



Stewarton Academy

HANDBOOK 2024/25



10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

$(a+b)^2 = a^2 + 2ab + b^2$
 $a^2 - b^2 = (a-b)(a+b)$
 $a^3 + b^3 = (a+b)(a^2 - ab + b^2)$
 $(a+b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$
 $(a+b+c)^2 = a^2 + b^2 + c^2 + 2ab + 2bc + 2ac$

1) $ax + b = 0, x = -b/a$
2) $ax^2 + bx + c = 0, a \neq 0$
 $x_{1,2} = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
 $x_1 x_2 = c/a, x_1 + x_2 = -b/a$
 $ax^2 + c = 0, x_{1,2} = \pm \sqrt{-c/a}$

$ax^2 + bx = 0, x_1 = 0, x_2 = -b/a$
2.1) $x^2 + px + q = 0$
 $x_{1,2} = -p/2 \pm \sqrt{(p/2)^2 - q}$
3) $ax^3 + bx^2 + cx + d = 0$
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School Ethos, Vision and Values

Contents.

Head Teacher's Message	p. 3
School Ethos, Vision and Values	p. 4
School Information	p. 7
Curriculum 3-18	p. 17
Policies and Procedures - Attendance, Health, Wellbeing	p. 30
Transition	p. 37
Parental Involvement	p. 38
Attainment and Achievement	p. 41
Disclaimer	p. 44



School Ethos, Vision and Values



Head Teacher's Message.

Dear Parent/Carer,

It gives me great pleasure to introduce the Stewarton Academy handbook for **2024/2025**. Here I hope you will find valuable information to support your family throughout your child's academic journey at Stewarton Academy. Certainly, it is my privilege to be entrusted with the leadership of a school which seeks to empower all our young people to pursue their own ambitions and to realise the aspirations we share for our community.

As a school community we aspire to live our school values every day, being that of "**Determination, Fairness, Responsibility, and Respect**".

"We strive to ensure our pupils feel valued and respected at all times. Young people are encouraged to achieve their full potential whilst taking responsibility for their own learning now and throughout their lives"

Our pupils, staff, families and communities associated with Stewarton Academy have built a strong school based on these values. Our mission is to ensure these values are lived and enacted by all members of the school community every day. This means unlocking the potential of pupils, staff and the community by prioritising personal leadership. We promote this through a rights respecting culture based on fairness and mutual respect.

I trust that this handbook will provide you with a real sense of our school, whilst encouraging you to engage with us in partnership.

I want to thank you for your ongoing support and urge you to contact us if you have any further queries or questions.

Mr John Stuart
Head Teacher, Stewarton Academy



School Ethos, Vision and Values

Our Ethos, Vision and Values.

At Stewarton Academy we work together to create opportunities for achievement and success.

"We strive to ensure our pupils feel valued and respected at all times. Young people are encouraged to achieve their full potential whilst taking responsibility for their own learning now and throughout their lives - Opportunities are available for staff, pupils, parents and the wider community to work together to achieve this aim whilst making a positive contribution to society and building a better future together"

Our values.

Determination

**Don't settle for less than your best and show the determination to be all you can be.
Have the strength and self-discipline to overcome obstacles.**

Fairness

We treat people with fairness and welcome ideas different to our own. Everyone has the opportunity to achieve regardless of their starting point on the learning journey.

Respect

Respect for self, respect for others, respect for school environment, respect for our community.

Responsibility

Take responsibility for your learning. Make good choices for yourself and others, think about what is right and wrong.



School Ethos, Vision and Values

Rights Respecting School.

Stewarton Academy is a proud participant of UNICEF's Rights-Respecting Schools Initiative. We are currently embarking on the journey to achieve the Gold Award after successfully awarded the Silver award in June 2022.



This scheme encourages our school to promote the UNCRC's principles of equality, dignity, respect, non-discrimination and participation. It allows our school community to place children's rights at the heart of the school curriculum, culture and ethos so that we can create a caring and mutually respectful environment which is conducive to high quality learning and teaching.

We have a proactive team of pupils and staff striving to push this initiative forward at Stewarton Academy by raising awareness of the UN Convention of the Rights of the Child to create a safe and inspiring place to learn; where pupils are respected, their talents are nurtured and they are able to thrive.

The Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

Dyslexia-friendly. At Stewarton Academy we work to encourage, inspire and empower dyslexic students to achieve and reach their full potential by ensuring that we have a range of school wide strategies to support those needs.

Health & Wellbeing. We implement *East Ayrshire Council policies* and fully support our pupils to implement access to the full range of education experiences available within the resources at Stewarton Academy.

Our Digital Journey. We are committed to promoting digital learning and providing pupils with the opportunity to engage in enhanced learning experiences involving digital technology. All pupils have access to GLOW and the full range of tools including Microsoft 365 Access to our GLOW Pupil Pages with extra resources to support with learning is also available, as is access to many GLOW sites and mail.

Diversity Statement.

Stewarton Academy is committed to creating an environment for the whole school community that demonstrates shared values of equality and respect.

Our school recognises and celebrates difference within a culture of respect and fairness, and aims to meet the needs of every child in line with the principles of Getting It Right for Every Child (GIRFEC).

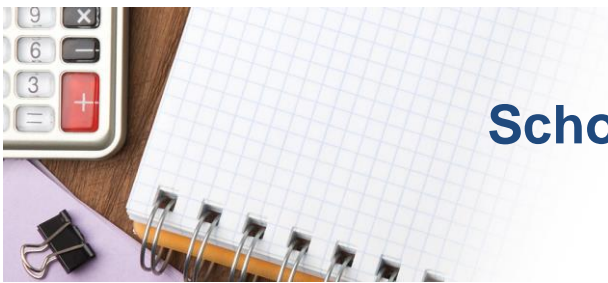


School Ethos, Vision and Values

We work together with our children and young people, families and staff to ensure that inclusion and equality are part of all our activities. Our policy aims to:

- Promote positive attitudes and behaviours towards equality and diversity
- Promote understanding of equality and diversity through the school curriculum and ethos
- Help the school to meet these aims and fulfil our legal obligations

Our complete Equality and Diversity Policy can be read on our website



School Information

Contact Details.

Head Teacher: John Stuart

Catchment Area: Stewarton, Kilmaurs, Dunlop and surrounding areas.

Stewarton Academy is a non-denominational school which serves a rural area of East Ayrshire. It has 4 associated primary schools – Dunlop Primary, Kilmaurs Primary, Nether Robertland Primary and Lainshaw Primary School. The school has a roll of 904 with our teachers, classroom assistants and support staff delivering the curriculum and supporting our young people. The schools national exam performance is above the national average and many measurements are above our virtual comparator on the national performance database – Insight.

Address. Cairnduff Place, Stewarton, KA3 5QF

Telephone. 01560 482342

Website. Stewartonacademy

E-Mail. EAstewarton.ac@eastayrshire.org.uk

Glow Blog. <https://blogs.glowscotland.org.uk/ea/STEWARTONACADEMYBLOG/>

Twitter. @Stewarton_Acad

YouTube. @Stewartonacademy9579

School Roll.

Current Roll (as at August 2023) <i>Please note that the school roll details may change.</i>					
S1	159	S2	173	S3	171
S4	164	S5	101	S6	97
Total	865				



School Information

The School Day.

MONDAY, TUESDAY, THURSDAY		WEDNESDAY, FRIDAY	
Period 1	8:45 – 9:35	Period 1	8:45 – 9:35
Period 2	9:35 – 10:25	Period 2	9:35 – 10:25
BREAK	10:25 – 10:40	BREAK	10:25 – 10:40
Period 3	10:40 – 11:30	Period 3	10:40 – 11:30
Period 4	11:30 – 12:20	Period 4	11:30 – 12:20
Period 5	12:20 – 1:10	Period 5	12:20 – 1:10
LUNCH	1:10 – 1:55	LUNCH	1:10 – 1:55
Period 6	1:55 – 2:45	Period 6	1:55 – 2:45
Period 7	2:45 – 3:35		

School Meals.

The management of the Catering Service in your school is provided by the Council through Onsite Services in conjunction with the Head Teacher.

The government provides assistance to families on low income to access school meals through The Education (Establishment Meals) (Scotland) Regulations 2003 and the Education (School Lunches) (Scotland) Regulations 2009.

It is the parent/carers responsibility to apply for free school meals. Application forms can be obtained from Stewarton Academy or by contacting the Area Registration Office, Department of Neighbourhood Services, Burns Centre, Kay Park Kilmarnock or online at:

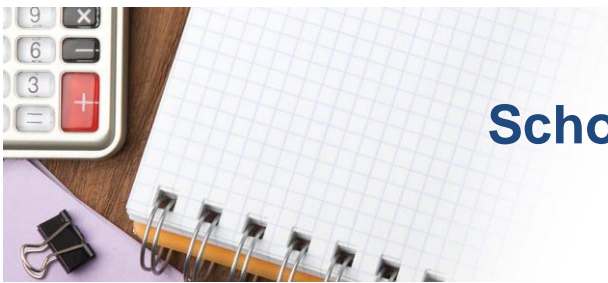
<https://www.east-ayrshire.gov.uk/CouncilAndGovernment/Benefits/Benefits-EducationAndSchool/Clothing-grants-and-free-school-meals/Apply-online.aspx>

Accommodation in school premises is made available for pupils carrying packed lunches. These pupils are requested, however, not to carry glass bottles or Energy drinks to school.

The school cafeteria offers a wide choice to pupils and a large number of our pupils regularly have lunch there.

The cafeteria is also open to pupils at the morning interval.

All pupils who lunch in school are expected to remain within school grounds during the whole of the lunch break. In the interests of safety and good conduct pupils are discouraged from going out of school or into town to buy lunch, and we welcome the support of parents in maintaining this approach.



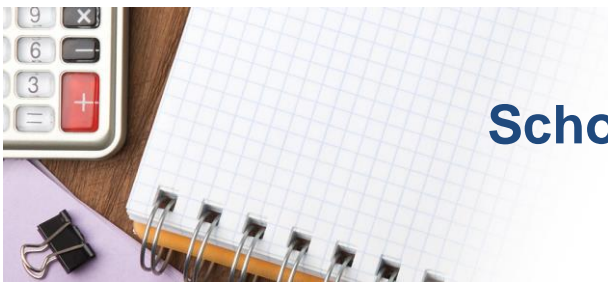
School Information

Please note:

- A selection of hot and cold dishes are available in the cafeteria
- Medically prescribed diets and meals for ethnic and religious requirements can be provided.
- Pupils who bring packed lunches may have the use of a classroom from 1.10 - 1.30 pm. Appropriate behaviour and care of the classroom is expected.

Associated Primary Schools.

<p>Lainshaw Primary School Kilwinning Road STEWARTON Ayrshire KA3 5AS Telephone: 01560 483653 Head Teacher: Mr. J. Johnstone</p>	<p>Kilmaurs Primary School Sunnyside KILMAURS Ayrshire KA3 2RY Telephone:01563 538388 Head Teacher: Mrs. G. Crawford</p>
<p>Nether Robertland Primary School Pokelly Place STEWARTON Ayrshire KA3 5PF Telephone:01560 482035 Head Teacher: Mrs. J. Beveridge</p>	<p>Dunlop Primary School Main Street DUNLOP Ayrshire KA3 4AN Telephone:01560 484098 Head Teacher: Mrs. L. Kelly</p>



School Information

Enrolment.

If your child is presently in P7 at an associated primary school you will receive full details concerning transfer to Stewarton Academy from the Primary Head Teacher.

If you wish to make a placing request please apply to East Ayrshire Council and contact the school for an appointment to meet senior staff and see the campus facilities. Please note that the Education Authority does not provide transport for those pupils in receipt of a placing requests.

Complaints Policy.

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.

Accommodation and Security.

Stewarton Academy accommodation is split over two floors. There is a lift available for those who cannot access the stairs. A map of the school is available on request from the school office.

Facilities for community use: to let any part of our accommodation during the evening or at weekends, please contact:

East Ayrshire Leisure Community & Recreation, Letting, Western Road, Kilmarnock KA3 1LL

The following security measures have been adopted in Stewarton Academy to help ensure the safety and well-being of our pupils and staff:

- All pupils wear school uniform. This helps us to identify strangers quickly.
- All staff must wear an identity badge.
- The school has a security access door and all visitors must access the school through this.
- All visitors should report to the school office and sign in. They will be issued with an identity badge. Anyone in the building not wearing an identity badge should be challenged politely.
- Security cameras have been installed in and around the school building.
- The cafeteria and allocated areas around the school is available to pupils during severe weather conditions.



School Information

List of faculties/departments and Staff.

Head Teacher: Mr. John Stuart

The Head Teacher, Mr. Stuart, is responsible to the Chief Education Officer for the overall management of the school.

Depute Head Teachers:

S1/S2: Ms MacBain

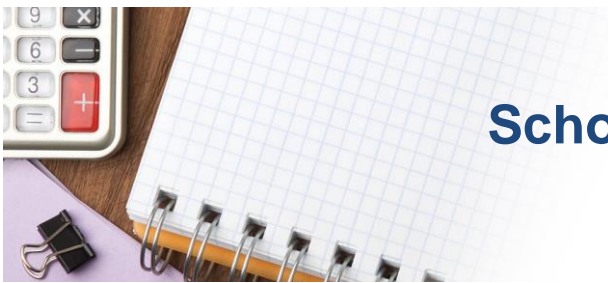
S3/S4: Mr. F. Hardie

S5/S6: Mr. G. Johnston

The Depute Head Teachers have particular responsibilities for certain year groups, overseeing the educational experience of their pupils, including the curriculum, guidance and discipline. **Ms MacBain** is responsible for S1/S2, **Mr Hardie** for S3/ S4 and **Mr Johnston** for S5/S6 and adult students. The Depute Head Teachers, together with Pupil Support Staff, play a vital role in the partnership between home and school, and will welcome contact from parents on all matters of concern.

Departments:

Design (Art & Technical)	Modern Languages	
Mr. D. Dodds (Technical) Faculty Head	Mrs. A Wright Principal Teacher	
Mr B. Kerr (Technical)	Ms. J. McCrone	
Mr. M. Reilly (Technical)	Mrs. A. Gardiner	
Ms R. Beattie (Art & Design)	Mrs A Morton	
Mrs. S. Hitchman (Art & Design)		
Mrs. I. Cartwright (Art & Design)		
Mr. R Starrit - Technician		
English & Drama	Music	
Mrs. C. Gillespie Principal Teacher	Mr. G. McGuire	Principal Teacher
Ms. H. Biddiscombe	Mrs. L. Watson	Principal Teacher
Mr. M. Fitzsimmons	Mr. K. Gordon	
Ms. P. Jannaway		
Mr. I. Reid		



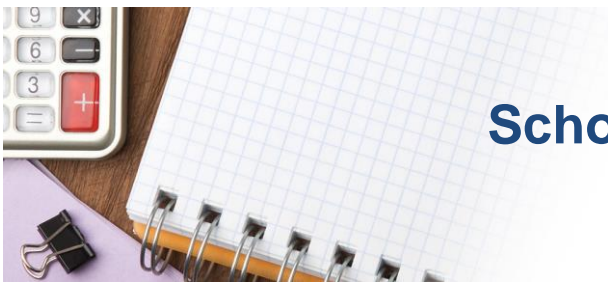
School Information

Mr. R. Stratton Mr C. Young	
Physical Education	Home Economics
Mr. M. Renny Principal Teacher Mr. E. Alexander Mrs. C. Cardosi Miss C Crossland	Mrs G Hanvidge H.E Principal Teacher Ms. L. Finlay Mrs S Leslie
Maths, Computing & Business	Science & The Environment
Mrs J. Kerr Mr. A. McLean (Maths & Computing) Faculty Head Mrs. Caddis (Maths) Mrs. B. Hudson (Maths) Mr. I. Pettigrew (Business) Mrs. A. Mohsin (Maths) Ms. T. Seery (Maths) Mr. N. Watt (Maths) Mr. D. MacLean (Computing Science & Business) Mr. R. Ross (Computing Science) Mr F. Hardie (Computing Science)	Mr. L. Hendren (Chemistry & Biology) Faculty Head Mr. G. Smallwood (Chemistry) Mrs. S. Beattie (Biology) Principal Teacher of Pupil Support Mr. McCormack (Biology) Principal Teacher of Pupil Support Mrs. A. Smith (Biology) Mrs P Brown (Biology) Mrs. C. Sneddon (Physics) Mr. D. Burrett (Physics) Mrs. J. Strachan (Senior Science Technician)
Social Studies & RMPS	Library & Resource Centre
Ms S Nicholson (Geography) Faculty Head Mrs. L. Robertson (Geography)	Mrs M McGhee Librarian



School Information

<p>Ms. B. MacBain (History) Acting DHT</p> <p>Mr. J. Kyle (History)</p> <p>Ms. R. Hogg (Modern Studies)</p> <p>Miss G. Dunsmuir (RE)</p> <p>Mrs. V. Wilson (RE)</p>	<p>Office</p> <p>Mrs. M. Andrews AFO</p> <p>Mrs A. Bracken</p> <p>Mrs L Wilson</p> <p>Mrs. M. Madigan</p> <p>Mrs. L. Tait</p> <p>Mrs L. Whyte</p>
<p>Pupil Support (Pastoral)</p> <p>Mr. R Morgan (Stewart House) (Acting)</p> <p>Mr. I Reid (Cunningham House) (Acting)</p> <p>Mrs. S. Beattie (Montgomery House)</p> <p>Mr. M. McCormack (Boyd House)</p>	<p>Technicians</p> <p>Mrs. J. Strachan Science</p> <p>Mr. D. Mauchlen ICT</p>
<p>Pupil Support (Support for Learning)</p> <p>Miss. Z. Inglis Principal Teacher</p> <p>Ms. M. Murphy</p>	<p>Day Cleaner</p> <p>Mrs. J. Foy</p>
<p>Campus Police Officer</p> <p>PC L. McDonald</p>	
<p>Classroom Assistants</p> <p>Mrs. M. Devlin</p> <p>Ms R Rochefort</p> <p>Ms. M. Kirkby</p> <p>Miss G Maberly</p> <p>Mrs. S. Smith</p> <p>Mr C Taylor</p> <p>Miss M McNeil</p>	

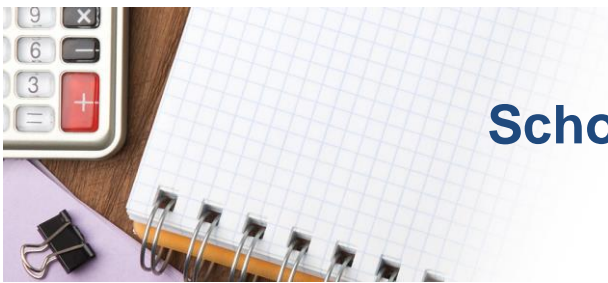


School Information

EAST AYRSHIRE COUNCIL

School Term Dates 2024/2025

Term	Detail / Attendance	Date
First	Teachers (In Service)	Monday 19 August 2024
	Teachers (In Service)	Tuesday 20 August 2024
	PUPILS RETURN	Wednesday 21 August 2024
	Local holidays (Ayr Gold Cup weekend)	Friday 20 September to Monday 23 September 2024
	Pupils return	Tuesday 24 September 2024
	October Holidays	Monday 14 to Friday 18 October 2024
	Teachers (In Service)	Monday 21 October 2024
	Pupils Return	Tuesday 22 October 2024
Christmas and New Year	Monday 23 December 2024 to Friday 3 January 2025	
Second	Re-open	Monday 6 January 2025
	Local Holidays	Monday 10 February 2025
	Teachers (In Service)	Tuesday 11 February 2025
	Pupils return	Wednesday 12 February 2025
Third	Easter holidays	Monday 7 April to Monday 21 April 2025
	Pupil Return	Monday 22 April 2025
	Local Holiday (May Day)	Monday 5 May 2025
	Teachers (In Service)	Tuesday 6 May 2025



School Information

Pupil Return

Wednesday 7 May 2025

Summer Holidays

Friday 27 June 2025

Teacher (In-Service)

Monday 18 August 2025

Teacher (In Service)

Tuesday 19 August 2025

Pupil Return

Wednesday 20 August 2025

***Should there be a General Election in 2025 one of the in-service dates will be removed.**

Pupil Support.

Each pupil in Stewarton Academy is assigned to a Principal Teacher of Pupil Support. The school Pupil Support staff work closely with the Depute Head Teachers.

House System.

Stewarton Academy operate a House System. The school is divided into 4 houses: Boyd, Cunningham, Montgomery and Stewart. Each Principal Teacher of Pupil Support is also the head of a House Group.

HOUSE

Boyd

Cunningham

Montgomery

Stewart

HEAD OF HOUSE

Mr McCormack

Mr Reid

Mrs Beattie

Mr Morgan

Each pupil is assigned to a House Group. Each House Group will have pupils from each year group. Pupil Support teachers are the first point of contact with secondary school: they make it their business to get to know each pupil in their house group; they interview pupils individually and meet them in groups; they closely monitor their progress and attempt to deal with any problems or difficulties in school which they may experience; they assist with problems of discipline and attendance and serve as a vital link between school and home.



School Information

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
- House Groups

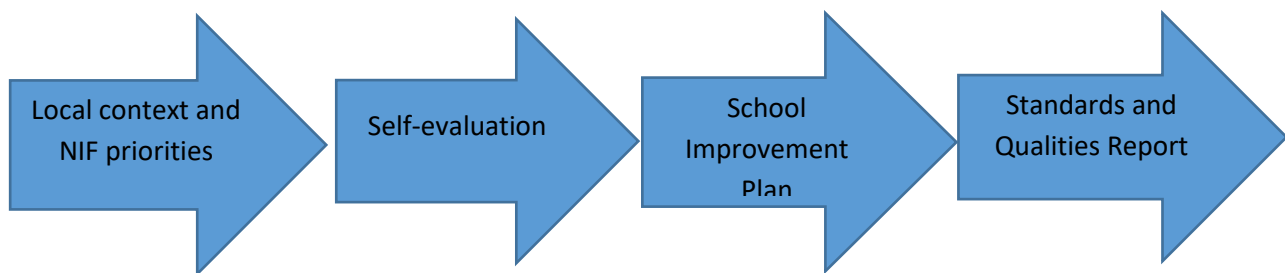


Curriculum 3-18

School Improvement @ Stewarton Academy

School Improvement Plans are produced on an annual basis. The plan is underpinned by consultation with:

- Pupils
- The Parent Council
- School staff and volunteers
- Parents / Carers of pupils in attendance at the school



1. What is our local context? A shared understanding of the challenges and opportunities

Our actions take account of local improvement priorities alongside those in the National Improvement Framework.

All staff and stakeholders have a clear understanding of their roles in achieving these objectives. We communicate the progress being achieved and the priorities to be addressed.

Identified priorities take into account staff collegiate working time agreements.

2. How do we know? Effective and collaborative self-evaluation

Our approaches to delivering NIF outcomes provide a clear, effective framework for continually tracking, monitoring and assessing the impact of what we do.

Our self-evaluation is effective and efficient.

We use the HGIOS4 Quality Indicators to self-evaluate.

We take all stakeholders views into account.

3. What are we going to do now? A manageable, measureable annual improvement plan

Our children and young people, staff, parents/ carers, partners and other community stakeholders are fully engage in contributing their informed views about school, ensuring shared ownership of our improvement plan. Our improvement plan demonstrate clearly how we will achieve progress towards local and NIF priorities. The plan contains a number of identified and appropriate targets.



Curriculum 3-18

Our improvement plan is an active, working document which we review regularly, engaging with all stakeholders.

4. How are we doing? An annual standards and quality report

Our planning and reporting engage all children and young people, staff, parents, partners and other community stakeholders in joint working. Our annual report is a clear and accurate reflection of our progress and achievements.

Our report provides clear evaluations of the progress we have achieved in relation to all NIP priorities and HGIOS4 QIs.

Our evidence includes robust information about our assessment of children's progress and wellbeing, and the quality of their learning experiences, working with our partners and the community.

We accurately evaluate the impact of our place to ensure excellence, equity and positive outcomes for all children and young people. We identify, plan and communicate further actions to improve outcomes for all Learners.

Ensuring shared ownership of our improvement plan.

Listed below are the strategic priorities and driver for improvement of the NIF:

5. Key priorities of the National Improvement Framework

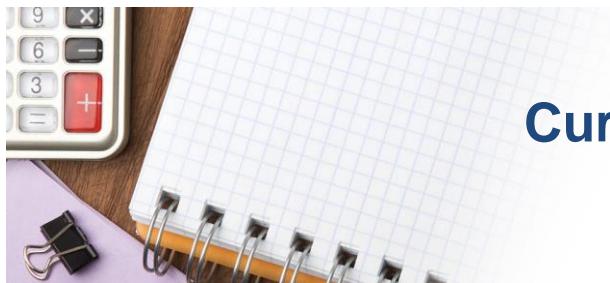
- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

6. Drivers of improvement

Six drivers of improvement have been identified in the NIF. The drivers are all equally important. The links and connections across these key areas are essential to enabling continuous improvement and minimising unintended consequences.

The key drivers of improvement are:

1. school leadership



Curriculum 3-18

2. teacher professionalism
3. parental engagement
4. assessment of children's progress
5. school improvement
6. performance information

At Stewarton Academy, we aim to meet these priorities through the development of a collaborative and empowered system where everyone's contribution is heard and valued.

Improvement Planning





Curriculum 3-18

Curriculum for Excellence is the education system in Scotland. It includes nurseries, schools, colleges and community learning from three to 18 and beyond.

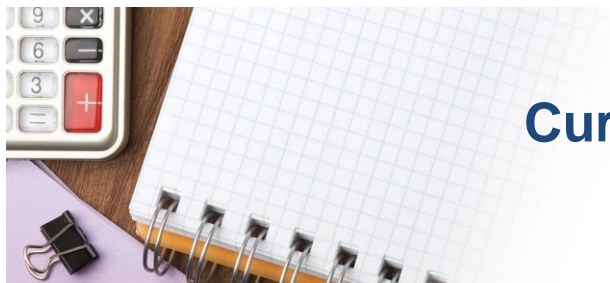
Since autumn 2010, Learners from pre-school to S1 have been working to Curriculum for Excellence guidance and standards.

The table below matches the five curriculum levels to stages of learning generally applicable, with flexibility (for example, for young people who are particularly able and/or have additional support needs).

LEVEL	STAGE
early	the pre-school years and P1, or later for some
first	to the end of P4, but earlier or later for some
second	to the end of P7, but earlier or later for some
third and fourth	<p>S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.</p> <p>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.</p>
senior phase	S4 to S6, and college or other means of study.

From pre-school to the end of S3 (3-15), young people will experience a broad general education which is designed to enable each pupil/young person or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

The broad general education will include all of the experiences and outcomes across all curriculum areas up to and including the third level. Throughout all learning, prime importance is given to literacy, numeracy and thinking skills; skills for learning, life and work; an understanding of society, the world and Scotland's place in it and an active and healthy lifestyle.



Curriculum 3-18

Learning across the curriculum helps young people make links between subjects, and learning outside classrooms in the outdoors and in the community, which gives opportunities for Learners to deepen their learning in real-life contexts. Most Learners will progress into the fourth level in many aspects of their learning before the end of S3, laying strong foundations for more specialised learning.

Young people approaching the senior phase (15-18) will have a range of options that reflect their abilities and aspirations, including staying on at school, going to college or university, entering work-based or community-based learning, volunteering, or a combination of these. These options offer the opportunity to study for qualifications and enhance skills important to their success in learning, life and work.

New qualifications have been developed by the Scottish Qualifications Authority (SQA) which support and reflect young people's learning in Curriculum for Excellence. These allow a more personalised approach to study. For example, with guidance from their teachers, young people will be able to take advantage of more flexible arrangements: options to take qualifications over one or two years; taking National 4 and 5 qualifications in S4, S5 and S6 or by-passing these and working towards Higher.

Youngscot.org

Learners

Parentzone Scotland | Parent Zone (education.gov.scot)

Parents and carers

<http://www.sqa.org.uk>

Information on qualifications

Education Scotland | Education Scotland

Curriculum, learning, inspection

EnGage Education – Bespoke online tuition for 6 to 16 year olds

Share ideas and questions re education

The curriculum includes the totality of the experiences which are planned for the pupils in their education. These experiences are grouped into four categories:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement

The curriculum is described in terms of experiences and outcomes. The use of the terms experiences and outcomes emphasises the importance of the quality and nature of the learning experience in developing



Curriculum 3-18

attributes and capabilities and in achieving active engagement, motivation and depth of learning. An outcome represents what is to be achieved. The experiences and the outcomes are used both to assess progress in learning and to plan next steps.

Curriculum for Excellence balances the importance of knowledge and skills.

All pupils, whatever their level and ability are entitled to a broad and deep general education. All teachers have responsibility for developing literacy and numeracy skills in pupils – skills that are essential to succeed in everyday life.

Curriculum for Excellence develops the skills for learning, skills for life and skills for work. It brings real life into the classroom, making learning relevant and helps young people apply their lessons to their life beyond the classroom.

There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that is needed. There is a new emphasis on staff looking after the health and wellbeing of our young people.

We aim to ensure that we Get It Right For Every Pupil/young person (GIRFEC) and that all pupils are safe, healthy, achieving, nurtured, active, respected, responsible and included.

Ultimately Curriculum for Excellence aims to improve the life chances of young people, to nurture successful Learners, confident individuals, effective contributors and responsible citizens.



Curriculum 3-18

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.

BROAD GENERAL EDUCATION (S1 - S3)

Interdisciplinary studies, literacy, numeracy, health and wellbeing, enterprise, international education and information technology permeates all courses.

In S1 – S3 pupils follow a broad, deep and general education. There will be some opportunities for personalisation and choice. There will be opportunities for subject areas working together, thematic approaches and learning out of school. Pupils will study a range of subjects: In S1/S2 English, Mathematics, French, Social Subjects, Sciences, Art, Music and Drama, Information and communications technology, physical education, religious and moral education, personal and social education, home economics, technology. There will also be an opportunity to develop Leadership skills through a wider achievement period. Pupils will also study 1 period of Literacy/Numeracy in S1/2 to target specific areas highlighted by the SNSA Standardised Tests.

Interdisciplinary learning permeates the broad General Education where pupils benefit from deeper contribution and learning.

SENIOR PHASE (S4 -S6)

Towards the end of their broad general education pupils will finalise their choice of subjects to study in S4. S4 pupils will study seven subjects in National 3 - 5 SCQF level plus a range of short courses. There will be opportunities to gain awards, recognising wider achievement.

In S4 all subjects are offered at two or three different levels namely National 3, National 4 and National 5. The emphasis in pupils' study is directed towards the most appropriate level as courses develop.

After S4 pupils personalise their studies even further by specialising in 5 courses.



Curriculum 3-18

A detailed programme of support starts during January at S4 to ensure pupils select the most appropriate subjects.

In S5/6 a range of courses is provided comprising Advanced Higher, Higher Grade, National 5 and National 4, as well as other vocational courses. These courses are detailed in a separate Senior School Handbook. Pupils can also follow the Scottish Baccalaureate in Languages, Science and Expressive Arts as well as a selection at Open University Modules through the Young Applicants in School Scheme.

On transition from Fourth to Fifth Year, pupils are encouraged to negotiate their timetables with the Pupil Support staff and are helped to make informed choices. Parents are again invited to join in this important discussion at a Parents' Evening. Besides the wide provision which the school can make, pupils in Fifth and Sixth Years can travel to other schools and Ayrshire College (Kilmarnock) to pursue courses not available at the Academy.

The responsibility for transportation to and from the venue, however, would be the responsibility of the senior pupil and it is anticipated that he/she would check with his/her Pupil Support Teacher/Year Head to minimise any potential timetable clashes by factoring in travelling time when planning their individual option programme.

Not all courses available in S3/S4 can be offered at post 16 levels. The availability of a course will depend on the number of pupils choosing the subject.

The school will work with pupils and parents to help ensure that leavers achieve a sustainable destination.

At Stewarton Academy we seek to build a partnership between teachers, pupils, their families and the community in which they live and work. The aim of our curriculum is to provide opportunities for our young people to experience a broad range of learning experiences, access up to date relevant learning material and resources, build on their existing skills and knowledge and access support or help when they need it.

Pupils are expected to follow a full curriculum and so with very limited exception, pupils cannot be withdrawn from particular subjects/parts of the curriculum or specific activities. The limited exceptions, when a pupil may be withdrawn by parental request, exist in relation to (i) religious observance and



Curriculum 3-18

instruction and (ii) sex education programme. Other than these two excepted areas, however, pupils are requested to participate in all parts of the approved curriculum.

The Personal and Social Education Programme will include a range of topics including sexual health, relationships, drug awareness and parenthood.

Learning Pathways

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.

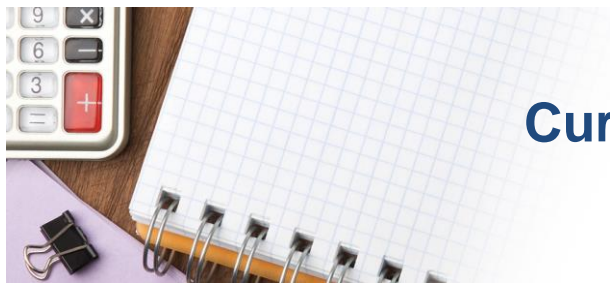
All secondary schools work closely with Skills Development Scotland, Careers Scotland, Job Centre Plus, Community Learning and Development, Social Services, local training providers, including Kilmarnock and Ayr Colleges, Inspiring Scotland and local businesses to ensure that all young people of statutory 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.skillsdevelopmentscotland.co.uk>

In law, the maximum number of pupils/young persons in S1-S2 is 33. However, average class sizes normally do not exceed 30, except in extreme cases go to 33. In S3-S6 the maximum class size is 30, and many class sizes can be less than this depending upon subjects chosen.

Course options may vary and are determined by available resources. Any fall in the school roll could result in a reduction/alteration of choice available.



Curriculum 3-18

EXTRA CURRICULAR ACTIVITIES.

An essential part of any good school is a healthy range of extra-curricular activities.

Through these, pupils can develop their personal talents and aptitudes and widen their interests; their social development is enhanced through contact with fellow pupils and teachers out with the classroom situation; they benefit from the right spirit of competition in inter-school contests; and it gives them a source of identity with their own school of which they should be justly proud.

In Stewarton Academy, the following extra-curricular activities are currently available and can be joined by attending at the times / days shown below:

MONDAY			TUESDAY						WEDNESDAY			THURSDAY		FRIDAY						
Lunch Time																				
Eng-lish	PE		Pupil Support	Art & Design	Music	PE		Technical	Math	PE		Pupil Support	Music	PE		Art & Design	Music	PE		
Book Group	S2 Basketball	S2 Dance	LGBTQ	Art club	Junior Wind Band	Badminton	S1 Volleyball	Design & Make club	Board Games & Chess Club	S2 Basketball	S2/S3 Netball	Wellbeing Lunch Club	Junior Voices	S1/S2 Skills Club	S1 Basketball	S1 Dance	Model Cub	BGE Music Tech Club	S1 Basketball	Volleyball
32	Games Hall	Gym	56	10	Rehearsal Room	Games Hall	Gym	6	52	Gym	Games Hall	59	20	19	Gym	Gym	26	16	Games Hall	Games Hall

After School

PE		Science	PE				PE	
S1 - S3 Hockey	Volleyball	S2/S3 Football	Bike Maintenance	S1 - S3 Netball				Gymnastics
Astro	Games Hall	Astro	Workshop	Games Hall				Gym

Stewarton Academy



CLUBS

Curriculum 3-18

In addition to these clubs and societies which operate on a regular basis throughout the year, school trips at home and abroad are arranged almost every session. Social events such as discos and parties are organised for the pupils with the support of staff and there are many opportunities for pupils to take part in competitions and quizzes.

Where pupils are involved in out of school activities, a parental consent form has to be completed in advance.

STUDY/REVISION.

Most subjects run at lunchtime or after school at various times during the school year.

Supported Study sessions run in blocks during November – March. Easter classes run during the Easter break.

30 MINUTES OF STUDY PER DAY

- Mathematics**
 - BBC www.bbc.com, www.bbcmaths.co.uk
 - www.mathsworld.com
 - NAT 5 www.eg.org.uk (great paper)
 - www.bbc.co.uk/teach/number
 - IBHEM www.ibhe.com
- Health and Wellbeing**
 - YouTube www.bbc.com
 - www.teachpe.com
 - IBHEM
- Languages**
 - French: Zuta.org.uk
 - Spanish: cyara.org.uk
 - English: YouTube Carol Ann Duffy
 - Debates: Org www.stuartstudies.com
 - www.bbc.co.uk www.100books.com
 - www.100books.com
- Religious Education**
 - BBC Religion Online www.bbc.com/religion
 - BBC Religion and Ethics www.bbc.com/religion/ethics
 - BBC Ethics - Faith in Mind and Ethical Issues www.bbc.com/religion/ethics
 - SEC - REPS Ethics www.bbc.com/religion/ethics
 - Secular Religion Page www.bbc.com/religion/ethics
 - World Religions in Numbers www.bbc.com/religion
- Social Subjects**
 - World Atlas Online www.bbc.com
 - Geonames.org.uk www.bbc.com www.bbc.com Geography
 - THE JAMES HUTTON INSTITUTE - www.bbc.com SAIBS: AN INTRODUCTION
 - Send revision website www.bbc.com SQA
- Expressive Arts**
 - Music www.stewartsonacademymusic.weebly.com
 - education Scotland.gov.uk/nqmusic
 - www.tunedear.com
 - Art and Design www.futureschool.co.uk, www.bbc.com
- Science**
 - NAT4 = ALL subjects www.bbc.com/education/levels/primary
 - NAT5 = ALL subjects www.bbc.com/education/levels/secondary
 - Higher = ALL subjects www.bbc.com/education/levels/secondary
 - Scholar for Higher Sciences = topics and personal register
- Technologies**
 - Focuslearning.co.uk
 - G.Comen/ Design and Manufacture/ Woodworking/ Home Economics
 - Please see class teacher for login details

30 MINUTES OF STUDY PER DAY

Are **YOU** up for the challenge?

Stewarton Academy **30 Minute Challenge**

All Stewarton Academy pupils and parents are being challenged throughout this session.

Staff from the school are challenging you to increase your resilience, your attainment, your achievement and undertake **30 minutes of study per night** for the academic year. We firmly believe that this will help you achieve and succeed to the very best of your ability.



Curriculum 3-18

Homework.

Stewarton Academy uses **Microsoft Teams** to communicate homework to pupils. Young people are responsible for noting homework issued by class teachers and completing on time.



If you feel that your pupil/young person is having difficulties please do not hesitate to contact your pupil/young person's Pupil Support teacher.

A record of homework is kept by the teacher. A record is also kept of pupils who fail to do homework exercises. These records can be helpful in dealing with enquiries from parents.

Homework is necessary to consolidate the work of the school but because every pupil is different, only guidelines can be offered in relating to the amount of time that they should be spending on homework each evening.





- S1 - ½ hour per evening
- S2 - 1 hour per evening
- S3 - 1.1/2 hour per evening
- S4 - 2 hours per evening
- S5 - 2.1/2 hours per evening.



Curriculum 3-18

Active Reading.

A consistent approach to Reading is employed across the Stewarton Education Group and pupils in Secondary will continue to have access to Active Reading Mats in all subject areas to aid understanding. There will also be a focus on Active Reading strategies in S2 Literacy classes as a refresher and to ensure that all pupils are continuing to use these strategies for all aspects of reading.

<p>Prior Knowledge</p> <p><i>What do I already know about this?</i></p> <ul style="list-style-type: none"> * What genre or text type is this? * What do I already know about this subject / topic? * What clues are there in the headline / title / blurbs / pictures? * What do I think will happen next? <p>What might this text tell me about?</p> <ul style="list-style-type: none"> * Who and what is this text for? 	<p>Metalinguistics</p> <p><i>Can I work out what unfamiliar or unknown words mean without using a dictionary?</i></p> <p>Consider: Does it sound like any other words I already know? Does any smaller part of it remind me of words I already know?</p> <p>Do the words/phrases around this word help me to work it out?</p>	<p>Visualisation</p> <p><i>What would be the best way to take notes / display information to help me remember & understand this?</i></p> <p>Consider creating:</p> <ul style="list-style-type: none"> * flow-charts * spider-diagrams or mind-maps * collages * storyboards 	<p>Inference</p> <p><i>What clues are there in the text which can help me work things out about the person/place/topic?</i></p> <p>Consider the writer's use of:</p> <ul style="list-style-type: none"> * word choice * use of imagery * sentence structure <p>* bias and persuasive techniques</p>	
<p>Paraphrasing¹ & Summarising²</p> <p><i>Can I demonstrate understanding?</i></p> <ol style="list-style-type: none"> * Can I re-write the ideas into my own words to show I have understood what I have read? * Can I make a list of the key ideas of the text? * Could I identify and reject the unimportant details in this list to make it clearer? 	<p>Active Reading Strategies</p> <p>Stewarton Academy</p>  		<p>Main Ideas</p> <p><i>Now that I have fully understood what I have read, what do I think is the main message of the text?</i></p> <p>Or:</p> <ul style="list-style-type: none"> * what is the theme of this text? * what is the main idea the writer wants me to know after reading it? <p>And:</p> <ul style="list-style-type: none"> * Can I justify my opinion? 	
				



Policies and Procedures Attendance, Health, Wellbeing

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

ATTENDANCE AND ABSENCE.

Stewarton 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. Please emphasise to all young people that they must speak to the school office if they are feeling unwell or if there are any other issues.

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.

To maintain pupil wellbeing and safety, pupils should not be using a mobile to arrange to be picked up during class time without speaking to the office first. The office will then call home to organise the next best step for a young person who is feeling unwell.

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.



Policies and Procedures Attendance, Health, Wellbeing

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.

The Standards in Scotland's Schools etc. Act 2000 (Section 57) requires establishments to ensure that the child (if of the age of legal capacity) has given their personal consent to receiving medical or dental treatment at school before any treatment is given.

DRESS CODE.

At Stewarton, our pupils are strongly encouraged to follow the school dress code. This has been well supported by the vast majority of 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.

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.

Under no circumstances will pupils be deprived of any educational benefit as a result of not adhering to the dress code and, in particular, pupils will not be denied access to examinations as a result of not conforming to the dress code.

As mentioned above the school has been 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.



Policies and Procedures Attendance, Health, Wellbeing

Stewarton Academy Uniform.

As part of our work as a Rights Respecting School we have been working with young people to review the school's uniform policy. Pupil feedback across all year groups concluded that school uniform is a valued party of our school's identity thus we have developed our policy in reflection of this.

The core updates we have introduced, in addition to the current policy, are black as well as white shirts – this was a particularly strong request from the young people and comes from views on body image and choice.

We also accept formal all black shorts instead of skirts / trousers. Please note that these must be formal in style; any kind of sports shorts or tight fitting shorts will not be accepted. Again this was a strong request from young people.

All pupils are strongly encouraged to wear a blazer. This is essential for S6 pupils.

Please note that the policy re-emphasises the kind of items that are not part of the uniform code and are therefore, not suitable for school.

We have a growing bank of uniform available in the school to support young people if there are any difficulties with the cost of the school day. Please contact your child's guidance teacher if you wish to discuss this in confidence.

In addition to national retailers, there are a number of local suppliers for school uniform.

Contact details for local suppliers can be found in the 'Information' section of this app.

Some subjects also require specialist clothing;

Home Economics: an apron (supplied by the school).

Biotechnology (Senior School): a lab coat (supplied by the school).

Technology Studies: an apron (supplied by the school).

School shoes (essential for health and safety in the craft rooms).

For Physical Education we recommend the following personal kit:

Shorts/Sports trousers

T-Shirt (T-shirt also available with school logo from various outlets)

Gym shoes or Trainers

Optional for sports (e.g. hockey – gum shield, shin guards). Please note piercings should be removed.



Policies and Procedures Attendance, Health, Wellbeing

Promoting Positive Behaviour.

In Stewarton Academy we have developed a Promoting Positive Relationships Policy to provide pupils, staff and parent/carers with guidance. All interactions within the school are respectful and solution-orientated.

We recognise the support of parents is vital and work in partnership at all times.

Copies of the school policy of Promoting Positive Behaviour is available to parents on request.

Anti-Bullying Policy.

Every pupil/young person in East Ayrshire should grow up free from bullying behaviour. Across all sectors, those working with pupils/young persons in East Ayrshire are already aiming to fulfil the Scottish Government and local government commitments to ensuring pupils/young people become confident individuals and responsible citizens.

It is our aspiration that all those who play a role in the lives of pupils/young persons are enabled to prevent and respond effectively to incidents of bullying behaviour.

Further information on the council's anti-bullying strategy and anti-bullying policy can be found on the following web link:

<https://www.east-ayrshire.gov.uk/Resources/PDF/A/Anti-bullying-respect-for-all.pdf>

TRANSPORT - Local Arrangements.

Pupils from Lugton, Burnhouse and Dunlop, from Cunninghamhead, from Kilmaurs and from the surrounding rural areas travel by school buses operated by several different companies.



Policies and Procedures Attendance, Health, Wellbeing

Pupil Voice.

All pupils / young persons have the opportunity to become involved in decision making in Stewarton Academy. Each class, S1-S6 have Pupil Councillors to represent them in the School Senate and collate pupil responses for inclusion in national surveys and discussions. At least twice per year all Pupil Councillors and the Senior Senators meet as the School Senate and they feedback to their peers in all classes.

All S6 pupils/young persons may apply to become a School Prefect and Senior Prefect. Prefects may also apply for the posts of and Senior Senators, House Leaders.

The Senior Prefect Team consists of School Captains and depute School Captains. The Senior Prefect Team meet with the Head Teacher and Depute Head Teacher S5/6 on a weekly basis.

Pupils are encouraged to contribute to school, educational and community discussions through workshops and GLOW surveys.

There are many other opportunities for pupils'/young person's to hold posts of responsibility within the school.

A Health Promoting School.

Stewarton Academy is a Health Promoting School. We recognise the importance and value of well supported and healthy pupils and staff.

Personal and Social Education (P.S.E.).

The P.S.E. programme is designed around a holistic approach to health and well-being and one that takes account of the stage of growth, development and maturity of each individual and the social and community centre.

Mental, Emotional, Social and Physical Wellbeing.

The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect.

The four aspects of wellbeing are inextricably linked and are only separated here for practical purposes.

We have a School Counselling Service – The Exchange <https://www.exchange-counselling.com/secondary>



Policies and Procedures Attendance, Health, Wellbeing

Relationships, Sexual Health and Parenthood.

Learners develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health. They develop their understanding of the complex roles and responsibilities of being a parent or carer.

Substance Misuse.

Learners develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents. They explore and develop their understanding of the impact of risk-taking behaviour on their life choices. The experiences and outcomes will enable Learners to make informed personal choices with the aim of promoting healthy lifestyles.

Planning for Choices and Change.

Learners need to experience opportunities which are designed not only to raise their awareness of future choices but also raise their expectations and aspirations. They develop the skills for personal planning and making decisions in the context of curriculum, learning and achievement which will prepare them for next stages in life.

Learners should experience activities which enable them to develop the skills and attributes they will need if they are to achieve and sustain positive destinations beyond school. Demands and employment patterns are changing, so it is particularly important for all young people to develop high levels of skill and also an understanding of the world of work, training and lifelong learning so that they can embrace opportunities.

Stewarton Academy is committed to providing support to all pupils. All teachers provide support for young people to improve their learning but there are times when some pupils may require specialist interventions. This support is co-ordinated by our Pupil Support teachers (Pastoral and Learning).

Our Pupil Support staff are able to call on the expertise of the East Ayrshire Support Team (EAST), psychological services, health, social work and a number of third sector organisations. We also have a group of classroom assistants who are part of the overall pupil support team.



Policies and Procedures Attendance, Health, Wellbeing

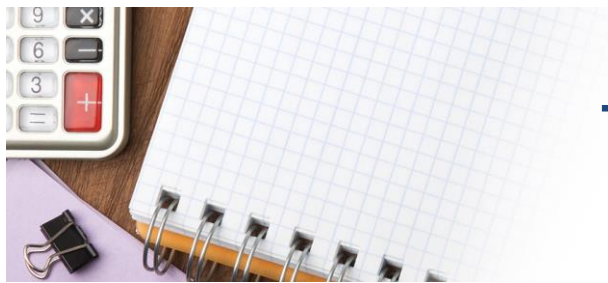
Additional Support for Learning.

Every opportunity is taken to establish the nature and extent of a student's needs as soon as possible. Close liaison with our associated primary schools means that information on individual students is available to us before students join in August. For other students already at Stewarton Academy individual subject teachers monitor the performance of students closely and are able to request additional support for any student from support for learning staff.

A wide range of provision is made for pupils to help support them. These include:

- Assessing and identifying individual learning needs.
- Mixed ability classes. Every teacher should ensure that courses and methods match the individual needs of pupils.
- Specialist learning programmes where appropriate.
- Learning Support staff assisting class teachers.
- Classroom assistants assisting class teachers.
- Advice to departments and staff on suitable learning and teaching methodologies/strategies within the classroom.
- Close tracking and monitoring of pupil progress.

If a parent has any concerns relating to their child's learning they should contact Miss Z Inglis (PT Support for Learning) for more information or advice.



Transition

PRIMARY – SECONDARY TRANSITION

'Get Set for Stewarton'

At Stewarton Academy we have a well-established and well evaluated transition programme for all of our P7 pupils. We work very closely with Dunlop Primary School, Kilmaurs Primary School, Lainshaw Primary School and Nether Robertland Primary School. We also have a number of young people who join us as placing request pupils who are also included in the transition programme.

We work closely with our associated primary schools to ensure that all children and young people have a progressive learning experience from 3 – 18 years. Throughout the session we have a number of cross-sector meetings between staff at Stewarton Academy and associated primary schools. Important curricular and pastoral information is passed on to ensure a seamless transition for all our young people.

From January, Ms MacBain DHT (S1/S2) and Principal Teachers of Pupil Support from Stewarton Academy will visit all P7 pupils in their primary school setting. Our Principal Teacher of Support for Learning also makes visits to P7 classes to ensure we are gathering appropriate information about young people and their needs.

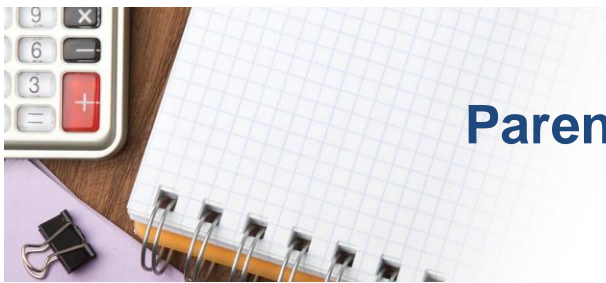
Easter School takes place in Stewarton Academy during the second week of the Easter holiday when pupils get a chance to socialise with their future peers in a safe and fun environment while at the same time learning more about the geography of Stewarton Academy.

Parents are a key part of the transition process, we have a number of opportunities for parents to visit the school. A P7 Parents' Evening takes in April which includes a guided tour of the school where departments will have displays of work and pupil activities.

A further S1 Parents' Information Evening takes place in September. This evening provides an opportunity to find out more detailed information about Stewarton Academy and includes presentations on curricular areas.

The P7 induction days take place in May. During these days, pupils will be given the opportunity to follow an S1 timetable and meet new classmates and teachers.

We also have a number of virtual elements to the transition programme which we will continue to develop over the coming years.



Parental involvement

INVOLVING PARENTS.

Various references are made in the handbook to meetings and contact with parents. We believe in working closely with parents is vital to the success of Stewarton Academy.

Parents are encouraged to get in contact with us about any matter concerning their pupil/young person's education.



'Working together creating opportunities for achievement and success'



<p style="text-align: center;">CURRICULAR AREAS</p> <p>Accelerated Reader Information Sessions P7-S5 Parents' Information Evenings Active Literacy Information Sessions GLOW Parent Page Consultation ASN Reviews Transition meetings for P7, S3, S4, S5 & S6 pupils Show my homework demonstration Curricular family learning event (Crafts, Sewing, STEM, Technical)</p>	<p style="text-align: center;">INTER-DISCIPLINARY LEARNING</p> <p>HWB family learning event Celebrating Abilities Conference Conference – workshop support FLEX Group – parental support STEM – parental support Whole School Fun Run</p>
<p style="text-align: center;">ETHOS AND LIFE OF THE SCHOOL</p> <p>Christmas Market DFS submission – focus group meetings DFS submission – parental interviews School uniform consultation GIRFEC support meetings S2 Careers Conference – Parent led workshops School Calendar consultation Staff interviews School Facilities meetings Improvement Plan review – consultation on forms Stewarton Community Plan meetings School transport survey via East Ayrshire Council School Meals survey via East Ayrshire Council Parental Engagement Conference – 2 Parent Council Representatives & DHT Parental Engagement Action Plan</p>	<p style="text-align: center;">WIDER ACHIEVEMENT</p> <p>Young Musician of the Year Competition Prize Giving School Show – Grease Duke of Edinburgh Awards Ardèche information evening Loch Eil information evening Disneyland Paris STEM Trip information evening Work Experience consultation session Celebrating Success barbeque Celebrating Success event Parent Band Support Group – HT to attend Parental award for staff</p>

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
- Information evenings



Parental involvement

- Contact by Senior Management Team/Pupil Support Team
- Workshops
- School Web site (GLOW blog)
- Parent Focus Groups

The GLOW blog will contain a list of useful websites for more information about Scottish education.

THE PARENT COUNCIL.

As a parent of a pupil/young person 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 pupil/young person 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.

Parent helpers/volunteers regularly involved in educational establishments require to have a Disclosure Scotland PVG Scheme check before the parent helper/volunteer is allowed to assist in the establishment.

The Parent Council should help support parental involvement. It aims to help all parents to be:

- Involved with their pupil/young person's education and learning
- Welcomed as active participants in the life of the school
- Encouraged to express their views on school education generally and work in partnership with the school

The Parent Council also has a role in the Appointment of Head Teachers and Depute Head Teachers.

CHAIR OF STEWARTON ACADEMY PARENT COUNCIL: Mrs Kathryn Allen

The Head Teacher will, and local councillors may, attend all meetings as advisors to the Parent Council and have the right to speak although, not being members of the Parent Council, no right to vote.

Meetings are usually held once per month on the second Monday of the month.

Further information on Parent Council can be found on the school website and the Stewarton Academy GLOW blog.



Parental involvement

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.



Twitter: [@Stewac_PCouncil](https://twitter.com/Stewac_PCouncil)



Attainment and Achievement

Senior Phase Attainment 2021-22

SQA National Qualifications N5 – AH

The tables below provide a detailed overview of the A-C pass percentages of S4, S5 and S6 pupils. Also detailed in the tables are the school statistics from the last 4 years. Please note that different assessment models were used in 2020 and 2021 due to Covid 19 restrictions.

The first S4 table (below) shows attainment in 5 or more national qualifications at level 3, level 4 and level 5 (also known as National 5)

5+ SCQF Level 3 or better				5+ SCQF Level 4 of better				5+ SCQF Level 5 or better			
2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
59.8	78.6	76.2	70	59.1	75.6	76.2	60	37.3	49.1	47.7	53

The 2nd S4 table (below) shows the percentage of pupils attaining 7 or more, 5 or more, and 1 of more National 5 qualification.

Year (S4 Pupils)	7+ N5s	3+ N5s	1+ N5s
2022 (165)	35.2	70	87.2
2021 (130)	31.5	70	88.5
2020 (131)	25.95	64.9	83.2
2019 (142)	24.65	56.34	78.87

The S5 table (below) shows the percentage of pupils attaining 5 or more, 3 or more, and 1 or more level 6 qualification (also known as Highers).

Year (S5 Pupils)	5+ SCQF Level 6	3+ SCQF Level 6	1+ SCQF Level 6
2022 (130)	25	42	68
2021 (131)	22.9	46.6	71
2020 (142)	16.9	37.3	57.75
2019 (136)	13.24	37.50	59.56
18 (134)	18.66	41.04	63.43

Attainment and Achievement

The S6 table (below) shows the percentages of pupils attaining 1 or more level 6 (higher), 3 or more level 6, and 1 or more level 7 (Advanced Higher) National Qualification.

1+ SCQF Level 6					3+ SCQF Level 6					1+ SCQF Level 7				
2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
48	45	39.7	44	49	24	17	27	24	24	28.8	26.9	20.6	21.8	31

S6 Advanced Higher performance remains extremely strong at Stewarton Academy with 31 % of the year group attaining an Advanced Higher qualification.

The school have further developed our S6 curriculum with 13 subjects being offered at AH level in-house (including the 3 sciences), and further additions being studying through SWEIC Online Connect and Glasgow Caledonia University online offers.

School College Partnership course overview.

In addition to SQA National Qualification courses delivered by Stewarton Academy school staff, 45 pupils attained qualifications in partnership with Ayrshire College in the courses detailed below. Pupil attainment levels range from level 4, Skills for Work, level 5, Foundation Apprenticeships and HNC courses.

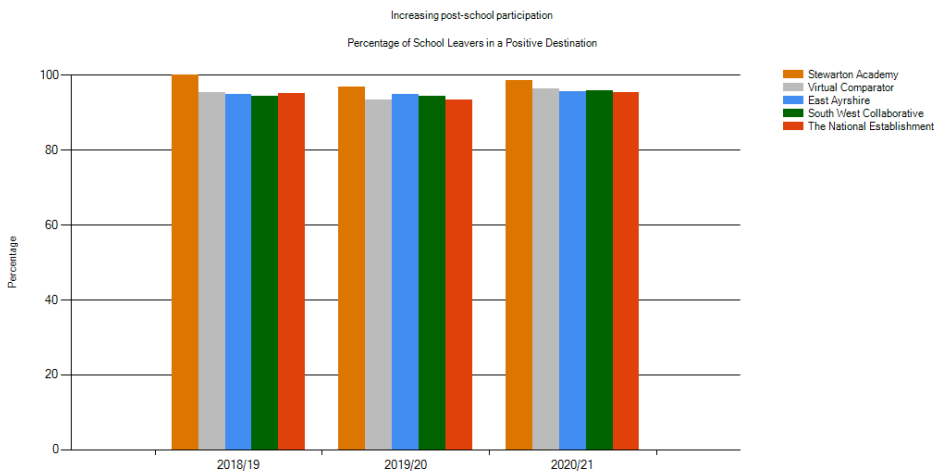


Course
Foundation Apprenticeship Engineering Y1
Foundation Apprenticeship Engineering Y2
Introduction to Criminology
Introduction to the Construction Industry (Group A)
NPA Acting & Performance
NPA Exercise & Fitness Leadership
NPA Professional Cookery
NPA Software Development
NPA Sports & Fitness (Team Sports - Football)
School Construction Operative EAC
Skills for Work Automotive Skills National 4

Attainment and Achievement

Skills for Work Early Education & Childcare Level 4
Skills for Work Early Education & Childcare Level 5
Skills for Work Uniformed Services
Steps to Work Hair & Beauty
SVQ Performing Engineering Operations

Positive Destination Statistics – School Leavers



The graph above shows the percentage of school leavers in a positive destination over the last 3 years. We continue to ensure our pupils are fully supported into a positive destination. Our school leaver percentages are compared against a virtual comparator, our local authority, school leavers in South West Scotland, and also at a National level. The table below shows percentages and raw numbers in each category over the last two year.

The table below shows our school leavers by destination (employed, further education and higher education only) for session 2020-21. This table also gives a comparison against East Ayrshire, South West Scotland and across all school leavers in Scotland.

Attainment and Achievement

Establishment	Year	% Employed	% Further Education	% Higher Education	% Training	Total Leavers
Stewarton Academy	2020/21	12.68	34.51	47.18	3.52	142
Virtual Comparator	2020/21	23.17	23.45	46.97	2.11	1420
East Ayrshire	2020/21	19.88	33.89	37.61	3.81	1207
South West Collaborative	2020/21	22.1	28.51	40.74	3.84	5177
The National Establishment	2020/21	22.58	23.29	45.11	3.67	50719
Stewarton Academy	2019/20	15.75	35.43	43.31	1.57	127
Virtual Comparator	2019/20	17.56	27.56	44.88	2.44	1270
East Ayrshire	2019/20	14.31	40.11	35.25	4.15	1132
South West Collaborative	2019/20	16.16	34.2	39.21	4	4828
The National Establishment	2019/20	16.18	28.06	44.2	3.68	47430
Stewarton Academy	2018/19	13.73	39.22	44.44	1.96	153
Virtual Comparator	2018/19	24.58	26.99	41.05	2.09	1530
East Ayrshire	2018/19	17.31	37.63	35.62	3.76	1196
South West Collaborative	2018/19	19.55	33.79	36.37	3.94	5002
The National Establishment	2018/19	22.92	27.27	40.35	3.47	49717

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