



The Robert Burns Academy
Barony Campus
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Denominational Status (if any):	Non-Denominational
School Roll:	1665 (age 11-18)
Further information:	www.east-ayrshire.gov.uk/schoolhandbooks

Welcome to The Robert Burns Academy Handbook



I would like to take this opportunity to welcome you to The Robert Burns Academy.

At The Robert Burns Academy we deliver the highest quality learning and teaching supported by our school values of Respect, Achievement and Equity. Our Respect Policy and the work done on the Rights Respecting School agenda mean that our young people are included, engaged and achieving well.

I am sure as a community, we all share a commitment to meeting the needs and ambitions of all of our children and young people, whatever these might be.

This will be combined with a determination to ensure positive, supportive relationships between staff, pupils and the wider school community, built on an ethos of nurture, care and high expectations.

I trust you will find the information on this blog informative and useful during our journey together. Please continue to visit our site as we grow and develop it.

We are committed to the best possible communication between pupils, parents and all of our partners and therefore very much welcome any suggestions you may wish to make.

I hope that this handbook provides you with the information you need to get started in the school, however please remember that Principal Teachers and the Senior Leadership Team are also available to provide any support and advice that you may need.

I look forward to welcoming you all personally to the school.

Best wishes

Peter Gilchrist

Head of Barony Campus

SECTION 1

The Robert Burns Academy 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.

- All pupils and staff achieve their full potential
- Achievement and success are aspired to, recognised and celebrated for all members of the school community
- All members of the school community take pride in being part of the school and its community and work together to improve it
- All pupils are encouraged to take responsibility, develop resilience, respect and leadership skills through involvement in the curriculum and wider activities
- The highest quality learning and teaching is delivered across the school to encourage enjoyment and enthusiasm for learning
- Effective partnerships are developed and supported between pupils, parents staff, and the wider community to support learning and improvement of the school community

We are a Rights Respecting School, and strive to provide a safe and inspiring place for our young people to learn, ensuring they are respected, nurtured and their achievements are recognised. We firmly believe that with rights come responsibility.

This ethos is embedded in our school values of Achievement, Respect and Equity. The school's core values were formulated by the pupils themselves after wide consultation with staff, parents and the young people in the school. At The Robert Burns Academy, our pupils are our greatest asset and it is our aim to ensure we provide them with opportunities, which allow them to achieve both in school and the wider community. Everything we do is based on respect, and it is our belief that this must be apparent in everything we do. All pupils deserve the same opportunities, and by placing equity at our core, we ensure this is integral to how we work. Our values were developed in consultation with our school community, making them relevant and applicable.

Being driven by our values ensures we achieve the vision of The Robert Burns Academy:

Where we belong; where we reach our potential.

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
- (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.

SECTION 2

TRANSITION

The move from primary to secondary can often be one of the most important changes in a child's school life. We at The Robert Burns 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 The Robert Burns 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 an 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 The Robert Burns Academy for two days when they will follow a full timetable and gain experience of all subjects.

Enhanced Transition

As part of our transition programme The Robert Burns Academy offer enhanced transition for pupils who have specific learning difficulties and Social and Emotional Behaviours Needs (SEBN). Our pupil support department offer additional visits for pupils and or parents/carers to discuss future supports that may be required. Visits may also include a tour of the school and meetings with key members of staff that pupils will be working with.

In addition to this pupils with SEBN are referred through feeder primaries to attend the Enhanced Transition afternoons, these run once per month (excluding December) from September to May. During these visits pupils will work in small groups engaging in activities such as: Outdoor Learning, baking/cooking, team building activities, fitness, computing and growth mind-set with a variety of staff. During these visits pupils are able to build relationships with key staff members including senior leaders, guidance staff and class teachers in preparation for their transition to secondary school. This year we also invited pupils along to the 'Big Sleep Out' that involved camping with pupils and staff.

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

Associated primary schools are:

Auchinleck Primary

Dalsalloch Road
Auchinleck
KA18 2BU

Catrine Primary

Fourfields
Catrine
KA5 6PS

Drongan Primary

Millmannoch Avenue
Drongan
KA6 7BY

Hillside Primary

Barony Campus
Cumnock
KA18 1RS

Lochnorris Primary

Barony Campus
Cumnock
KA18 1RS

Logan Primary

Logan Avenue
Logan
KA18 3HA

Mauchline Primary

The Loan
Mauchline
KA5 6AN

Muirkirk Primary

Burns Avenue
Muirkirk
KA18 3RH

Netherthird Primary

Craigens Road
Cumnock
KA18 3AN

New Cumnock Primary

Castle
New Cumncok
KA18 4AH

Ochiltree Primary

Main Street
Ochiltree
KA18 2PE

Sorn Primary

14 Main Street
Sorn
KA5 6HU

**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 house groups, overseeing the educational experience of their pupils, including the curriculum, guidance and discipline.

**Mrs V. Grove
Head of Alloway House**



**Mr P. McGurn
Head of Caledonia House**



**Mrs J. Macara
Head of Dumfries House**



**Mrs A. McPheator
Head of Ellisland House**



**Mr M. Robertson
Head of Maxwell House**



**Mrs R. Sheppard
Head of Hamilton House**



Mrs M. Anderson
Head of Inclusion Hub



Pupil Support

Each pupil in The Robert Burns 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 6 houses: Alloway, Caledonia, Dumfries, Ellisland, Hamilton and Maxwell.

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

PUPIL SUPPORT STAFF

A member of the Senior Leadership Team oversees each House assisted by a Principal Teacher of Pupil Support

House Arrangements are

Ellisland	Mrs McPheator/C Jagodowski & C Naismith
Caledonia	Mr P McGurn/S Tickner & C Smith
Hamilton	Mrs R Sheppard/C Smith & D Beattie
Dumfries	Mrs J Macara/S Kyle & H Carrington
Alloway	Mrs V Grove/A Dempster & S Kyle
Maxwell	Mr M Robertson/R Ferguson & C Jagadowski

As well as the pastoral care of pupils in their charge, Pastoral Care Staff undertake specific remits relating to aspects of the subject progress and personal, social and vocational development of their pupils.

In addition, members of the Pastoral Care Team will assist with aspects of the Employability programme, the completion of Pupils' Progress Files and the teaching of PSE.

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, mental
- 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.

Support for Learning

Our Support for Learning Department work closely with SLT, Principal Teachers of Pupil Support, Principal Teachers of Curriculum and Classroom Teachers to support and provide an education for every pupil through our awareness and understanding of:

- the diverse range of pupils' learning needs;
- the process by which we identify these needs; and
- the procedures we adopt to meet these needs.

As a school it is our responsibility to ensure early identification of learning needs, to provide appropriate support and to monitor and evaluate the effectiveness of that support. Effective consultation and communication procedures are vital between subject departments, Support for Learning, Pupil Support, parents/carers, associated primary schools and external agencies.

Support for Learning staff work closely with staff across the school, parents and pupils to ensure course content and presentation meet the needs of each pupil and allow access across the curriculum.

It is accepted that the best way of achieving the school aim of supporting all pupils to achieve their potential is to take a varied and flexible approach to learning.

The Support for Learning department is led by our Principal Teacher of Support for Learning.

The roles and responsibilities of the Principal Teacher of Support for Learning are:

- To be the main link with the S.L.T. to advise them on any new developments in Support for Learning.
- To manage the resources of the Department, including staff, to maximise support to pupils, parents/carers and subject staff.
- To oversee the legal requirements of the Records of Needs.
- To liaise closely with the School Psychologist, concerning children with learning needs, especially at the crucial times of primary/secondary transfer, and secondary/further education.
- To take an active part in staff development activities which support learning e.g. reading and writing initiatives.
- To oversee the administration of pupil plans, in consultation with subject colleagues.
- To liaise with the SQA coordinator and the School Psychologist, to identify those who need special arrangements in S.Q.A examinations.
- To raise issues and initiatives re Support for Learning with fellow Principal Teachers, both Subject and Guidance.
- To develop close links with associated primaries, to encourage smooth primary/secondary transfer for pupils.

Inclusion Hub

Current legislation outlined in the Standards in Scotland's Schools Act (2000) places a duty on all education authorities to educate all pupils within mainstream schools. It is based on the premise that there is benefit to all young people when the inclusion of those with additional support needs with their peers is properly prepared, well-supported and takes place in mainstream schools with a positive ethos.

We were pleased to welcome the addition of an Inclusion Hub to The Robert Burns Academy in August 2017. The hub is situated on the ground floor of the main block and is staffed by:

- Mrs M. Anderson (Depute Head Teacher)
- Mr J. McEwan (Classroom Teacher)
- Miss M. Wilson (Classroom Assistant)

The vision for our Hub is to create a safe and inclusive base that supports vulnerable young people with challenging behaviours to overcome their difficulties, stay in school, learn and achieve. This provision allows us to fully meet the needs of every learner and ensure each young person has personal success bringing around positive change and increasing levels of attainment in literacy, numeracy and health and wellbeing. We aim to install the importance of education in our young people, maximise protective factors and provide them with strategies that allow them to reintegrate and cope within mainstream education.

The Robert Burns Inclusion Hub aims to:

- To continue to build supportive relationships
- Support learning and reintegration into mainstream school
- Reduce exclusion rates
- Improve attendance
- Raise attainment
- Empower and enable vulnerable students to achieve personal success
- Improve student moral
- Modify and improve individuals behaviour

Supported Learning Centre

Our Supported Learning Centre is a specialist educational provision providing holistic support for young people with a wide range of Additional Support Needs. Young people benefit from positive relationships with Key Teachers and Key Classroom Assistants and are included in a full curricular provision. Young people undertake a variety of National Courses and Personal Achievement Awards both in school, out of doors and in the work place.

Our young people are very much at the centre of all supports and are included in mainstream classes where appropriate. We work closely with parents, carers and partner agencies to ensure our Getting It Right For Every Child approach is successful. Staff support young people using Restorative approaches, Resilience Building, Rights Based, Solution Oriented and Nurture provision. Staff regularly provide training for colleagues and work closely with the Educational Psychologist to provide a high quality provision where pupils are given opportunities to develop their skills and abilities in a safe, supportive environment.

SECTION 3

The School Day

The school operates a timetable with 32 periods every week. Each school day is organised as follows:

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:

School Hours Monday – Thursday

Period	Starts	Ends
PLP	8.45	8.55
1	8.55	9.45
2	9.45	10.35
Interval	10.35	10.50
3	10.50	11.40
4	11.40	12.30
5	12.30	1.20
Lunch	1.20	2.00
6	2.00	2.50
7	2.50	3.40

School Hours Friday

Period	Starts	Ends
PLP	8.45	8.55
1	8.55	9.45
2	9.45	10.35
Interval	10.35	10.50
3	10.50	11.40
4	11.40	12.30

There is a 15 minute interval break between period 2 and 3 and 40 minute lunch break between period 5 and 6. During these times, pupils have access to the school dining hall where they can purchase hot food, snacks and drinks. During intervals, pupils are required to remain in the school grounds, however at lunchtime parents may choose to give their child a packed lunch, which they are more than welcome to eat at various locations throughout the school grounds.

Term Holiday Dates

Term	Event	Dates	Working Days (Teachers)
First	Teachers (In Service) Pupils return ***Holiday *Local Holiday *Local Holiday Close Teachers (In Service) Pupils return ***Close	Tuesday 11 August 2020 Wednesday 12 August 2020 Thursday 17 September 2020 Friday 18 September 2020 Monday 21 September 2020 Friday 9 October 2020 Monday 19 October 2020 Tuesday 20 October 2020 Friday 18 December 2020	86
Second	Re-open Close Local Holiday Teachers (In Service) Teachers (In Service) Pupils return Close	Wednesday 6 January 2021 Friday 12 February 2021 Monday 15 February 2021 Tuesday 16 February 2021 Wednesday 17 February 2021 Thursday 18 February 2021 Thursday 1 April 2021	147
Third	Re-open Local Holiday (May Day) **Teachers (In Service) Local Holiday Pupils return Close	Monday 19 April 2021 Monday 3 May 2021 Thursday 6 May 2021 Monday 31 May 2021 Tuesday 1 June 2021 Friday 25 June 2021	195

NB

*Subject to change in alignment with Gold Cup weekend.

** Parliamentary Election. ***Additional days agreed following consultation as a result of Covid 19.

Session 2021/2022: Teachers (In Service) – Tuesday 17 August 2021 Teachers (In Service) - Wednesday 18 August 2021 Pupils Return – Thursday 19 August 2021 Good Friday - 2 April 2021

Attendance and Absence

Registration of pupils takes place in every class at The Robert Burns Academy. Parents/carers are most welcome to telephone the school to check up on attendance. Parents/carers must contact the school by 0915 hours on the first day of their child's absence, explaining the reason for non-attendance. It is important that the school is notified to prevent unnecessary procedures being followed e.g. in extreme circumstances, there may be a need to involve social services or police. The parent/carer should provide a written note on their child's return to school, confirming the reason for absence. Clearly with no explanation from the parent/carer, the absence is unauthorised. For further information on the East Ayrshire attendance policy, please see part 2 of this handbook.

Keeping Your Child in School:

A Guide for Parents about School Attendance

The Importance of Attendance

- ✓ When a child attends school on a regular basis, they take an important step towards reaching their full potential as they have the greatest opportunity to learn and develop skills.
- ✓ The more time a child spends around other children, the more chance they have of making friends and feeling included which improves their social skills, confidence and self-esteem.

The Role of the Parent

- ✓ Parents are by far the most important influence on children's lives and learning and it is parents who are responsible for making sure their child is educated.
- ✓ However, where attendance problems occur, the key to successfully resolving these problems is by the parent and the school engaging in conversation.

Attendance Tips for Parents

Lead by Example:

- ✓ Let your child know that you think attending school daily is important.
- ✓ Make sure your child goes to school regularly and on time.
- ✓ Do not provide inappropriate excuses for your child to miss school.
- ✓ Set good examples, enforce rules and speak well of the school and support school staff.
- ✓ Show an interest in your child's learning and extra-curricular activities.

Establish a Routine:

- ✓ Encourage your child to wash in the evening and prepare clothes/lunches for the next day.
- ✓ Provide regular study times for your child to complete their homework.
- ✓ Ensure a balance between school studies and extra-curricular activities.
- ✓ Establish a regular bedtime schedule to ensure efficient rest.

- ✓ Make sure your child has enough time to arrive at school to avoid any late comings.

Open Lines of Communication:

- ✓ Let the school know in advance if your child is going to be absent.
- ✓ Phone the school on the morning of your child's absence to explain why your child is off.
- ✓ Provide your child with a letter explaining why they were absent on their return to school.

Behaviour & Anti-Bullying

Every young person in The Robert Burns Academy should experience an education free from bullying behaviour.

Respect is one of The Robert Burns Academy's core values and we ensure that all pupils feel respected and included in school.

The Aims

The Robert Burns Academy is committed to creating an environment that:

- Considers bullying behaviour unacceptable
- Listens to the views of the young people
- supports those that have displayed and experienced bullying behaviour
- Establishes clear procedures for dealing with bullying behaviour
- Takes all incidents of bullying behaviour seriously
- Upholds our school values of achievement, respect, responsibility, teamwork and equality

What is bullying behaviour?

Bullying is hurtful or unkind behaviour which is deliberate and can be repeated. It can be carried out by an individual or a group of people towards another individual or group, where these individuals hold more power than those being bullied. It is behaviour that leaves people feeling helpless, frightened, anxious, depressed, demeaned.

Bullying behaviour can take several forms:

- Emotional-e.g. excluding, ignoring
- Physical-e.g. pushing, kicking
- Verbal-e.g. name calling, teasing
- Cyber-e.g. text messaging, social media misuse

Bullying can be:

- Homophobic-e.g. taunts about sexuality
- Racist-e.g. racial taunts, graffiti
- Gender-e.g. sexist bullying
- Appearance-e.g. teasing
- Disability-e.g. name calling
- Gender identity-e.g. transphobic bullying

Why is it important to respond to bullying behaviour?

- Bullying behaviour is never acceptable
- It is not a normal part of growing up
- No one deserves to be at the receiving end of bullying behaviour
- All involved require support

Reporting bullying

If a young person is being bullied they are encouraged not to retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school.

Who can help you?

All staff will take reports of bullying behaviour seriously. You can approach any of the following people:

- Class teacher
- Guidance teacher
- Depute Head Teacher
- Head Teacher
- Youth workers
- School nurse
- Support staff (classroom assistant, janitor, librarian etc.)
- Campus police officer

How are we trying to prevent bullying behaviour in The Robert Burns Academy?

- Focus on anti-bullying during assemblies, PSE programme, whole school events
- Monitoring of playground, corridors during interval and lunchtime and before school starts
- Restorative approaches are embedded in our practice to support young people who have experience or displayed bullying behaviour

There is also support for young people and parents on the school website, under the 'HWB for Pupils and Parents' section.

The school's anti-bullying policy is available on the school website:
<https://blogs.glowscotland.org.uk/ea/TheRobertBurnsAcademy/>

Or, by contacting the school on
01290 427280

Organisations that can help:

Respectme: www.respectme.org.uk
Childline: www.childline.org.uk 0800 1111
KIDSCAPE: www.kidscape.org.uk
Bullying online: www.bullying.co.uk
LGBT Youth Scotland: www.lgbtyouth.org.uk

DRESS CODE

As a school, we pride ourselves in setting high expectations and standards for all of our pupils. Through consultation with pupils, parents and staff we have identified our school uniform which is worn by all pupils when in school. Wearing the school uniform is extremely important in not only giving our pupils a sense of identity but also in promoting the safety and well being of all pupils. All of our pupils wear uniform, thus making it easier to identify strangers in the building and school grounds easily.

Our school uniform comprises:

- Black school blazer with The Robert Burns Academy badge
 - White or black blouse or shirt
 - Plain Black jumper
 - The Robert Burns Academy school tie
 - Black trousers or skirt
 - Black shoes
-
- The following items are not part of our uniform and should not be worn by pupils:
- Hooded jumpers or sweatshirts
 - Jeans (including black jeans)
 - Leggings
 - Tracksuit trousers
 - Shorts
 - Sports t-shirts
 - Polo shirts

SECURITY AND VISITORS

The safety and well-being of pupils and staff in The Robert Burns 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 break time. Playgrounds, car parks and school grounds are supervised in the morning before 8.50 and at intervals, lunchtimes and at 3.40/12.30 p.m. by Janitorial Staff and by the Senior Leadership Team. This ensures that pupils are safe whether at leisure within the grounds or when entering or leaving school buses.

HOMEWORK and STUDY

Homework

Pupils should do some extra work on their school subjects at home for the following reasons.

1. to consolidate skills learned in class and provide a basis for the next lesson.
2. to extend classwork by applying skills to new situations.
3. to encourage unsupervised / independent learning.

This work can range from reading a library book to carrying out a written exercise set by the teacher.

As a rough guide S1/2 pupils should spend about an hour each evening on homework and getting books and equipment such as P.E. equipment ready for the next day.

The amount of time spent on homework should increase with each school year so that by S5/6 there really is no limit to the amount of time a conscientious pupil should spend on home study.

Show my Homework

An online system for issuing homework is now in use across the school. Teachers enter homework details and due dates on the Show My Homework website. Pupils and parents have login details. Homework set and deadlines can be viewed and there is also the option to contact teachers regarding homework. There is also a Show My Homework app that can be downloaded to phones/tablets.

The school operates a supported study programme for seniors after school when school facilities, quiet supervised surroundings and subject resource packs are available to students. Details can be found on the school website.

How Can Parents Help With Homework?

1. Set aside a regular time in the evening for homework and ensure it is completed before other evening activities are undertaken.
2. As far as possible,
 - (a) avoid distractions such as television, games consoles etc.
 - (b) avoid disturbance by other siblings
 - (c) ensure a good writing surface
 - (d) ensure comfort and adequate lighting.
3. Talk about homework and school work, and check your child's planner.
4. Don't hesitate to contact the school if you are concerned about progress.

School Canteen Facilities

Payment for school meals must be made online. This can be done using a very secure website called ParentPay or in cash at local stores where you see the PayPoint logo. Parents will have a secure online account, activated using a unique activation username and password issued by the school. ParentPay holds an electronic record of all payments and account balance which parents can view at any time.

There are three dining areas within the school. The upper floor dining hall is for S1 and S4 pupils. With the lower dining hall for S2 and S3 pupils. S5/6 pupils have a dedicated area around the Spanish Steps. There is also a kiosk located in the playground next to the 'Bridge.' Drinks and snacks are available every interval from On-Site Services.

Complaints Handling

If you have any concerns please contact the headteacher, Peter Gilchrist, in the first instance.

If the Head of Establishment is unable to provide a satisfactory resolution to your enquiry or complaint, you can raise a formal complaint via the Council's Complaints Procedure. Your complaint will be reviewed by a manager within education and a response provided within five working days.

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, Twitter, the school website and the school app. 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. If you need to update these details throughout the year, this can only be done in writing to the school or by requesting an Annual Data Check Form from the school office and completing it and again return to the school office.

SECTION 4

The Curriculum

S1 and S2

	Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
S1	Pupils will begin working at Level 3 although some will continue to work at Level 2.	English and Literacy Pupils will follow a common course in English and Literacy					Modern Languages Pupils will experience 2 or 3 Languages			Social Subjects Pupils will experience a common Social Subjects course covering History, Modern Studies, Geography and RME				Expressive Arts Pupils will experience Music and Art in specialist classes. Drama experiences will be included				Maths Pupils will follow pathways at different levels to suit their abilities				Science Pupils will follow a common Science course			Technologies Pupils will experience Administration, Computing and Technical in specialist classes			Health and Wellbeing Pupils will complete a Personal Development Programme, participate in PE and in Home Economics					PLP Period – 10 minutes daily	
		Responsibilities of All - Literacy, Numeracy and Health and Wellbeing																																
		Learning Across the Curriculum																																
	Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
S2	The majority of pupils will continue to work at level 3, some pupils will begin to work at level 4.	English and Literacy Pupils will follow a common course in English and Literacy					Modern Languages Pupils will experience 2 or 3 Languages			Social Subjects Pupils will experience a common Social Subjects course covering History, Modern Studies, Geography and RME				Expressive Arts Pupils will experience Music and Art in specialist classes Drama experiences will be included				Maths Pupils will follow pathways at different levels to suit their abilities				Science Pupils will follow a common Science course			Technologies Pupils will experience Administration, Computing and Technical in specialist classes			Health and Wellbeing Pupils will complete a Personal Development Programme, participate in PE and in Home Economics					PLP Period – 10 minutes daily	
		Responsibilities of All - Literacy, Numeracy and Health and Wellbeing																																
		Learning Across the Curriculum																																

	Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32		
S3 – Model 2	Many young people will progress on to working at level 4 in discrete subjects within curricular areas. Some young people will continue to work at level 3.	English and Literacy Pupils will follow pathways at different levels to suit their abilities					Modern Languages Pupils will choose to specialise in one Language: French Spanish German			Social Subjects Pupils will study 1 period RME and choose one SS: Geography History Modern Studies			Choice 1 Pupils will choose from a range of subjects		Maths Pupils will follow pathways at different levels to suit their abilities					Science Pupils choose a discrete or common Science course Biology Chemistry Physics Science			Choice 2 Pupils will choose from a range of subjects			Choice 3 Pupils will choose from a range of subjects			Health and Wellbeing Pupils will complete a Personal Development Programme and participate in PE		PLP Period – 10 minutes daily				
		Responsibilities of All - Literacy, Numeracy and Health and Wellbeing																																	
		Learning Across the Curriculum																																	

S4 Pathways

	Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
S4 – Vocational Pathway	Most Pupils will work at Level 4 or Level 5 although a small number will work at Level 3.	English Level 3, 4 or 5 Scottish Studies				Maths Level 3, 4 or 5 Applications of Maths				Choice 1 Pupils will continue with subjects studied in S3				Choice 2 Pupils will continue with subjects studied in S3				Choice 3 College		Choice 4 Barista Bikes Nail Bar		Choice 5 Cust- Care Digital Literacy ASDAN		Choice 6 Wood Metal Bus/Ent Creative Indus		Choice 7 Childcare Construction Sport Leader PT Achieve				Health and Wellbeing PSE (Employability) 1 PE 2 RME/YPI 0.5 Work Experience 0.5				PLP Period – 10 minutes daily
	Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
S4 – N4-N5 Pathway	Most Pupils will work at Level 4 or Level 5 although a small number will work at Level 3.	English Level 4 or 5 English				Maths Level 4 or 5 Maths Or Applications of Maths				Choice 1 Pupils will continue with subjects studied in S3				Choice 2 Pupils will continue with subjects studied in S3				Choice 3 Pupils will continue with subjects studied in S3				Choice 4 Pupils will continue with subjects studied in S3				Choice 5 Pupils will continue with subjects studied in S3				Health and Wellbeing PSE (Employability) 1 PE 2 RME/YPI 1				PLP Period – 10 minutes daily

S5/6 Pathways

	Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
S5/6 – Vocational Pathway		English Level 3, 4 or 5 Scottish Studies						Maths Level 3, 4 or 5 Applications of Maths Personal Finance/Numeracy						Choice 1 Level 4/5 College Course or Foundation Apprentice			Choice 2 Pupils choose from a range of Level 3 or 4 Courses			Choice 3 Pupils choose from a range of Level 3 or 4 Courses			Choice 4 Pupils choose from a range of Level 3 or 4 Courses			Choice 3 Business Enterprise Course linked to: Bike Project Barista Nail Bar						HWB PSE 1 EMP 1		PLP Period – 10 minutes daily
	Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
S5/6 – N5, H and AH Pathway		English N5 or H English						Maths N5 or H Maths						Choice 1 Pupils choose from a range of N5 and H subjects.						Choice 2 Pupils choose from a range of N5 and H subjects.						Choice 3 – S5 Only Pupils choose from a range of N5 and H subjects.						HWB PSE 1 Mentor 1		PLP Period – 10 minutes daily

SECTION 5

Raising Attainment & Achievement

- Rigorous results analysis at tracking periods to identify patterns of underachievement across pupils and the school.
- Review, evaluation and further development of S5 mentoring programme.
- Introduction of S4/5/6 target programme.
- Implementation of S3 exam diet and SNSA assessments. All departments are tracking pupil progress through the BGE using new numeric system.
- EAC Moderation framework produced to support schools
- Pupils are recording wider achievements in PLP
- S3 pupils will add achievements to their profile
- A large number of pupils have been awarded colours, this is recorded and monitored
- All departments are now aware of the Careers Education Standard and using to plan curriculum developments
- All staff trained on the MYWOW website
- MYWOW ambassadors in place and supporting staff and parents
- Learning rounds have been successfully introduced over 2 sessions. Learning rounds are currently being evaluated and changes being made to the format and paperwork. Many examples of good practice have been identified as a result of the learning rounds. In-service days have been identified as the best way to share good practice. Staff have found learning rounds beneficial and are happy for these observations to replace the health check observations.

Learning audits have been made more user friendly with streamlining the QI's where possible, feedback has been given to staff on strengths and development needs. Staff have been able to put forward their ideas for the identified development needs and contribute to future planning

Learning, Teaching & Assessment

- All PLP programmes have been reviewed and updated to reflect whole school values and priorities such as Rights Respecting School, Health and Wellbeing, and Improving Attendance
- Increased focus on wellbeing and pastoral issues in PLP means that all PLP Tutors have first line guidance role.
- PLPs were highlighted as a key strength during the recent Silver RRSA assessment due to the rights related content and the opportunities within the PLPs for pupils to manage their learning and express their views.
- Enhanced Transition Programme has been introduced for young people with the most complex needs.
- S1 Leadership Day.
- S2 Outdoor Learning Day.
- S1 and S3 Arran Activity Weekend.
- Outdoor Learning Month.
- Increased number of pupils completing Duke of Edinburgh's Award.
- Involvement with Field Studies Outdoor Learning Research Project.
- Robust online safety course delivered to all via S2 ICT and PSE
- School App implemented and ready to be shared with the school community
- Digital champions involved with the delivery of ICT to feeder primaries
- PT attended RME CoP meeting and shared good practice, developing links. Link with Samia Carmichael at Cumnock Academy has just been established.
- Time for reflection calendar now in place. A variety of issues are covered to ensure moral and religious aspects are prominent. One minister has been involved in the delivery of this.
- S6 pupils have lead most of the Time for Reflection assemblies as a leadership opportunity.
- Local authority has published a guidance note to be included in handbook.
- Courses have been revamped and replaced to include much more active learning, link in with Rights Respecting School, Outdoor learning and increase engagement in the subject. YPI has now been moved to S3.

Ensuring Wellbeing, Equity & Inclusion

- All Action Plans have now been transferred to the Wellbeing Application
- Staff have been shown how to use the Application and are contributing to annual wellbeing assessments for all pupils with ASN.
- A new Support Department has been created to bring together the strengths of the Guidance and Support for Learning Teams, support inclusion and ensure that all pupils have access to the same level of support regardless of their needs.
- Achievement of Silver Rights Respecting School award
- Implementation of Rights Respecting Classroom Charter
- Relationship Framework revised and updated to include greater emphasis on children's rights
- Interdisciplinary Project on Children's Rights introduced into S1 curriculum
- Opportunities for learning about rights exist in most subjects
- Introduction of school app to increase communication between home and school.
- Small group of vulnerable S3 pupils have attended a Nurture group this session instead of French led by Yipworld and Vibrant Communities.
- A whole school Nurture Implementation group has been set up. The staff involved have been trained in Brain Development and Attachment theory.
- An Autism friendly Nurture room is now established as part of the Support Department.
- All staff have been trained in Restorative Approaches.
- Appointment of Community Link worker who is providing in school support to 40 – 50 pupils
- Establishment of Inclusion Hub, successes outlined in Hub Improvement plan
- All staff and pupils agreed a new policy where pupils can go to the toilet on request
- Sick room policy is fit for purpose

Assessment and Reporting

Three tracking reports will be issued across the session at agreed times for S2- S6 year groups and twice a year for S1. Each report will include information regarding your child's behaviour, effort and homework as well as their current working level. One of the reports will include teacher comments to describe the next steps in learning for each subject. In addition, a Parents Evening will be held annually for each year group to discuss your child's progress in further detail.

Section 7: Further Information

Contact Details

Head of Education Linda McAulay-Griffiths, East Ayrshire Council, Economy and Skills, Council Headquarters, London Road, Kilmarnock KA3 7BU

Strategic Education Manager (inclusion) with Additional Support Needs

Julie Muir, East Ayrshire Council, Economy and Skills, Council Headquarters, London Road, Kilmarnock KA3 7BU

Cabinet Member with responsibility for Skills and Learning

Councillor Fiona Campbell, 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

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