

S1 Parents' Information Evening



Thursday 4 October 2018



School Prayer

Jesus, as a child you grew in learning and wisdom.
Bless Saint Ninian's High School,
a community of faith and love
where young people learn,
work and grow together.
Help us to make our school a place
where teachers are valued for their dedication;
where pupils are encouraged
to develop their talents
and where all
staff, young people pupils and parents -
work together
in trust and friendship.
Live among us now and forever.

Amen



Welcome

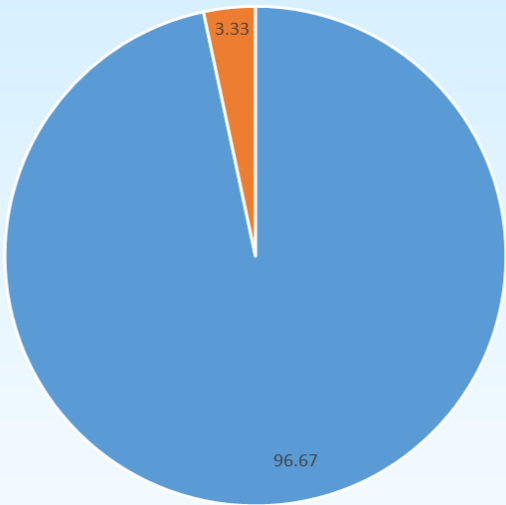
- 7.00 – 7.20pm
 - School Prayer – Sally Bradley (1a2)
 - Introduction – J Docherty (Head Teacher)
 - S1 So Far – J Fuchs (DHT), Ava Hannah (1a4) and Daniel Whyte (1a4)
 - Participation and Engagement Tracking – P Marshall (DHT)
- 7.20 - 8.20pm - Pastoral Staff Workshops
- 8.20 – 9pm
 - Refreshments
 - Informal meetings with C Duncan, PT Support for Learning for parents of pupils with ASN.

S1 So Far

- Ava Hannah (1a4)
- Daniel Whyte (1a4)
- S1 So Far Presentation

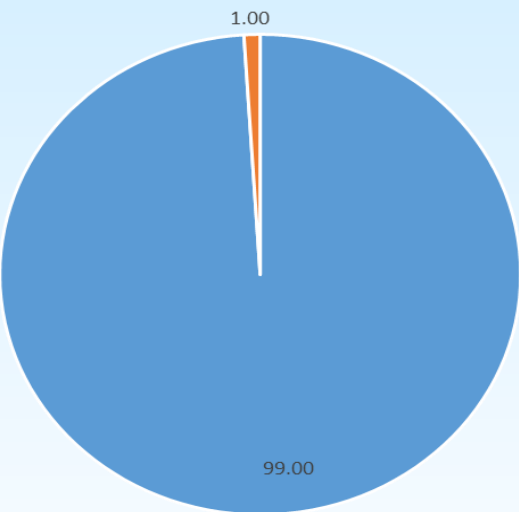
S1 Survey

I enjoy learning at school



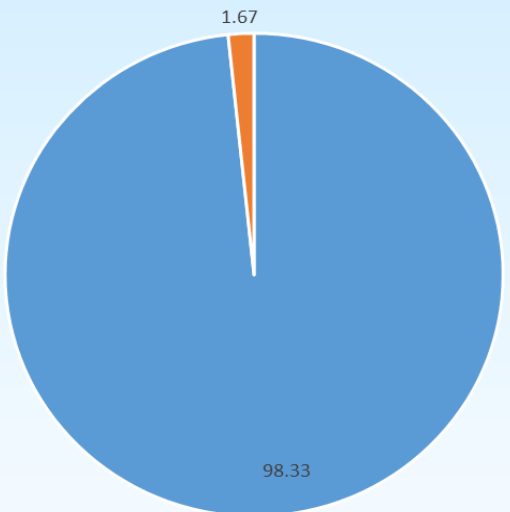
■ Agree ■ Disagree

I know there are members of staff I can talk to if I need to



■ Agree ■ Disagree

In my alpha class I have a friend or made a new friend?



■ Agree ■ Disagree



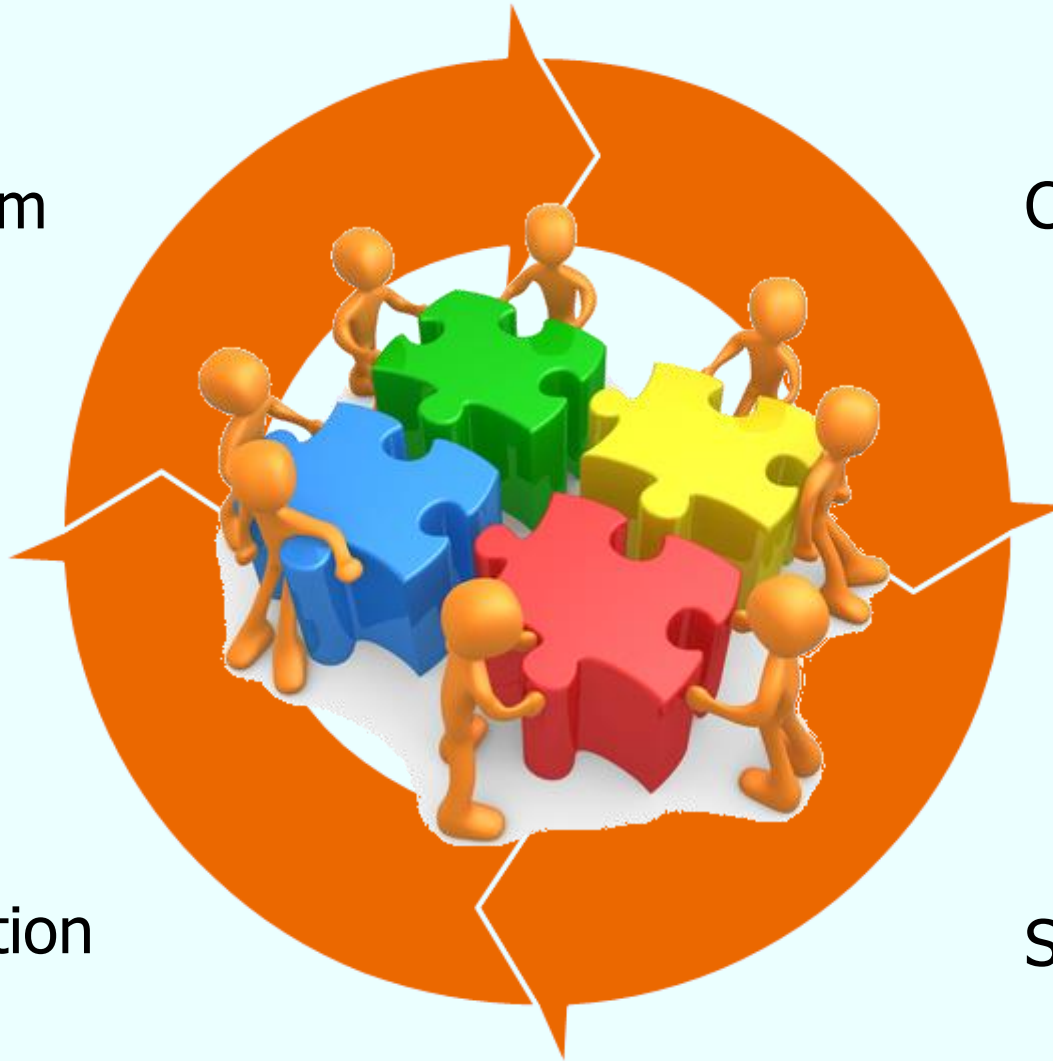
Developing the Whole Pupil

Curriculum

Contributing

Participation

Service



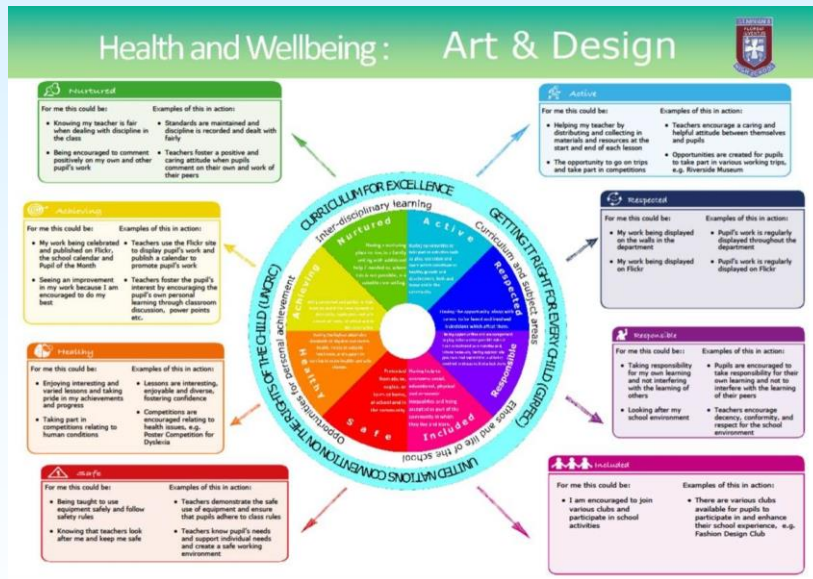
Sixth Year Graduates 2018

- Passed 8+ National 5 – 88.24%
- Passed 5+ Highers – 61.54%
- Passed 5+ Highers on Leaving – 75%
- Passed 1+ Advanced Higher – 57.49%
- 100% Positive Leaver Destinations
 - University
 - College
 - Apprenticeships
 - Employment

Key Themes

- Numeracy – S1 Parents' Maths Information Evening on Tuesday 18 September
- Literacy – S1 Parents' English Information Evening on Tuesday 27 November
- Health & Wellbeing – S1 Parents' Information Evening on Thursday 4 October

Health and Wellbeing



ST NINIAN'S HIGH SCHOOL

Extra Curricular Programme

2018-2019

Skills Development through SNHS Extra-Curricular Programme

Skills For Learning Life and Work

ST NINIAN'S
FLOREAT
IUVENTUS
HIGH SCHOOL



Health and Wellbeing

St Ninian's High School S1 Website

News, information and achievements for S1 pupils, parents and staff 2018-19

[Advice for Families](#) [Achievements](#) [Documentation](#) [Key Dates](#) [ParentPay](#) **[Assemblies](#)** [Pastoral Support](#) [Health and Wellbeing](#)
[S1 PSHE](#) [Parental Involvement](#) [Free School Meals and Clothing Grants](#) [School Transport](#) [School Uniform](#) [Attendance and Timekeeping](#)
[School Library](#) [Medicines](#)

Assemblies

The slides from weekly assembly will be posted here.

- [S1 Assembly 16.8.18](#)
- [S1 Assembly 22.8.18](#)
- [S1 Assembly 28.8.18](#)
- [S1 Assembly 7.9.18](#)
- [S1 Assembly 12.9.18](#)
- [S1 Assembly 28.9.18](#)
- [S1 Assembly 3.10.18](#)

Focus of the Week

- [A Vision for All](#)
- [Be The Best You Can Be Values for Living Learning](#)
- [Code of Conduct](#)
- [Pupil Protocol for Lockers](#)
- [Expectations for our Pupils](#)
- [Focus On Corridor Conduct and Racism Bullying](#)
- [Feedback Performance Learning](#)
- [Responding to your Interim Report Teacher Feedback](#)

Edi

CONTACT US

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I: [stninianshighschool](http://stninianshighschool.org)

SCHOOL TIMES

Monday 8.45 - 3.30
Tuesday 8.45 - 3.30
Wednesday 8.45 - 2.40
Thursday 8.45 - 3.30
Friday 8.45 - 2.40

STAFF

Year Group Head - Mr J Fuchs

1st - Mr S McMaster

St Ninian's High School S1 Website

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[School Library](#) [Medicines](#)

S1 PSHE

Timeline

[S1 PSHE Timeline 2018-19](#)

Details of weekly Personal, Social and Health Education (PSHE) lessons will be posted here.

- [PSHE Newsletter WB 15.8.18](#)
- [PSHE Newsletter WB 20.8.18](#)
- [PSHE Newsletter WB 27.8.18](#)
- [PSHE Newsletter WB 3.9.18](#)
- [PSHE Newsletter WB 10.9.18](#)
- [PSHE Newsletter WB 17.9.18](#)
- [PSHE Newsletter WB 25.9.18](#)
- [PSHE Newsletter WB 1.10.18](#)

PSHE Booklet

The PSHE booklet helps pupils to identify the progress they are making across the curriculum. This includes academic subjects but the broader skills and abilities such as Health and Wellbeing, Leadership, Teamwork and Character.

It is also a place where they can record successes and achievements through First Year.

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Health and Wellbeing

Saint Ninian's High School FOCUS FOR THE WEEK



Responding to your Interim Report and Teacher Feedback

Please begin each day with the daily reflection and/ or the following prayer:

Morning Offering

O Jesus through the most pure heart of Mary, I offer thee all my prayers, works, joys and sufferings of this day for all the intentions of Thy divine heart and particularly for the intentions of Our Holy Father, the Pope.

The Interim Reports you have received on your progress to date are based on a wide range of information gathered by teachers. The analysis of this information helps teachers plan future lessons tailored to your needs, developing work that supports & challenges you in your learning, helping you make further progress.

Teachers have used their SS/6 syllabus and experience to date to develop the current courses. In their lesson plans they have set out what you should know, understand, and/or be able to do by the end of a lesson, or block of lessons. The focus of the work is on what you have to master (**learning intentions**) and the standards you need to achieve (**success criteria**) if you are to be successful in classwork & assessments.

Teachers use classwork, homework, a range of formative assessment strategies, to provide them and you with the evidence that confirms whether you know, understand, and/or be able to do. When teachers give feedback to you on your progress they make reference to the **learning intentions** and **success criteria**. **You need to make sure you know and understand them.**

Through feedback **you need to understand** what progress looks like. Most important of all is the agreed action **you need to take now**. This includes identifying what **needs to be done by you** in the short, medium and long term if you are to make the progress your teacher expects. Through discussion, your teacher will set realistic and achievable outcomes, providing support through themselves and teacher colleagues, to help you make the improvement they believe you have the ability to achieve.

Feedback provides guidance on what you have to do next. Disappointment and unhappiness about test scores, or 'on track to achieve' grades, are very powerful emotions and can provoke either a **fight** (blame others i.e. your teacher) or **flight** (withdraw/avoid the advice that can make a difference) response in us.

These emotions can make us react badly. If we hold on to negative thoughts, it can only lead to further frustration and disenchantment. The positive response is **to face up to your responsibilities for your learning and future success**, work hard, address the concerns highlighted, use the excellent teacher advice and support being made available to improve your work, thereby achieving the success you want.

If you find yourself having a very negative reaction to feedback, remember the **Active, Calming, Thinking** ways of managing your reactions:

Active	<ul style="list-style-type: none"> Talk to a friend about it and see if you can come up with solutions, don't just criticise the person who provided the feedback. Use the advice to create an action plan.
Calming	<ul style="list-style-type: none"> Take time to reflect on the feedback in a quiet area. Identify what needs to change
Thinking	<ul style="list-style-type: none"> What positives can you take away to help you improve? Consider your reaction and look objectively at how you can take action and re-address the concerns which have been highlighted – remember your teacher wants to help, wants to see you succeed, but not at the expense of their honesty and integrity about your progress to date and what they are seeing in class – effort, attitude, commitment, attendance.

St. Ninian's High School Promoting Positive Mental Health

home / what is good mental health? / sound sleep / myths about mental health / happiness / coping with stress
/ useful websites to visit / snhs support groups / pathways 2018

SNHS MAIN SITE
<https://blogs.glowscotland.org>

SNHS FAITH SITE
<https://blogs.glowscotland.org>

ARCHIVES

- March 2018
- January 2018

Search ...

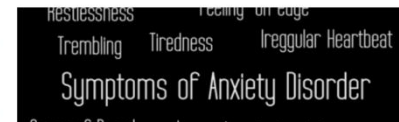
RECENT POSTS

- Leading Learning: Anxiety, Bullying
- Welcome!

RECENT COMMENTS

CATEGORIES

- Uncategorized



LEADING LEARNING: ANXIETY, BULLYING
March 19, 2018
Leave a comment

These videos have been produced by our young people studying drama on the themes of bullying and anxiety. Created with the support of Sean McLaughlin (FP) at Siderreel studios the script, acting [...]



WELCOME!
January 15, 2018

On this site you will find information that is shared with our pupils in PSHE as well as links to useful websites.





Participation & Engagement Tracking





Each level will link with a quantity of report ratings i.e the number of Excellent to Serious Concerns within Effort, Behaviour and Homework.

Engagement

Level	Well Being	Signals
1	Extremely Low: The pupil shows hardly any activity No. of E: B: H:	No concentration: staring, daydreaming; An absent, passive attitude; No goal-oriented activity, aimless actions, not producing anything; No signs of exploration and interest; Not taking anything in.
2	Low: The child shows some degree of activity which is often interrupted No. of E: B: H:	Limited concentration; looks away during the activity, dreams; Is easily distracted; Action only leads to limited results.
3	Moderate: The child is busy the whole time, but without real concentration No. of E: B: H:	Routine actions, attention is superficial; Is not absorbed in the activity, activities are short lived; Limited motivation, no real dedication, does not feel challenged; The child does not gain deep-level experiences; Does not use his/her capabilities to full extent; The activity does not address the child's imagination.
4	High: There are clear signs of involvement, but these are not always present to their full extent No. of E: B: H:	The child is engaged in the activity without interruption; Most of the time there is real concentration, but during some brief moments the attention is more superficial; The child feels challenged, there is a certain degree of motivation; The child's capabilities and its imagination to a certain extent are addressed in the activity
5	Extremely High: During the observation of learning the child is continually engaged in the activity and completely absorbed in it No. of E: B: H:	Is absolutely focused, concentrated without interruption; Is highly motivated, feels strongly appealed by the activity; Even strong stimuli cannot distract him/her; Is alert, has attention for details, shows precision; Its mental activity and experience are intense; The child constantly addresses all its capabilities: imagination and mental capacity; Obviously enjoys being engrossed in the activity.

Reg. Class	Gender	FSM	SIMD	ST MATH	ST ENG	LITERACY		
						WRIT	READ	NUMERACY
1a1	F	No	6	0	0	3M	3W	2A
1a1	F	No	10	96	96	2A	2A	3M
1a1	F	No	10	100	89	2A	2W	3M
1a1	M	No	10	94	89	2A	2A	3M
1a1	F	No	10	100	118	3W	3M	3M
1a1	F	No	7	116	97	3M	2A	2A
1a1	F	No	9	117	100	2A	2A	3M
1a1	F	No	10	102	112	3M	3M	3M
1a1	F	No	9	101	95	2A	2A	3M
1a1	M	No	7	114	98	3M	3M	3M
1a1	M	No	10	92	121	2A	2A	3M
1a1	F	No	10	124	115	3W	3M	3M
1a1	M	No	10	101	98	3M	2A	3M
1a1	F	No	10	107	113	3M	3M	3M
1a1	M	No	10	114	111	3W	3M	3M
1a1	F	No	10	117	95	2A	2A	3M
1a1	M	No	9	101	97	2A	2A	2A
1a1	F	No	10	121	105	3M	3M	3M
1a1	M	No	8	91	90	2A	2A	2A
1a1	M	No	10	83	120	2W	2A	2A
1a1	M	No	10	79	93	2A	2A	2A
1a1	F	No	7	0	0	3M	2A	3M
1a1	F	No	7	82	96	2A	2A	2A
1a1	F	No	9	105	98	3M	3M	3M
1a1	M	No	7	116	110	3M	3M	3M
1a1	F	No	8	100	114	3M	3M	3M
1a1	M	No	10	92	94	2A	2A	2A
1a1	F	No	10	99	99	3M	3M	3M
1a1	M	No	8	98	103	3M	2A	3M
1a10	F	No	10	86	75	2A	2A	2A
1a10	F	No	10	96	111	3M	3M	3M
1a10	F	No	10	87	106	2A	2A	3M
1a10	M	No	6	81	105	2W	2W	2A
1a10	M	No	8	123	115	3M	3M	3M

Wider Achievement
Faith
HWB Physical
HWB Food
Expressive - Performing Arts
Expressive - Art, Design & Technology
Literacy & Numeracy
Sciences
Volunteering
DYW Skills
Languages
Skills Development
Interventions For Equity
1. Early intervention and prevention
2. Social and emotional wellbeing
3. Promoting healthy lifestyle
4. Targeted approaches to literacy and numeracy
5. Promoting a high quality learning experience
6. Differentiated support
7. Using evidence and data
8. Employability and skills development
9. Engaging beyond the school
10. Partnership Working
11. Professional learning and leadership
Action
1. Praise
2. Pupil Discussion
3. Target Setting Letter
4. Monitoring Card
5. Phonecall Home
6. Parental Interview
7. JST
8. Departmental Intervention
9. Ongoing

ent	Equity Score	INTERVENTIONS FOR EQUITY	Action
5	6	3. Promoting healthy lifestyle	2. Pupil Discussion
5	8		1. Praise
5	9		1. Praise
3	6	1. Early intervention and prevention	5. Phonecall Home
5	10		1. Praise
5	8		1. Praise
5	9		1. Praise
5	9		1. Praise
4	9		1. Praise
5	8		1. Praise
3	4	1. Early intervention and prevention	6. Parental Interview
5	9		1. Praise
5	9		1. Praise
5	8		1. Praise
3	6		5. Phonecall Home
5	8		1. Praise
4	7		1. Praise
5	9		1. Praise
5	8		1. Praise
5	10		1. Praise
3	7		1. Praise
5	10		1. Praise
5	8		1. Praise
5	9		1. Praise
5	9		1. Praise
5	10		1. Praise
2	3	2. Social and emotional wellbeing	6. Parental Interview
5	10		1. Praise
5	9		1. Praise
5	8		1. Praise
5	8		1. Praise
5	8		1. Praise
4	9		1. Praise
5	10		1. Praise



Dates for Your Diary

- S1 Interim reports are issued tomorrow – Friday 5 October 2018
- S1 Parents' English Information Evening – Tuesday 27 November 2018
- Issue Interim Report 2 on Friday 1 February 2019
- S1 Choices Evening on Thursday 28 February 2019
- Issue Full Report on Friday 26 April 2019
- S1 Parents' Evening on Thursday 9 May 2019
- **Full list on the S1 Website**

Parental Engagement

- **Our commitment to parents**
 - High quality teaching & high expectations
 - Opportunities to achieve, develop & thrive
- **Our partnership with parents**
 - High expectations
 - Support at home in homework & organisation
 - Our thanks to parents

Class	Pastoral Teacher	English Class
1a1	Mr McMaster	Room 1
1a2	Miss Duncan	Room 2
1a3	Mr Gallagher	Lecture Theatre
1a4	Mr Low	Room 4
1a5	Miss Higgins	Room 5
1a6	Mr Gallagher	Lecture Theatre
1a7	Miss Goodenough	Room 7
1a8	Mr McKean	Room 8
1a9	Mr McArthur	Room 9
1a10	Mr Kerr	Room 10

