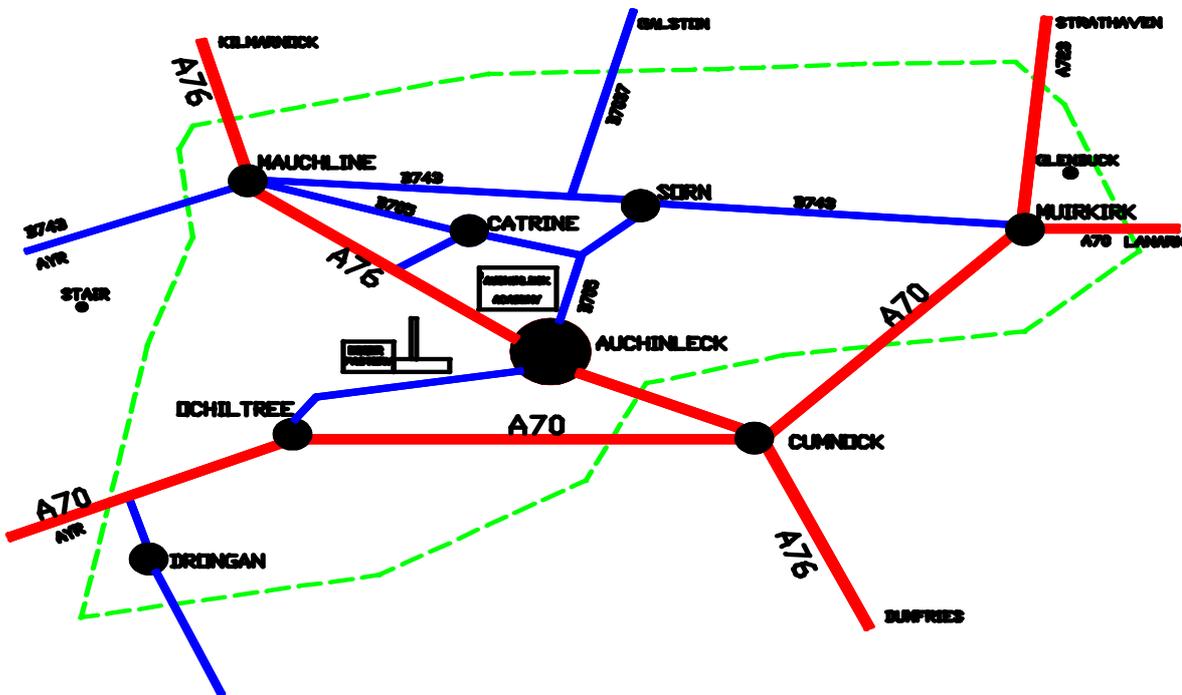


Auchinleck Academy
Sorn Road
AUCHINLECK
KA18 2LY
Tel: 01290 420617
Fax: 01290 425811

Email: auchinleck.academy@east-ayrshire.gov.uk

Auchinleck Academy in East Ayrshire is a six-year non-denominational comprehensive school which means that it is open to all young people who live in the area which the school serves. A few parents living outside this area exercise their right, under the Education Act, to send pupils to Auchinleck Academy.

A map of the school's catchment area is shown below.



Should you wish to comment on or make a complaint about any aspect of provision made by the establishment, you should contact the establishment in the first instance. Our aim is to resolve as many complaints as possible at the first point of contact.



Establishment security

School day

The school operates a timetable with 32 periods every week with a period of Personal Learning Planning at the start of each day

Each school day is organised as follows:

	PLP	1	2	3	4	5	6	7
Monday								2.55pm– 3.45pm Mon/Tues only
Tuesday								
Wednesday	8.50am- 9.00am	9.00am– 9.50am	9.50am– 10.40am	10.55am– 11.45am	11.45am– 12.35am	1.15pm– 2.05pm	2.05pm– 2.55pm	School day finishes at 2.55pm Wed - Fri
Thursday								
Friday								



Establishment security

Accommodation

The school's buildings are spacious and cope well with the present student population of 905. Much upgrading and modernisation has taken place in recent times particularly in Home Economics, Science, English, French and the Assembly Hall.

The PE facility has undergone a refurbishment with new changing rooms, the creation of a staff base, classroom, installation of a full size astro turf pitch and a complete overhaul of the pool itself. ICT facilities are now available in Art, Social Subjects, Mathematics, English, Modern Languages, Home Economics and the Library. They complement provision in the 'technological' subjects including Computing, Business Studies and Graphic Communication.

Block 1

This houses the Music Department and the Assembly Hall. The Assembly Hall seats 300 and is used for school assemblies, special events and school performances.

Block 2

This is the main teaching block. It includes 39 classrooms, an extensive library, a senior common room, 5 computer laboratories, and a number of offices used by Management, Guidance and Admin Staff.

Block 3

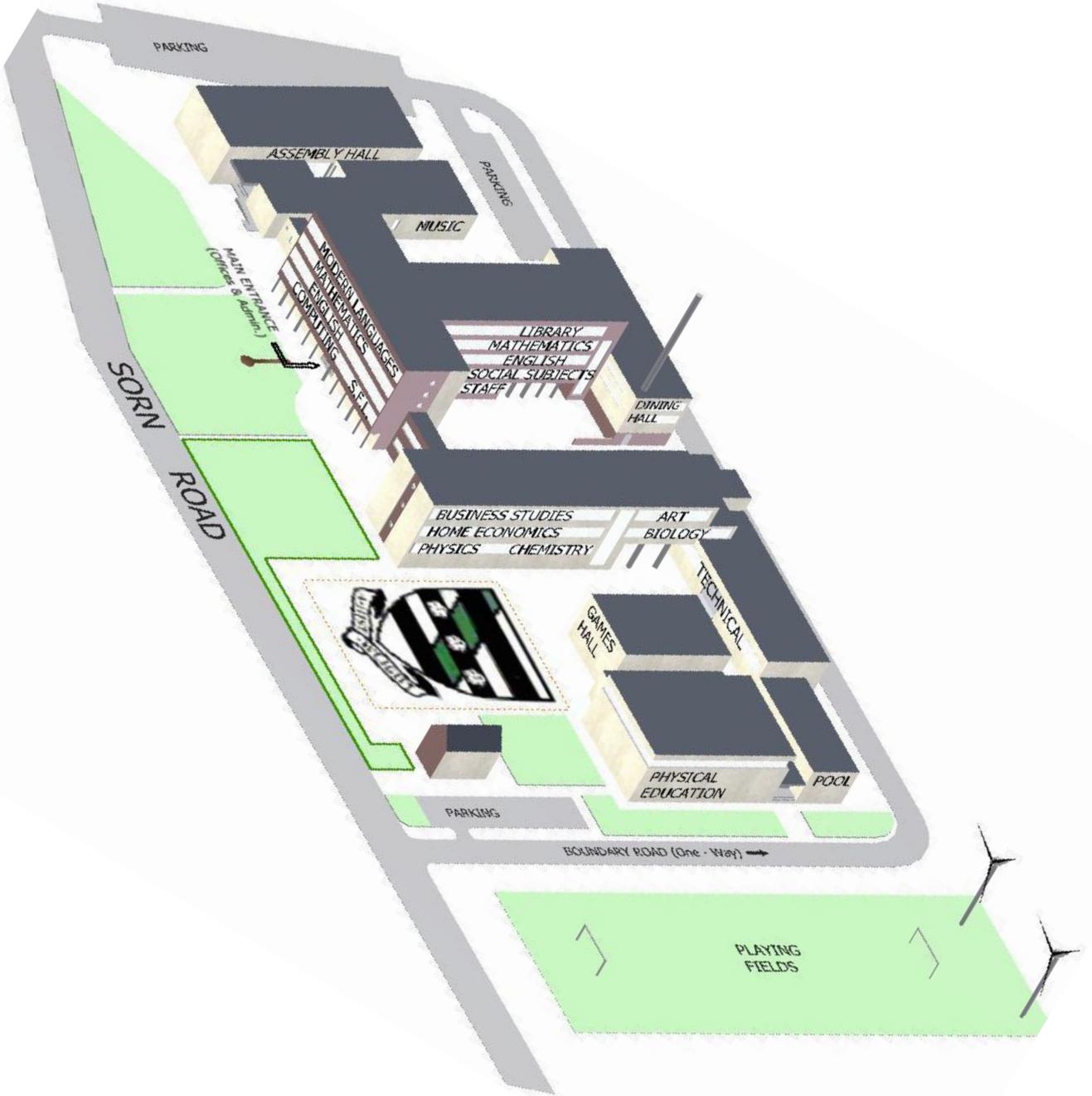
This is the practical block. Here are 36 practical rooms for Science, Technical, Home Economics, Business Studies and Art. Three more computer laboratories are housed here in addition to a mini-facility within the Art department and Home Economics Department.

Block 4

This is the Games Complex with a purpose built games hall, gymnasium and large swimming pool. In addition, the playing fields include 1blaespitch for football, with a full size astro turf pitch for other activities. The addition of ramps to doorways together with the presence of a lift means that we can accommodate most forms of physical disadvantage.

Establishment security

School Plan





Establishment security

Associated primary schools are:

Auchinleck Primary School
Dalsalloch Road
Auchinleck
KA18 2BU

Catrine Primary School
Fourfields
Catrine
KA5 6PS

Drongan Primary School
Millmannoch Avenue
Drongan
KA6 7BY

Mauchline Primary School
The Loan
Mauchline
KA5 6AN

Muirkirk Primary School
Burns Avenue
Muirkirk
KA18 3RH

Ochiltree Primary School
Main Street
Ochiltree
KA18 2PE

Sorn Primary School
14 Main Street
Sorn
KA5 6HU

Should parents wish to visit the school contact should be made with the school office in the first instance to arrange an appointment.



Establishment security

The safety and well-being of pupils and staff in Auchinleck Academy is of the utmost importance and we have therefore introduced the following security measures:-

- All pupils wear school uniform. This allows us to identify strangers immediately.
- All visitors must sign in at the School Office where they are provided with a visitor's badge
- Security cameras have been installed at appropriate points around the school buildings and grounds to monitor activity throughout the day. Any unauthorised person or persons are therefore quickly identified.
- An adult presence is provided in playgrounds at breaktime in terms of the School (Safety and Supervision of Pupils) (Scotland) Regulations 1990.
- Playgrounds, car parks and school grounds are supervised in the morning before 8.50 and at intervals, lunchtimes and at 2.55/3.45 p.m. by Janitorial Staff and by the Senior Management Team. This ensures that pupils are safe whether at leisure within the grounds or when entering or leaving school buses

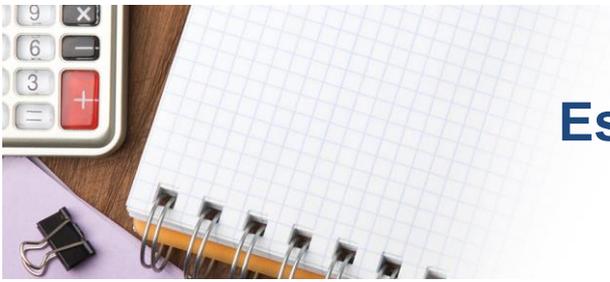
INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of power, provision of transport or fuel supply. There may be occasions when such emergencies make it necessary for pupils to be sent home prematurely. In these circumstances parents should have advised their children where they should go.

In such cases we shall do all we can to let you know about the details of closure, reopening or temporary arrangements. We shall keep in touch by using text messages, letters, notices in local shops and community centres, announcements in local churches, the press and on local radio. The school may also have to contact you regarding your child during the school day. We would ask that you ensure the school has up to date contact details.

A photograph of a desk setup. In the top left corner, there is a white calculator with a red '+' button. Next to it is a spiral-bound notebook with a white grid pattern. A black paperclip is visible on the left side of the notebook. The background is a light-colored surface.

Establishment security



Establishment Security

Establishment calendar

Term	Break	Dates of Attendance
First		<p>Teachers (In Service) Tues 16 Aug 2016 Pupils return Wed 17 Aug 2016 Local Holiday Fri 16 Sep 2016 Local Holiday Mon 19 Sep 2016 Close Fri 7 Oct 2016</p>
	Mid Term	<p>Teachers (In Service) Mon 17 Oct 2016 Pupils return Tues 18 Oct 2016</p> <p>Close Wed 23 Dec 2016</p>
Second		<p>Re-open Mon 9 Jan 2017</p>
	Mid Term	<p>Close Fri 10 Feb 2017 Teachers (In Service) Thu 16 Feb 2017 Teachers (In Service) Fri 17 Feb 2017 Pupils return Mon 20 Feb 2017</p> <p>Close Fri 31 March 2017</p>
Third		<p>Local Holiday Mon 17 Apr 2017 Re-open Tues 18 Apr 2017 May day Mon. 1 May 2017 Teachers (In Service) Thurs 4 May 2017 Local Holiday Mon 29 May 2017</p>
		<p>Close Thu 29 Jun 2017</p>
Session 2017/18		<p>Teachers (In Service) Wed 16 Aug 2017 Pupils return Thurs 17 Aug 2017</p>



Establishment calendar



Staff information

Head Teacher

Mr Peter Gilchrist



The Head Teacher is responsible to the Depute Chief Executive and Financial Officer for the overall management of the school.

Senior Leadership Team

The Depute Head Teachers have particular responsibilities for certain year groups, overseeing the educational experience of their pupils, including the curriculum, guidance and discipline.

Mr M. Robertson

Head of Afton House



Mrs J. Macara

Head of Ballochmyle House



Mrs C. Devine

Head of Lochlea House



Mrs V. Grove

Head of Mossgiel House





Staff information

Pupil Support

Each pupil in Auchinleck Academy is assigned to a Principal Teacher of Pupil Support. The school Pupil Support staff work closely with the Depute Head Teachers to ensure that every child is supported to achieve their potential in school.

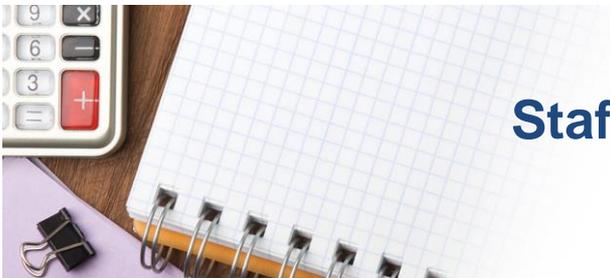
The school is divided into 4 houses:

- Afton
- Ballochmyle
- Lochlea
- Mossgiel

Each House group is assigned a Principal Teacher of Guidance and Depute Head Teacher.

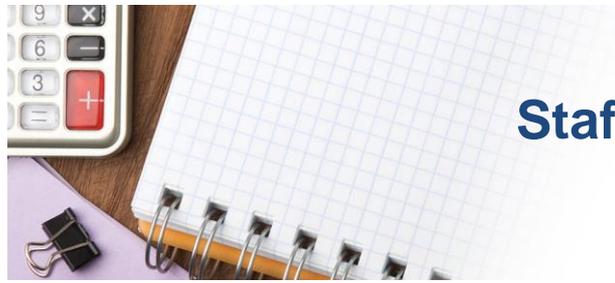
Pupil Support staff have a number of responsibilities, in addition to their normal teaching duties:

- Care of new pupils.
- Monitoring the academic progress of pupils.
- Monitoring of attendance and timekeeping.
- Advice on course choices.
- Care of pupils experiencing difficulties – academic, physical, emotional.
- Preparation of report on pupils – universities, college, employees, other.
- Contact with parents/carers – telephone, letter, interviews, meetings.
- Linking with other agencies e.g. Social Work, Career Services, other agencies.



Staff information

<p>Head Teacher: Mr P Gilchrist</p> <p>Depute Head Teachers</p> <p>Mrs Grove Mrs Macara Mrs Devine Mr Robertson</p> <p>English</p> <p>Mrs Bevan (PT) Mrs Boyle (Acting PTG) Miss Donnelly Mrs Noble Ms Hamilton (0.6) Mr Dowling Miss Thomson</p> <p>Social Subjects</p> <p>Mrs Grant (PT) Mrs Fisher Mrs Cumming Mrs Cunningham Miss Hamilton Mr Lynch</p> <p>Technical</p> <p>Mr Whitehouse (PT) Mr Malakoty Mr Mullan Mr Deeney</p> <p>Science</p> <p>Mrs Standing (PT) Mrs Grove (DHT) Mrs Macara (DHT) Mrs McPheator (PTG) Mr Richardson Mrs McKissock Miss McCabe Miss Carrington Miss Brien Miss Scott</p> <p>Modern Languages</p> <p>Mr Ferguson (PT) Mrs Devine (DHT) Mr Ward Mrs Lampard</p>	<p>Maths</p> <p>Mrs Kerr (PT) Mr Fulton Mrs Meehan Mr McEwan Mrs Kilgour Mr Dempster Mrs Campbell (0.6) Mrs Johnston Miss Paton</p> <p>Principal Teachers Guidance</p> <p>Mr Beattie Mr Tickner Mrs McPheator Mrs Boyle (Acting)</p> <p>Home Economics</p> <p>Mrs Highcock (PT) Mrs Capperauld Mrs Graham</p> <p>Computing & Business Studies</p> <p>Mrs Hammersley (PT) Mr Robertson (DHT) Mr Tickner (PTG) Mrs Campbell Mr Radwell Mr Power</p> <p>Music</p> <p>Mrs Brook (PT) Mrs Cook</p> <p>PE</p> <p>Mr Taylor (Acting PT) Mr Kidd Mr Raby Mr Frew Mr Livingstone</p> <p>Art</p> <p>Miss Smith (PT) Mr McGlynn Mrs MacVicar Mrs Wallace (0.6)</p>	<p>Support for Learning</p> <p>Mrs McCrorie (PT) Mrs Zerebiec (0.4) Mrs Martin</p> <p>Librarian</p> <p>Miss J McGill</p> <p>AFO</p> <p>Mrs McLaren</p> <p>Clerical Staff</p> <p>Mrs Dickson Mrs Simmonds Mrs Medhurst Mrs Milton Mrs Rowan Mrs Borthwick</p> <p>Janitors</p> <p>Mr Elder Mr Bradford Mr Ewin</p> <p>Technicians</p> <p>Mr MacDonald (Senior) Ms Salmund Mr Ballantyne</p> <p>Classroom Assistants</p> <p>Mrs Hill Mrs McAllister Mrs McAree Mrs Robson Mrs Smith Mrs Wallace Mrs Craig</p>
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Staff information



Establishment improvement

The main academic and wider achievements of pupils in Auchinleck Academy over the last 12 months can be found in the Auchinleck Standard and Quality Report. This report illustrates trends of information on our school performance in SQA exams over the last 5 years, wider achievements and leaver destinations.

www.auchinleckacademy.e-ayr.sch.uk

The plan for school improvement in performance is also available on the school website:

www.auchinleckacademy.e-ayr.sch.uk



Curriculum 3-18

S1-3 Curriculum

- All learners are offered a broad, deep, general education from S1-S3, building on previous learning. They will experience a wide range of subjects across eight curriculum areas – expressive arts, languages and literacy, health and wellbeing, mathematics and numeracy, religious and moral education, sciences, social studies, and technologies. This provides a good foundation for moving on to study for qualifications, at the right level for the pupils, in the later stages of secondary.
- In their first year at Auchinleck Academy all pupils study a common range of subjects in each of the above curriculum areas, in line with Curriculum for Excellence guidelines:
 - English (5 periods)
 - Mathematics (5 periods)
 - Science (3 periods)
 - Social Subjects (3 periods)
 - French (3 periods)
 - Technical (2 periods)
 - Music (2 periods)
 - Art (2 periods)
 - Physical Education (2 periods)
 - Home Economics (2 periods)
 - Information Technology (1 period)
 - Personal and Social Education (1 period)
 - Religious and Moral Education (1 period)
- In addition, all S1 pupils take part in three interdisciplinary projects on the themes of Sustainable Development, Scottish Studies and Health and Wellbeing. As well as allowing pupils to link their learning across different subject areas, these projects provide excellent opportunities for pupils to develop essential skills for learning, life and work.



Curriculum 3-18

- The second year curriculum offers progression from S1 in English, Maths, Science, social subjects, French, PE, HE, IT, PSE and RME. There is increasing emphasis on challenge and deep learning within each of these subject areas, and a continued focus on interdisciplinary learning. Pupils are also given the opportunity in S2 to extend their talents and interests by specialising in two of the following subject areas, each of which are allocated three periods a week:
 - Expressive Art
 - Graphic Communication
 - PE
 - ICT
 - Music
 - Craft and Design
 - Dance
 - Business and Administration
 - Creative Media
 - Spanish
- These elective courses run over two years, from S2-S3, and pupils make their choices for these at the end of S1. All pupils have an interview with their guidance teacher to assist them with their option choices. Parents are also consulted at this stage.
- Pupils in S3 will continue with the broad general education, although there will be increasing opportunities for personalization and choice, in science and social studies for example. They will also be able to choose a third elective course. At the end of S3, pupils will make their subject choices for the senior phase.



Curriculum 3-18

The Senior Phase

- The Senior Phase, from S4-6, will offer young people the opportunity to extend and deepen their education. It is at this stage that students will begin to build a portfolio of qualifications which will recognise their learning, enable them to continue to develop skills, and offer pathways to the next stage – whether that is further or higher education, training or employment.
- From 2013/14 new qualifications will be offered in S4 at SCQF Levels 4 and 5 – National 4 and National 5. These replaced both Standard Grade (General and Credit) and Intermediate 1 and 2. Standard Grade Foundation level will be replaced by revised National 3 qualifications.
- S4 pupils choose 6 subjects at National 3, 4 or 5 which will include both English and Maths. They will also participate in 2 periods of PE and in 8 PSE/RME days throughout the session.

S5/6 Courses

- From 2014/15 new qualifications will be offered at SCQF Levels 4, 5 and 6 – National 4, National 5 and new Higher qualifications. These will replace Intermediate 1 and 2 and the existing Highers. Access 3 will be replaced by National 3 qualifications. The new Higher qualifications have been reviewed to ensure they reflect the values, purposes and principles of Curriculum for Excellence.
- S5 pupils will choose to study 5 subjects from a range of options, English is compulsory for all S5 pupils. Pupils will also attend one period of PSE and will be allowed one supervised study period.
- S6 pupils must choose at least 4 subjects to study and will be allowed up to 6 study periods during which they will be asked to work as volunteer mentors in junior classes for at least 2 of these periods.
- Pathways to Employment Courses
- Pupils in S4 and S5 who plan to make the transition into work, training or college when they leave school can now choose from a range of 'Pathways to Employment' courses. These courses are offered with built in work experience on a regular basis. This gives students the opportunity to experience the world of work in a meaningful way and develop valuable skills for life and for the workplace. The balance of the option choices is made up of literacy skills, financial management and discrete vocational courses to fit in with the themes of construction and care.



Curriculum 3-18

Advanced Higher S6 Courses

- We provide a range of subjects at Advanced Higher level to allow for extended study. The courses are particularly aimed at pupils going on to Higher Education who wish to undertake greater in-depth study and personal research. This session Advanced Higher courses are running in Biology, Chemistry, Art & Design, French, Graphic Communication, Music and Computing. The school will always do its best to accommodate students' requirements, however where this is not feasible it may be possible to study particular subjects at another school in the area through consortium arrangements.
- In addition, students can now choose from a range of new courses in S6 which will help them to develop and show evidence of initiative, responsibility and independent working-skills of real value which will help prepare them for the world of higher education and work. These include Open University courses, Higher or Level 5 courses in Leadership, as well as the Scottish Baccalaureates in Science and Languages which are offered in partnership with the University of the West of Scotland. A small number of pupils in S6 will have the opportunity to study Higher Psychology delivered by staff from Kilmarnock College and Auchinleck Academy.
- It has been the policy of education authorities in recent years to encourage pupils to become more self-reliant and adult – in other words 'students' rather than 'pupils'. To this end students in S6 are entitled to study during private study periods in the school library.
- S6 pupils participate in mentoring of younger pupils during PLP sessions in the morning and across the school in S1 – 3 curriculum classes. Pupils gain accreditation for mentoring through the Saltire Award Scheme.

This session we are trialling the use of an online homework management system to support our young people in managing and organisation their homework and assessment deadlines. The system gives parents complete homework visibility so that they can fully support their child at home.



Curriculum 3-18



Assessment and reporting

Curriculum for Excellence emphasises that assessment is an integral part of day-to-day teaching and learning. Learners' progress will be closely monitored by staff who reflect with them on their strengths, learning needs and next steps, and take action based on this. Learners themselves will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgments on their own learning; skills that will be important to them throughout life. Testing will continue to be part of the framework of assessment, providing additional evidence of what learners know, understand and are able to do, and helping teachers plan learning experiences which are motivating and challenging.

Assessment

The broad aims of assessment can be summarised as follows:-

- (a) To assess achievement and to provide feedback to pupils and teachers regarding the attainment of defined learning targets.
- (b) To assess the effectiveness of teaching and learning materials.
- (c) To diagnose individual problems and areas for development allowing appropriate learning support to be given.
- (d) To motivate pupils by emphasising individual strengths and encouraging pupils to build upon them.
- (e) To motivate pupils by emphasising individual strengths and encouraging pupils to build upon them.
- (f) To gain information which may be used to:-
 - (i) Form desired/appropriate groups in a class
 - (ii) Facilitate course choice
 - (iii) Form the basis of reports to parents

S1-3

Assessments have been developed which reflect the principles of Curriculum for Excellence in S1-S3. Assessment is for Learning is a prominent feature in the S1-S3 curriculum and teacher/pupil discussion on next steps for learning. The summative assessments give pupils the opportunity to demonstrate their understanding of the experiences of outcomes. Pupils are also given the opportunity to apply their learning in unfamiliar situations. Progress through the CFE levels is assessed using a number of techniques.



Assessment and reporting

The definitions of Curriculum for Excellence levels are:-

	Pre P1	P1	P2	P3	P4	P5	P5	P7	S1	S2	S3	
Early Level	→											
	The pre-school years and P1, or later for some.											
1 st Level			→									
	To the end of P4, but earlier or later for some.											
2 nd Level						→						
	To the end of P7, but earlier or later for some.											
3 rd Level									→			
	S1 to S3, but earlier for some.											
4 th Level											→	
	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.											

Within each level a pupil can be Developing, Consolidating or Secure.

Secure

- Has achieved a breadth of learning across **almost all** of the experiences and outcomes for the level, including any significant aspects of the curriculum area
- Has responded **consistently well** to the level of challenge set out in these experiences and outcomes
- Has moved forward to more challenging learning in some aspects; and has applied what he/she has learned in new and unfamiliar situations.

Consolidating

- Has achieved a breadth of learning across many of the experiences and outcomes for the level.
- Can apply what he/she has learned in familiar situations; and **is beginning to** undertake more challenging learning and to apply learning in unfamiliar contexts.

Developing

- Has **started to** engage in the work of the new level; and is beginning to make progress in an increasing number of outcomes across the breadth of learning described in the experiences and outcomes for the level.



Assessment and reporting

Teachers will report on pupils' learning across the whole curriculum using their professional judgement and the evidence available to them from their own continuous assessment and school assessments throughout the year.

Reports to Parents

This session one full report will be sent to the parents of pupils in all year groups with the exception of 1st year who will also receive a 'settling in' report. The most important report issued to parents of pupils in S4, S5 and S6 gives the results of SQA Preliminary Examinations held during December for S4 and during February for S5/6.

In S1-S3 we have introduced a new style of report as a result of Curriculum for Excellence.

These reports:-

- comment on your child's strengths and identify next steps for learning
- describe your child's level of attainment in each area of the curriculum including literacy and numeracy.
- state suitable Next Steps in your child's work and highlight ways in which you can support improvement.
- comment on personal and social development.



Assessment and reporting

If the partnership between home and school is to be effective, parents need to understand in a general way, what their children are doing at school and how they are getting on. Similarly, teachers need to be aware of parents' hopes for their children and their concerns about their education. It is hoped that the reports to parents will encourage a three-way partnership of pupil, parent and school. To further this partnership there will be Parents' Evenings where a dialogue between subject teacher and parents can take place. In S1, there will be a Parents' Evening in September to allow early contact between parents and teacher to discuss areas of concern or mutual interest.

Effort	
Always works conscientiously	√
Usually works conscientiously	
Making some effort but capable of more	
Rarely puts in the effort to make good progress	

Behaviour	
Always behaves well	√
Usually behaves well	
Some improvement required	
Serious concerns	

Homework	
Always makes a good attempt	√
Usually makes a good attempt	
Occasionally makes a good attempt	
Rarely makes a good attempt	



Policies and procedures

The establishment has a range of policies and procedures which are available for parents to read on the school website.

www.auchinleckacademy.e-ayr.sch.uk

Promoting Positive Behaviour

The harmonious relationship between home and school is most valuable. Parents are urged to get in touch with the school if they have any problem or worry over their child's school life. Similarly, the school will contact parents where there is concern over matters such as attendance, homework, behaviour or progress. Pupils are, of course, encouraged to make school life more enjoyable by behaving in a proper manner and showing consideration for others. Unfortunately when this is not done the working environment and school ethos are endangered. These breaches of discipline are dealt with in the following ways.

Departmental Procedures

Within each subject department, there will be agreed rules and known punishments. These sanctions can range from a warning to the issuing of punishment exercise. Frequent or more serious offences are reported to the Head of the Department. Extra exercises, detention or temporary suspension from that class may be utilised.

Principal Teachers may access a referral through the SEEMIS system alerting the Depute Head and Principal Teacher of Guidance to any concerns.

Referral System

The purpose of our referral system is the early identification in pupils of changes in attitude, work rate, behaviour pattern and achievement. With this early identification we should be able to adopt certain strategies to **alter** behaviour or arrest any subsequent deterioration. In this regard early communication with parents is important. We therefore endeavour to keep parents informed and to encourage links between the home and the school. The creation and maintenance of such home/school links is the domain of the Guidance staff. Each pupil should be well-known by one member of the promoted/volunteer Guidance team.



Policies and procedures

Our referral system can be summarised as follows:-

STAGE 1: (Information only ticked ✓)

Purpose This is for information only. It is designed to give all teaches the opportunity to inform the Depute Head and Guidance staff of any behaviour pattern considered worthy of their attention.

Use Information only referrals may be generated in response to incidents in the classroom detrimental to good order. Information only referrals received will allow Guidance staff to build up a whole-school picture of a pupil. Guidance Staff will use their discretion and react as appropriate according to the standard procedures outlined on the information only referral form. It should be noted that Guidance staff have a pastoral rather than a punitive role to play in any response to information contained in a referral. Each referral will be commented upon by the Principal Teacher and show clearly the action taken by the department.

STAGE 2: REFERRAL

Purpose This is for action and guarantees contact with the home by a member of the SMT or Principal Teacher of Guidance.

Use The referral may be generated in response to:

- Any serious incident
- Verbal or physical abuse of a teacher
- Verbal or physical abuse between pupils
- Persistent refusal to comply with departmental sanctions

The Depute Head will act as appropriate to the standard procedures outlined on the referral form.

STAGE 3

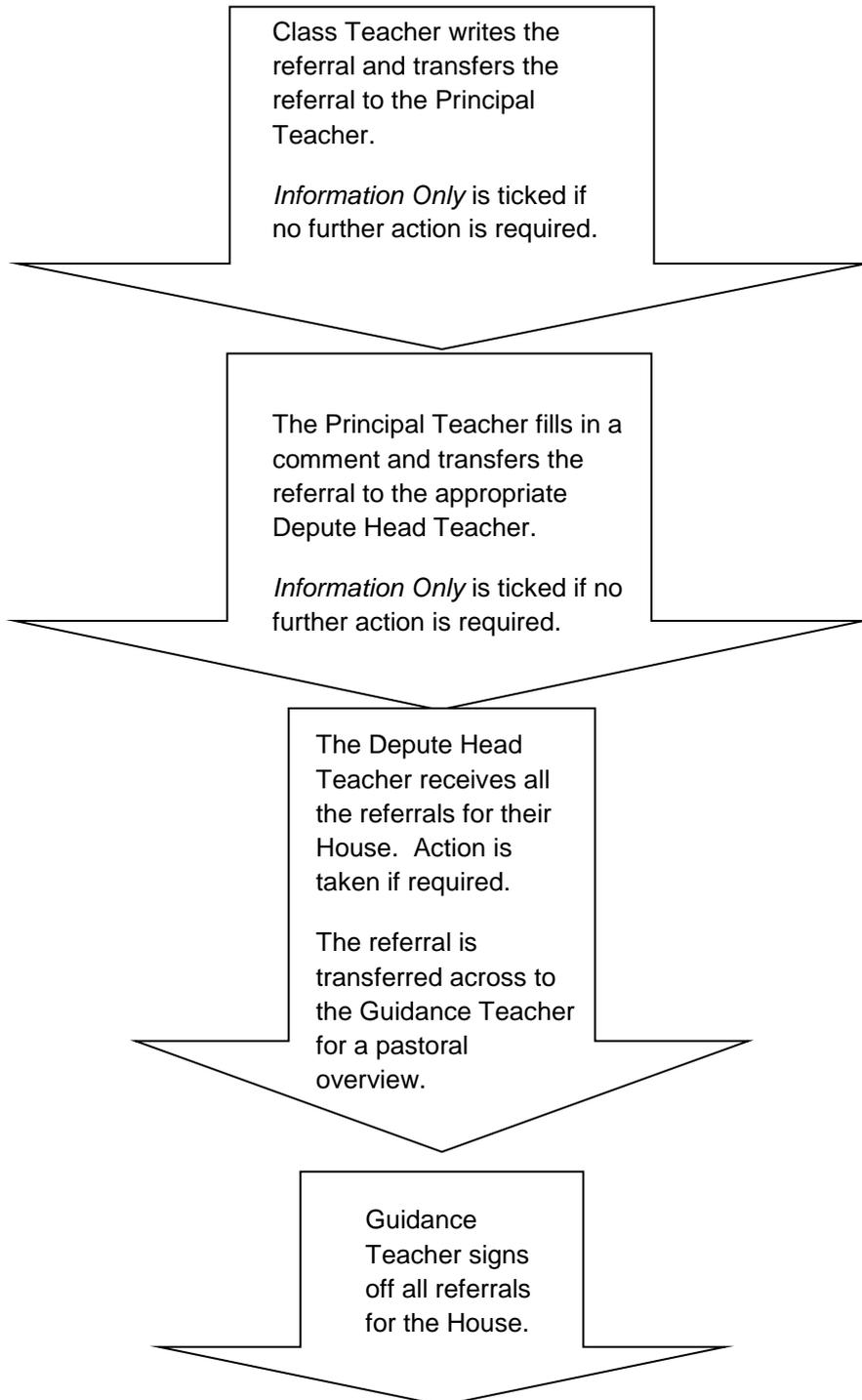
In certain instances a pupil may be referred by the Depute Head to the Head Teacher who may exclude the pupil until the parents have signed an assurance of co-operation. Repetition of misconduct may lead to further exclusion in terms of Local Authority Guidelines.



Policies and procedures

The flow chart outlines the referral procedures followed within Auchinleck Academy.

Behaviour Procedure Flowchart





Additional support for learning

Attendance and Absence

Auchinleck Academy operates a computerised attendance system which is linked to “Group Call”. This means that the parents/carers of any pupil/young person absent from school without prior warning will receive a text, telephone call, voice message to alert them to the pupil/young person’s absence.

Parents must contact the school by 9.00 am on the first day of absence, explaining the reason for non-attendance. It is important that the school is notified, to prevent unnecessary procedures being followed. In extreme circumstances, there may be the need to involve social services or police. The parent should provide a written note on the pupil/young person’s return, confirming the reason for absence.

Medical and Health Care

If pupils feel unwell during the school day, or if they have minor cuts and bruises, our First Aid staff look after them in the first instance. However we do not have any nursing staff in the school, and sometimes it is necessary to arrange for a pupil to go home, or even to hospital. In these circumstances, we make every effort to contact parents. This is why we ask all parents, at the start of each session, to give us an emergency contact and to complete a form giving details of their son/daughter’s health.

PUPILS SHOULD NOT PHONE PARENTS/CARERS DIRECTLY WITHOUT THE SCHOOL’S PERMISSION.

If your son or daughter has any special requirements arising from medical conditions, please contact Pupil Support staff at an early stage, so that appropriate arrangements can be made, e.g. retention of certain medicines by the school.

Regular medical examinations of pupils are arranged by Ayrshire and Arran Health Board and are carried out on school premises. Parents will be advised in advance of these examinations and they are always welcome to be present when these medical checks are made.

Dress Code

At Auchinleck Academy, our pupils are strongly encouraged to follow the school dress code. This has been well supported by parents over the years and we believe that this helps to promote a positive atmosphere in the school, as well as a positive image for our pupils in the wider community. I am sure that this also goes a long way to continuing the high standards already achieved by the pupils and of maintaining general morale within the school and the community. The dress code can also be of help to parents in avoiding expensive competitive dress.

The Authority’s latest statement of policy on clothing states: “Given that there is substantial parental and public approval of dress code, schools in East Ayrshire are free to promote their own dress code. In encouraging the dress code, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race, religion, disability or gender. Any proposals will be subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of the Education Cabinet not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.



Additional support for learning

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

- potentially, encourage rivalry (such as football colours);
- could cause offence (as a result of wording or pictures);
- could cause health and safety difficulties (such as loose fitting clothing and dangling earrings)
- are made of flammable material (such as track suits in practical classes) - could cause damage to flooring
- carry advertising, particularly for alcohol, drugs or tobacco; and
- could be used to inflict damage on other pupils or be used by others to do so.

The school is delighted with the support received in the past regarding school dress and I hope that future years will continue with and even improve upon the standards set.

Where possible jeans or denim should NOT be worn.

School Uniform

Black trousers or skirt

White or black school shirt

School tie

Black school sweatshirt/cardigan

Blazer

Black footwear

Please note for health and safety purposes, piercings should be removed.

Celebrating Achievement

All staff encourage pupils/young persons at all times and in all activities to give their best. Achievements are recognised as stated in our Respect policy. Individual efforts may be rewarded verbally by praise or recognised through the awarding of pupil of the month certificates, merits, wider achievement certificates, school bulletins, local newspaper articles.



Additional support for learning

The Educational (Additional Support for Learning) (Scotland) Act 2004 has replaced the law relating to special educational needs. This has now been updated by the 2009 Act which came into force on 17 November 2010. The majority of children and young people are able to access their curricular programme at school without the need of additional help other than that which any teacher will provide in any classroom. However, there will be a significant percentage of children/young people, who may, at some point in their education, have difficulties that will act as a barrier to their effective learning. In such circumstances the child or young person may require additional support beyond the norm in order to help them overcome these barriers. Such children/young people will be considered to have 'additional support needs'.

All schools and nursery establishments have a variety of procedures to assist in the early identification of children and young people with additional support needs. Identification and support planning will take place at the earliest possible stage.

Children and young people who have been identified as having additional support needs will be supported through an Action Plan (AP), Individual Learning Plan (ILP) or in some cases a Coordinated Support Plan. In line with legislation, parents/carers/children and young people will be fully consulted at all stages.

Further information can be obtained from various leaflets, that can be accessed through council website or individual copies are available in school.

Mediation and advocacy services are also available and information about these can be obtained from the contact details below.

The school caters for a wide range of additional support needs including

- Dyslexia/Dyscalculia
- Development Co-ordination Delay
- Global Developmental Delay
- Autistic Spectrum Disorders
- Speech and language difficulties
- Hearing Impairment
- Visual Impairment
- English as a second language
- Health- diabetes, epilepsy, aphasia, physical difficulties
- Emotional, Social & Behavioural issues eg bereavement, family break ups, long term illness, mental health issues



Additional support for learning

Pupils receive extensive support in classrooms and other areas

The school can access the services of

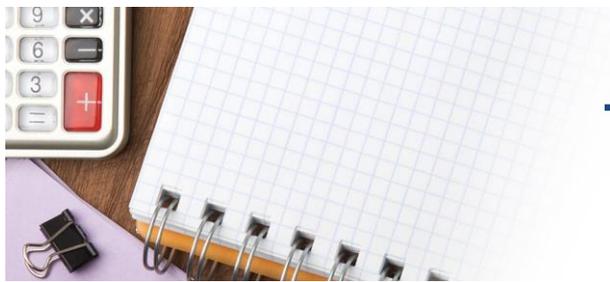
- Educational Psychologist
- Hearing Impairment service
- Bi-lingual support staff
- Speech and language staff
- Health professionals as required
- Enable Scotland
- CAMHS
- Social work
- Transitional Support Worker
- Careers

The school has a Support for Learning Base and an Educational Support Base. Children attend the Support for Learning Base on a timetabled basis or as and when circumstances arise.

If you believe your child has additional support needs East Ayrshire Council publishes a range of informative advice. Please contact the School.



Additional support for learning



Transition

The move from primary to secondary can often be one of the most important changes in a child's school life. We at Auchinleck Academy strive to ensure that the experiences and skills gained at primary level are built upon in the first year of secondary school. A smooth transition is our aim.

To ensure that the Curriculum for Excellence programme is continuous, there are regular meetings between Head Teachers of our seven associated primaries and the Depute Head with responsibility for the transition programme in Auchinleck Academy. Various initiatives are planned and implemented to the benefit of all children in the Learning Partnership. In addition, there are other exchanges of information through guidance teachers visiting primaries.

Present joint development aims include the use of formative Assessment and Critical Skills strategies in all schools and the joint work in both Literacy and Numeracy. Further contact is made through the involvement of primary 7 children in the swimming programme delivered by the PE department. This year will see the development of a Science Project linking curricular activities and enterprise across the Partnership.

Early contact with primary children is made in September through visits to primaries by the Depute Head Teacher (transition). There are further visits in Spring which also involve the Depute Head Teacher (transition), the PT guidance and the Principal Teacher of Learning Support. The purpose of the second visit is to exchange information and answer any questions the children may have. Parents are invited to attend and Open Evening at the Academy in September where they can get information on Literacy, Numeracy, Health and wellbeing, study skills and transition arrangements. A further information session is arranged for June which coincides with the 2 day pupil visit.

Parents of children outwith the catchment area who have been offered or who are seeking a place in the school may attend the information meeting at the Academy in September and June. In March all schools will join together for a Curriculum for Excellence day and in June, Primary 7 children will visit Auchinleck Academy for two days when they will follow a full timetable and gain experience of all subjects.

Any parent who wishes at any time to visit the Academy may call to arrange an appointment.

Learning Choices (16+)

All young people in Scotland have an entitlement to a senior phase of education which:

- Provides specialisation, depth and rigour
- Prepares them well for achieving qualifications to the highest level of which they are capable
- Continues to develop skills for learning, skills for life and skills for work
- Continues to provide a range of activities which develop the four capacities
- Supports them to achieve a positive and sustained destination.



Transition

All secondary schools work closely with Skills Development Scotland, Careers Scotland, Job Centre Plus, Community Learning and Development, Social Services, local training providers, including Kilmarnock and Ayr Colleges, Inspiring Scotland and local businesses to ensure that all young people of statutory leaving age are offered, in advance of their school leaving date, a meaningful, appropriate, relevant, attractive offer of learning post-school.

The whole initiative is linked very much to the senior phase of a Curriculum for Excellence:

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning –

<http://www.myworldofwork.co.uk/>

Opportunities for All

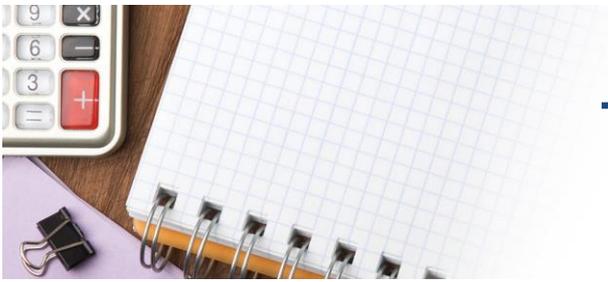
The opportunities for all agenda focuses on young people in the 14-19 age group in East Ayrshire who are likely to be not in employment, education or training.

The East Ayrshire strategy will provide more opportunities to those young people most at risk of not entering education, employment or training when they leave school. It will also provide more opportunities for those young people in need of support to assist them into education, employment or training who have already left school. It is based on partnership working between the education authority, the local colleges of Ayr and Kilmarnock, Job Centre Plus, Skills Development Scotland (SDS), Community Learning and Development, EAC Skills Development and Employability Service, the Leisure Development Service and Inspiring Scotland partners.

Each of these key partners has a responsibility to meet the Opportunities All challenge, and resources, expertise and policy is collectively management through a Opportunities for All Strategy Group chaired by the Head of Service: Schools. Each of these partners offers a service to the 14-19 year old group. The college offers training and education places, the authority offers extended schooling until the age of 18, Skills Development Scotland, SDS and Job Centre Plus, offer support in securing training and/or employment. In addition, Inspiring Scotland Partners offer both training and personal development opportunities in schools and post 16.

Within the school there is a range of strategies to support young people into a positive destination when they leave school. These include:

- Early identification and Tracking
- Flexible Curriculum
- Targeted Careers Support
- My World of Work website
- Partnerships with Enable, YIPWORLD and local Colleges
- Transitional Support Worker



Transition



Parental involvement

Involving Parents

We believe that working closely with parents is vital to the success of Auchinleck Academy. Parents are encouraged to get in contact with us about any matter concerning their pupil/young person's education.

At present contact with parents take many forms including

- Information leaflets/letters
- Newsletters
- Meetings to discuss pupil's progress (see Reports to parents)
- Parent Council meetings
- Information evenings
- Contact by Senior Management Team/Pupil Support Team
- Workshops
- School Web site
- Twitter
- Parent Focus Groups
- Pupil progress reports

Parent Council

As a parent of a child in attendance at the school, you are automatically part of the Parent Forum of the school. The membership of the Parent Forum is made up of all parents who have a child at the school. The Parent Forum can decide to form a smaller body called the Parent Council. The Parent Council is a group of parents selected by members of the Parent Forum to represent them.

Parents are welcome to contact the school on any matter relating to their son's or daughter's wellbeing. It is helpful if they can approach the school in advance and arrange a meeting with the appropriate member of staff at a mutually convenient time. The school may also request a meeting with parents when pupils are failing to maintain a reasonable standard of work or conduct.

A number of meetings are held throughout the session to allow communication between parents and teachers on a variety of subjects. These include:-

(a) Meetings with parents of Primary 7 children due to attend the academy the following session



Parental involvement

(b) Meetings to discuss option choices at the end of second year

(c) Meetings for all years of the school to allow parents and teachers to discuss individual pupil's progress

The dates for Parent's evenings each session will be published in the school calendar and on the school website.

In addition to these formal meeting times, the Head Teacher publishes a Quality and Standards report at the end of each session which includes details of school achievements, progress towards targets and other Quality and Standards issues. A copy of this document, and of the School Improvement Plan, can be obtained via the school website.

The Chair of the authorities' Parents Steering Group has a place on Council Cabinet to help influence decision making about all matters relating to education. The authorities' Parent Steering Group is composed of representatives from Parents Councils across East Ayrshire and this group will represent the views of parents in the school sector.

The parent council is keen to examine ways of consulting with parents and indeed involving them more fully in the life of the school.

Members of the Council are:

Martin Goudie (Chairperson)

Alexandria Gregory (Secretary)

Peter Gilchrist (Head Teacher)

Jennifer Macara (Depute Head Teacher)

Stephanie Primrose (Councillor)

Jim Roberts (Councillor)

PC Chris Bysouth (Campus Police Officer)

Catherine Harvey

Fiona Howat

Chris Johnstone

Morag Milligan

Heather Morrison

Gillian Steele

Parent council members can be contacted via the Parent Council section of the school website or via the school office.



Learning Community

Learning Community

The school is a member of the Auchinleck Learning Community which brings together a wide range of services to benefit young people. The principal purpose of the learning community is to ensure that services are better co-ordinated in order to meet the needs of pupils/young persons and raise attainment. Learning Communities support the government's approach to GIRFEC (Getting it Right for Every Child). This means that if a pupil/young person needs support then, where possible, there will be one co-ordinated assessment and one plan for that pupil/young person.

Our Learning Community includes representatives from all of our associated primaries and is an excellent forum in ensuring effective transition procedures are implemented to meet the needs of all of our learners.



Wider community links

The school has developed a wide range of partnerships across the wider community. A selection is given in the table below.

<p>Work experience</p> <ul style="list-style-type: none"> • Range of Employers • Knockroon – develop further • Flexible and one week placements <p>Dumfries House</p> <ul style="list-style-type: none"> • S1 leadership • Cook School • Business Management residential • Art Studio, Construction Training <p>Universities</p> <ul style="list-style-type: none"> • REACH and ACES Programmes • Open University • Baccalaureate <p>Vibrant Communities (Formally Community Learning and Development)</p> <ul style="list-style-type: none"> • NYAA, DoE • Fire Reach • Ocean Youth Trust • Young Scot <p>Colleges</p> <ul style="list-style-type: none"> • College link programme • H Psychology <p>YIPWORLD</p> <ul style="list-style-type: none"> • S1/2 group • Xmas/summer leavers group 	<p>Volunteering</p> <ul style="list-style-type: none"> • Saltire • Intergenerational project – DOE/Leadership Class <p>SDS & Careers</p> <ul style="list-style-type: none"> • Opportunities for All • 16+ Learning Choices <p>Go 4 Set</p> <ul style="list-style-type: none"> • Sciences • Crest awards <p>Enable</p> <ul style="list-style-type: none"> • ASN support for 2 pupils <p>Police</p> <ul style="list-style-type: none"> • Work Experience • PSE inputs <p>Active Schools</p> <ul style="list-style-type: none"> • Volunteering • Matchfit – S2 Pupils <p>Charities</p> <ul style="list-style-type: none"> • Events • Fund Raising
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Further information and examples of the work done with partners are available on the school website:

www.auchinleckacademy.e-ayr.sch.uk



Other information

Contact Details

Head of Education

Alan Ward, East Ayrshire Council, Economy and Skills
Council Headquarters, London Road, Kilmarnock KA3 7BU

Head of Community Support

Kay Gilmour, East Ayrshire Council, Economy and Skills
Council Headquarters, London Road, Kilmarnock KA3 7BU

Cabinet Member with responsibility for Skills and Learning

Councillor Stephanie Primrose
East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Cabinet Member with responsibility for Wellbeing (Children's Champion)

Councillor Iain Linton
East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Local elected members for ward

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU



Other information

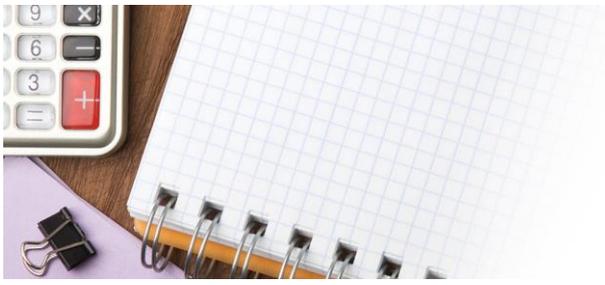


Examination results

Details of examination results can be found in our Standards and Quality report:

www.auchinleckacademy.e-ayr.sch.uk

Please contact the Head Teacher school if you wish to see more detailed results analysis of our young peoples' attainments.



Disclaimer

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

- before the commencement or during the course of the school year in question
- in relation to subsequent establishment years

This document is also available, on request, in braille, large print or recorded on to tape, and can be translated into Chinese, Punjabi, Urdu, Gaelic and Polish.

Ma tha sibh airson fiosrachadh fhaighinn ann an cànan sam bith eile, cuiribh brath thugainnaig an t-seòladh a leanas.

اگر آپ یہ معلومات کسی اور زبان میں چاہتے ہیں تو برائے مہربانی نیچے دیے گئے پتے پر ہم سے رابطہ کریں۔

閣下如需要這份資料的其他語言版本，請透過以下的地址與我們聯絡。

ਜੇਕਰ ਤੁਹਾਨੂੰ ਇਹ ਜਾਣਕਾਰੀ ਕਿਸੇ ਹੋਰ ਭਾਸ਼ਾ ਵਿਚ
ਚਾਹੀਦੀ ਹੈ ਤਾਂ ਕਿਰਪਾ ਕਰ ਹੇਠ ਦਿੱਤੇ ਗਏ ਪਤੇ ਤੇ
ਸੰਪਰਕ ਕਰੋ ।

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