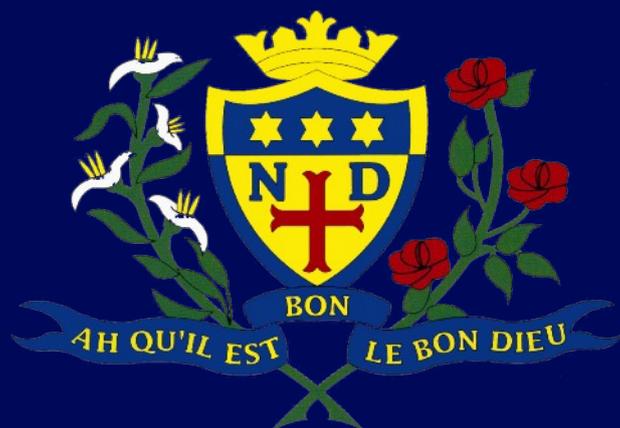


Notre Dame High School



School Handbook

2018/2019



Welcome to Notre Dame High School

Mrs Rosemary Martin - Headteacher

Welcome to Notre Dame High School, where we are proud to provide the highest quality of comprehensive and inclusive Catholic education to young women in Glasgow. Founded by the Sisters of Notre Dame in 1897, we continue to uphold the traditions of an aspirational learning environment, firmly rooted in gospel values, but which reflects 21st century learning and technology.



Working with our parents and partners, our staff provide individual support for our pupils to flourish in academic attainment, personal achievement and spiritual growth. Our aim is to equip our young people with the necessary skills, qualities and attributes to achieve success in all aspects of their lives and most significantly as they embark on the next stage of their learning journey, post school. This is reflected in the very high attainment levels of our young people, the vast majority of whom move directly onto Higher Education.

We look forward to welcoming your daughter to our school which was described by Education Scotland as a school with “outstanding ethos which nurtures and develops very well-behaved, courteous and confident young people. The school has a very strong Catholic community of faith which embraces the rich diversity of cultures and faiths”.

A very successful school, most notably in terms of academic achievement and positive destinations, we attract young people on placing request from a large number of primary schools within Glasgow.

I hope you enjoy reading about our school but if you have any further questions or would like to arrange an individual visit, please get in touch. The staff, pupils and I look forward to meeting you.

“ Working with our parents and partners, our staff provide individual support for our pupils to flourish in academic attainment, personal achievement and spiritual growth. ”

Our Vision and Values

Vision

We are Notre Dame, a Catholic High School, welcoming those from all faiths and backgrounds. We provide the highest quality education and support in a community which is inspired by our Foundress, St. Julie Billiart.

Values

Through the love and compassion of our good God, we nurture growth and enrich the lives of our young people. By displaying mutual trust, respect and tolerance, all pupils are treated equally and with fairness, creating a community where everyone is encouraged to realise their God-given talents.

Aims

Staff, pupils, parents and partners work together to achieve the following:

- To benefit herself, her family and society, each individual will be provided with what she needs to realise her full potential in;
 - academic studies
 - wider achievement opportunities
 - spiritual, emotional and physical well being
- Staff are provided with the tools and skills to carry out our vision
- Each pupil will make a positive contribution to society, both now, and in the future
- All young people will reach their planned destination beyond school, meeting their individual goals and aspirations.



Head Girl - Thelma

Hello my name is Thelma Ejihkeme and I am the Head Girl of Notre Dame High School. Coming from Notre Dame Primary School has allowed me to experience the understanding and welcoming nature of the Notre Dame community from a young age. I was nervous to come to high school as I had no idea what it would be like and I was unsure of myself, however being around such supportive friends and teachers for many years, has helped me become the person am I today.



There are various staff members around to encourage the girls to be the best versions of themselves, this includes, teachers, janitors, classroom assistants and support for learning staff. There is a close relationship between staff and pupils as they truly care about their well-being and this is something that has stuck by me through my years at Notre Dame; how easy it is to talk to staff and how supportive they are. There is so much guidance provided from day one, from a pastoral care teacher to an S6 mentor and these people pushed me to be more confident and outgoing. I joined various school clubs, such as Sky Sports Club, Netball club and choir, which I still attend six years later. I was given all these opportunities and many more, all thanks to the support I was receiving. I even got the chance to be Class captain of my tutor group, giving me many leadership roles very early on.

Aside from outstanding grades and extra-curricular opportunities, Notre Dame is known for our charitable community. Here at Notre Dame, charity is a big deal throughout the school year as we feel that it is necessary to give back due to our privileged location in the world. For example we host a Hint of Pink day every year to raise money for Breast Cancer Research and this year we raised over £1,100. In addition to this, some S6 girls held a number of events during one school week (Charity Week) to raise money for Islamic Relief. This also raised over £1,000. These are just a few of the events already taken place this year and they show our passion to give back to the wider community and those in need.

Notre Dame is catholic school and this faith is strongly practised through all years, from the wonderful S2 Youth Team who lead the school in prayers and other faith events, to the S6 Caritas class who represent the school in events across the City. We are a very culturally diverse school and this means that we celebrate many other faiths and welcome girls from all backgrounds. I have had a great time at Notre Dame, I have made lifelong friendships and achieved so many things. I am certain that if your daughter attends this school, she will grow in love, faith and respect just as I have, and will make many memories that she will never forget.

Pupil Council

Our Pupil Council meet once a term or as required during the academic year. The aims of our Pupil Council are:

- To provide pupils with a clear role in shaping the direction of our school
- To share ideas or proposals with the pupils as part of our consultation process
- To capture the opinion of pupils as the year unfolds
- To take action where pupils feel strongly about a matter raised at the Pupil Council

Each class group vote for a Captain and Vice Captain at the start of term. Both representatives attend all council meetings. At the start of each year our S6 pupils participate in a vote where our Office Bearers are elected. Along with the support of staff, these senior pupils lead all meetings.

Our Pupil Council has a key role in shaping school improvement and discuss a range of issues affecting our school community. Agenda items are discussed during Personal Support and Social Education periods and Captains and Vice Captains ensure that the views of their class group are expressed during our meetings.



Parent Council

The Parent Council is a group of parents selected by members of the Parent Forum to represent all parents/carers of children at the school. The Notre Dame Parent Council are very active in all matters relating to school improvement and the range of activities they are involved in includes:

- supporting the work of the school
- gathering and representing parents/carers views to the head teacher, Glasgow City Council and Education Scotland
- promoting contact between the school, parents/carers, children and young people, the local community and local businesses
- fundraising
- involvement in the appointment of senior school staff

Parent Forum

The 'Parent Forum' is the term used to describe all parents and carers with pupils at our school. Membership of the Parent Forum allows parents/carers to have their collective voice represented via the Parent Council.

The Parent Council meet with Mrs Martin, school staff and pupils five times each session. As Head teacher, Mrs Martin has a right and a duty to attend all Parent Council meetings but does not have a right to vote.



Contacting our Parent Council

Membership of our Parent Council can change on an annual basis. At the time of writing, Mr Ciaran Ewins and Mrs Michelle Watt are co-chairs of the Parent Council.

You can contact our Parent Council via the [Parents and Carers](#) page of the school web site, or by emailing notredamehspc@gmail.com.



Senior Leadership Team

There are three Depute Head Teachers at Notre Dame High School. Each Depute Head fulfils a specific remit, as outlined below. All Senior Leaders have shared responsibility for elements of Learning and Teaching and Tracking and Monitoring.



Mr David O'Neill

Year group head - S5/S6	SQA Coordinator
Senior Phase Curriculum	S5/S6 Tracking and Monitoring
S5/S6 personalisation and choice	School Award Ceremonies
Social Subjects, Art, Graphics, Modern Languages and English link	

Mrs Sarah Watt



Year group head - S3/S4	Timetable and Cover
Staff development and professional learning	Broad General Education curriculum
Broad General Education Tracking and Monitoring	S3 and S4 Personalisation and Choice
Maths, Science, Business, Computing, Music and Drama link	School Handbook and Website



Mrs Liz Henderson

Year group head - S1/S2	Child Protection coordinator
Pastoral Care and Support for Learning	Personal Support and Social Education Curriculum
P7/S1 Transition	RE, PE, Home Economics Link
S2 Personalisation and Choice	

Pastoral Care

We are very proud of the support we offer pupils at Notre Dame High School. We embrace the individuality of every young woman who comes into our care, our approach is holistic, nurturing and restorative. Catholic values are at the heart of everything we do and Pastoral Care staff work alongside parents to develop the academic potential of pupils as well as looking after their social and emotional well being.

When your daughter joins Notre Dame High School, she becomes a member of a House Group, each Group is looked after by a member of our Pastoral Care team. The Principal Teacher of Pastoral Care Teacher is the named person responsible for overseeing your daughter's school experience. Pastoral Care staff are the first line of contact if you have any concerns or queries regarding your daughter's school life. Our team welcome communication with parents to ensure our young people are happy, safe and achieve their potential.

Iona House	Mrs Kelly, PT Pastoral Care
Trinity House	Mrs Dean and Mr McCarthy, PT's Pastoral Care
Melrose House	Mrs Dunn, PT Pastoral Care
PT Support for Learning	Mrs Mitchell (Acting)
English as an Additional Language	Ms McGuinness and Ms Gilroy
Support for Learning Workers	Mrs Aitchison Mrs Fay Mrs Taylor Mrs McLaughlin Mrs McNally Mrs White
Education Liaison Officer	Miss Wallace



Mrs Marshall

Mrs Dean

Mrs Dunn

Mrs McCabe

Mrs Kelly

Mrs McLaughlin

The School Year

Term dates for 2018/2019 are as follows (*italicised dates are In-Service days for staff only*):

Information	Date
Return Date for Staff	<i>Monday 13th and Tuesday 14th August 2018</i>
Return Date for Pupils	Wednesday 15 th August 2018
September Weekend	Friday 21 st and Monday 24 th September 2018
October Week	Friday 12 th October to Friday 19 th October (inclusive)
Christmas	Schools close at 2.30pm on Thursday 20 December 2018 and pupils return on Monday 7 th January 2019
February Weekend	Monday 11 th February to <i>Wednesday 13th February 2019</i> (inclusive)
Easter Holiday	Schools close at 2.30pm on Friday 29 th March 2019 and pupils return on Monday 15 th April 2019. <ul style="list-style-type: none"> • Friday 19th April (Good Friday) • Monday 22nd April 2019 (Easter Monday)
May Day Weekend	Monday 6 th May and <i>Tuesday 7th May 2019</i>
May Weekend	Friday 24 th May 2018 and Monday 27 th May 2019
Summer Holiday	Friday 28 th June 2019 at 1.00pm

The School Day

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	8.50 – 9.40	8.50 – 9.40	8.50 – 9.40	8.50 – 9.40	8.50 – 9.40
2	9.40 – 10.30	9.40 – 10.30	9.40 – 10.30	9.40 – 10.30	9.40 – 10.30
Interval: 10.30 – 10.45					
3	10.45 – 11.35	10.45 – 11.35	10.45 – 11.35	10.45 – 11.35	10.45 – 11.35
4	11.35 – 12.25	11.35 – 12.25	11.35 – 12.25	11.35 – 12.25	11.35 – 12.25
Lunch: 12.25 – 13.05					
5	13.05 – 13.55	13.05 – 13.55	13.05 – 13.55	13.05 – 13.55	13.05 – 13.55
6	13.55 – 14.45	13.55 – 14.45	13.55 – 14.45	13.55 – 14.45	13.55 – 14.45
7		14.45 – 15.35	14.45 – 15.35	14.45 – 15.35	

GIRFEC and the Named Person

GIRFEC isn't an extra thing people have to do. It's a way for those who support children to work differently, making sure that they are all on the same page. Where needed, GIRFEC links day-to-day work in education, health, policing, social work and the voluntary sector – in fact any organisation whose staff come into direct contact with children. It makes it easier for those different organisations to communicate consistently with each other, and with parents, carers, children and young people.

GIRFEC provides a structure that helps people to work in the same way and use the same language. This allows discussions with the child and their family to focus on what is good in a child's life, and what might need attention or support.

It's the bedrock for all children's services and can also be used by practitioners in adult services who work with parents or carers.

The approach helps practitioners focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

What Getting it Right for Every Child means for children, young people and their families:

- They understand what is happening and why
- They have been listened to carefully and their wishes have been heard and understood
- They will feel confident about the help they are getting
- They are appropriately involved in discussions and decisions that affect them
- They can rely on appropriate help being available as soon as possible
- They will have experienced a more streamlined and co-ordinated response from practitioners

For practitioners:

- Putting the child or young person at the centre and developing a shared understanding within and across agencies
- Using common tools, language and processes, considering the child or young person as a whole, and promoting closer working where necessary with other practitioners

If you would like to access support from the Named Person Service, please contact the school. (For Early Years establishments this should be "please contact your Health Visitor")

Timekeeping and Permission to leave school

Timekeeping

Timekeeping is a key life skill that will have an impact on our pupils' propensity to seek out and maintain part or full time employment. School starts at 8.50 am every day. Period 1 is not a registration period and classes therefore begin at 8.50 am.

Permission to leave school

If your daughter has an appointment or personal commitment that means she needs to either arrive late or leave school early, please send a signed and dated note in to school the day before permission is required. At interval time on each day of the week, members of the Senior Leadership Team meet pupils and issue permission slips.

Parking and our Local Community

When dropping your daughter off at school, please be mindful of the fact that we are located in a built up residential area. Please support us as we aim to enjoy a close relationship with local residents. Cars should not be parked on the small street that leads to the main gate or in front of driveways. Please do not double park in the local area and encourage your daughter to walk a short distance from a safe drop off point. Parents/Carers cannot park within the school grounds during drop off and pick up times, unless a prior arrangement has been made in light of specific needs.

Pupils from S3-S6 are permitted to leave the school grounds during lunch. We appreciate parental support in relation to the responsibility that the girls have when walking to and from the local shops. There are only a small number of bins on the route from Byres Road to the school and it is possible for the bins to overflow. As you can appreciate, this can be extremely frustrating for local residents and the school. We ask parents and carers to encourage pupils to keep litter until they can find an appropriate bin to dispose of the packaging during lunch. We are in discussion with the local authority about the prospect of procuring extra bins for the route to Byres Road. We would encourage local residents to contact us if they have any concerns.

Reporting to Parents

When do we report?

S1	Interim Report: December	Full Report: April	Parents' Evening: October
S2	Interim Report: October	Full Report: February	Parents' Evening: February
S3	Interim Report: March	Full Report: December	Parents' Evening: June
S4	Interim Report: October	Full Report: January	Parents' Evening: November
S5	Interim Report: November	Full Report: March	Parents' Evening: November
S6	Interim Report: November	Full Report: March	Parents' Evening: November

The specific dates will be communicated via letter, twitter and our school website.

There are also a number of Parents' Information Evenings throughout the year. Letters will be sent to parents/carers nearer the time and the dates will be published on our [school calendar web page](#).

Reporting Absence

Notre Dame High school utilise the local authority pupil absence reporting line. Parents and carers are asked to contact **0141 287 0039** to report all instances of pupil absence.

However, should any parent/carer wish to speak with school staff in relation to a serious matter including serious illness, bereavement, contagious diseases or an absence likely to last more than one week please call the school office on **0141 582 0190**.

Contact Us

160 Observatory Road

Downhill

Glasgow

G12 9LN

Fax - 0141 582 0191



0141 582 0190



@ndhsglasgow



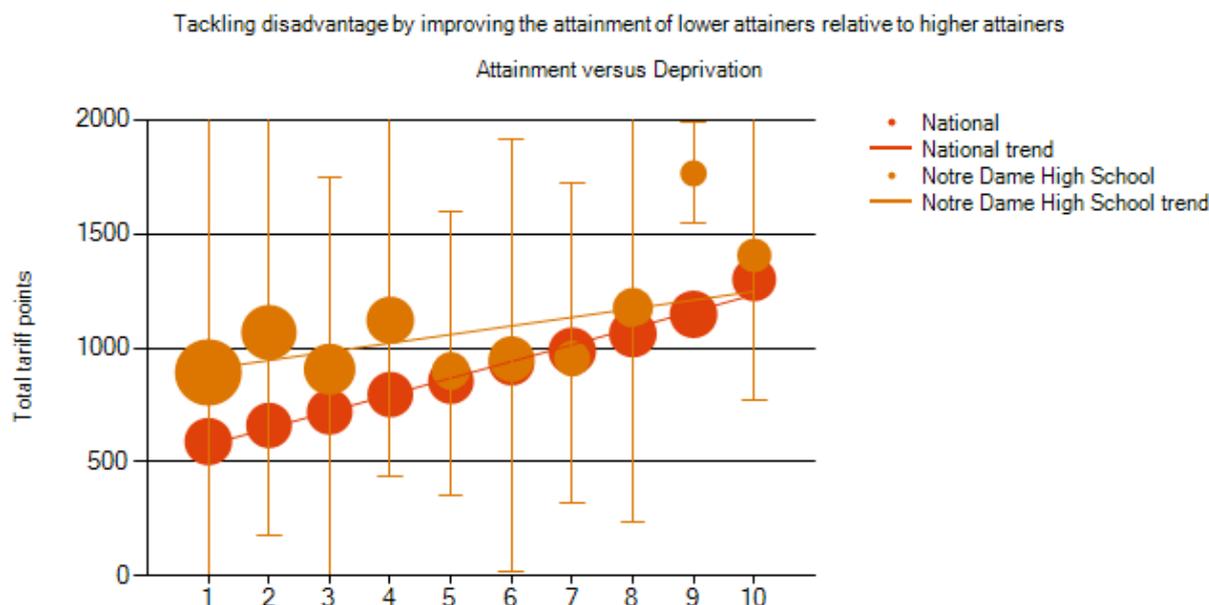
www.youtube.com/ndhsglasgow



blogs.glowscotland.org.uk/gc/ndhs/

Pupil Equity Fund

The Scottish Government has allocated £750 million to the Attainment Scotland Fund, and the Pupil Equity Fund is a key component of this. Schools have been asked to plan how they will utilise the Pupil Equity Fund to close the poverty-related attainment gap with regards to literacy, numeracy and health and wellbeing.



The diagram shown compares the performance of young people who leave our school to that of other Scottish students, based on the Scottish Indicator of Multiple Deprivation (SIMD). This data is grouped in deciles, with pupils living in the most deprived postcodes in decile 1, and those in the most affluent postcodes in decile 10. As you can see, Notre Dame pupils (light orange) are performing either well above or similar to the national figures (dark orange). However, as a school, we are not complacent and are constantly looking for ways to ensure all young people have what they need to succeed.

For session 2017/2018, Notre Dame High School received £112,800. This figure is based on the number of young people in receipt of free meals. We consulted with our Parent Council, staff and Pupil Council to decide the most effective use of this substantial sum of money and agreed a number of strategies which will lead to improvements in the key areas of literacy, numeracy and health and wellbeing. These are summarised overleaf.

Pupil Equity Fund

Additional teaching staff

We have employed additional staff in Mathematics and English as well as a full-time teacher for the Support for Learning department.

Additional staff responsibilities

Three current staff members have been successful in securing Principal Teacher posts with remits which will help to raise attainment:

- **Mr McColm** is leading the school in improving the Learning and Teaching approaches of all staff
- **Mr Hegarty** is using his expertise to develop systems which allow staff to track and monitor pupil progress data from S1 – S6.
- In turn, **Mr Harte** is leading the use of this data to identify those young people who require support. Working with pupils and staff, he is able to implement interventions which will give all pupils an equal chance to succeed.

Resources

The school have been able to invest in a number of strategies and programmes to further enhance pupil skills and knowledge in curricular areas. This includes programmes to support reading comprehension, spelling and motivational workshops.

Health and wellbeing

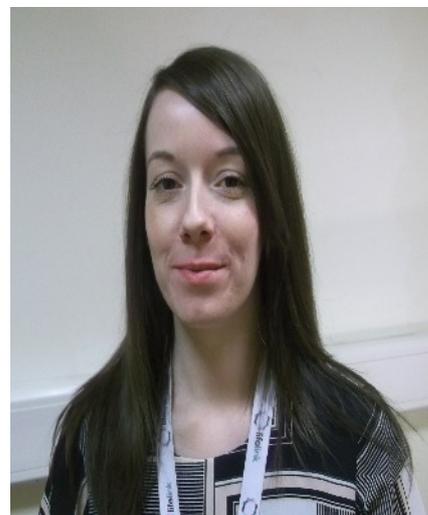
The school have used some of the Pupil Equity Fund to invest in programmes which have a proven track record of helping young people make progress in this key area. This includes additional counselling services, residential and outdoor learning opportunities and the highly regarded Duke of Edinburgh Bronze award. Further information on the Pupil Equity Fund can be found by contacting Mrs Martin, Headteacher.

Inclusion and Meeting Learner Needs

A wider group of staff work closely with our Pastoral Care team to ensure that your daughter is fully supported during her time at school.

Lifelink (One to one support)

Lifelink offer our pupils one to one support providing them with a range of strategies to deal with personal and social issues in more depth. Counsellors help learners develop the emotional skills and confidence to face and overcome their own personal challenges, transitions and difficulties. Pupils over 12 years of age can self-refer for counselling support. This year, we have Lifelink Counsellors available 2 days per week.



Emma MacDonald - Lifelink Counsellor



Lifelink (Group programme)

Group sessions focus on four key areas of emotional literacy to help young people understand how to manage life and stress better:

- 1) Self Awareness
- 2) Self Management
- 3) Awareness of Others
- 4) Relationship management

Programmes being offered this year are: Self Esteem, Confidence Building and Conflict Management. Referrals to the aforementioned groups would come through the Pastoral Care Team or Senior Leadership Team. If your daughter wishes to participate, a parental consent form will be sent home.



Sam O'Dell - Lifelink Counsellor

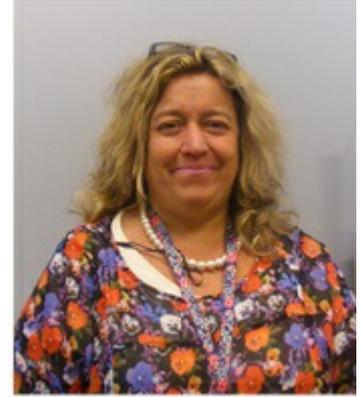
Protected Space

Once a week, our Lifelink Counsellor is available to speak with parents or pupils who have questions about the counselling process. Meetings are by appointment only at the end of the school day. Please call the school office if you would like to take advantage of this opportunity.

Inclusion and Meeting Learner Needs

School Nurse

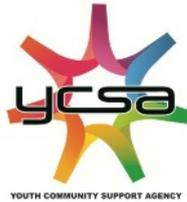
Judith Currie is a very experienced nurse with a specialist background in child/young peoples' health. Her role in the school is to work with the Pupil Support Team to promote health and wellbeing. In addition, Judith supports pupils on an individual basis with any physical or mental health concerns. Pupils can self-refer or be referred through their Pastoral Care Teacher. Judith is a member of our Community Joint Support Team and works in partnership with other agencies and services to support young people and their families at home.



Judith Currie, School Nurse

Youth Community Support Agency

Person Centred Counselling



YCSA offer intensive support tailored to the individual needs of young people's culture, religion, faith and family structures. Staff have a sound understanding of the issues and challenges that ethnic minority families face in Scotland today. YCSA have worked in our learning community for over 10 years and we are very pleased to welcome Patricia to Notre Dame. Young people have reported progress in their abilities to cope with a range of difficulties including: bereavement; stress, low self-esteem; negative body image; self-harm and complex family relationships. Pupils either self-refer or are referred by their Pastoral Care teacher.



Patricia Barber - YCSA Counsellor

Bethany Christian Trust

Bethany Christian Trust offers therapeutic befriending which is, in essence, a form of listening support. It is informal, yet confidential, providing a space in which young people can express any anxieties, on-going problems or ask for help in particular areas. This form of support provides young people with a unique place to explore and clarify the barriers in front of them and to begin, within a nurturing relationship with trained practitioners, to explore positive ways to bring about a solution. All of this takes place in a supportive and safe environment both within school and/or local community.



Zara McClintock - Bethany Christian Trust



Skills Development Scotland

Skills Development Scotland is the national skills agency of Scotland. Suzie and Martin work with individuals, parents and teachers to help young people develop career management skills. They offer career information, advice and guidance to ensure that the young person can make career decisions at each stage of their learning and progress on their career journey with confidence.

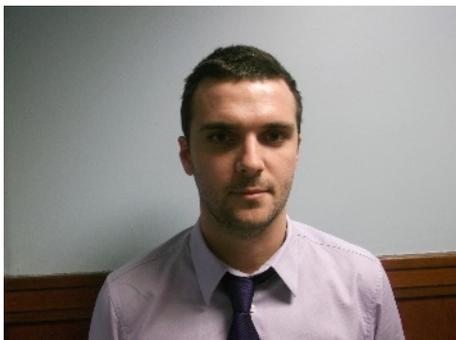


Suzie Scott and Martin Baillie
Skills Development Scotland

MCR Pathways Co-ordinator

My role within the school is to work with Looked After Learners from S1-S6, providing support in the form of classroom group work, one to one meetings and mentor matching. Regular communication with pupils and Pastoral Care staff is central to my role.

When LAC learners begin S3, they will be paired with a mentor based on their interests, background and potential. Once a pupil is matched with a mentor, they will meet every week for an hour in school to carry out mentor prepared exercises, discuss school work and work towards the completion of college or university applications.



Greig Cavanagh
MCR Pathways Co-ordinator

English as an additional language

There are a variety of different and complex challenges facing the teaching of literacies to pupils with English as an Additional language. Pupils with English as an Additional language speak another language as their mother tongue. They may also speak a number of related languages. For instance, someone from Afghanistan will be literate in Farsi, may understand and talk in Pashtu and Dari, and communicate in Russian and English.

Pupils come from a wide range of backgrounds. Some have been traumatised or had a very limited education. On the other hand, some have had a full academic schooling. Our aim is to integrate all pupils into the mainstream curriculum as soon as possible.

Most can develop their English language for social purposes within two years. This is used in everyday conversation and in normal classroom interaction. Bilingual pupils develop their language skills when paired with a competent speaker of English to encourage conversation and dialogue. Language needed for learning can take from five to eleven years to develop.

In mainstream classes, teachers can support pupils by using key visuals such as charts and diagrams. The use of writing frames is essential in introducing a topic and breaking down a complex task into more easily understood responses. In EAL, we support pupils within the classroom in collaborative learning, in small tutorial groups, or in one to one learning. We support mainstream staff by providing materials, advice and in-class support.

Our EAL staff, encourage parents to maintain and develop their first language with their children as well as informing parents of cultural issues associated with schools and society. Essential to our role is the encouragement of the integration of EAL pupils into the life and work of the school and of our society in general. Similarly, indigenous pupils benefit from learning about other cultures and religions - a two-way learning process!

We also work closely with partner agencies to ensure that interpreters are available for parents/carers during Parents' Evening and Information Evenings.

English as an additional language

In order to meet the language needs of our bilingual learners, Notre Dame utilise the SQA framework of courses which begin at National 3 and extend to Higher. Qualifications in English for Speakers of Other Languages are recognised at all Scottish Universities as an equivalent to the English course framework.

We are immensely proud of the diversity of our school community. Please contact Ms McGuinness or Mrs McCabe if you have any enquiries in relation to EAL support or delivery.

The infographic shown below includes the fifty one languages other than English that are spoken by pupils currently attending Notre Dame High School.



Support for Learning

Notre Dame High School aims to ensure that all pupils are provided with the support they require in order to help them work towards achieving their full potential. Some pupils may require additional support to overtake this aim. Need for additional support exists where a pupil is encountering barriers to learning and development. At Notre Dame High School, we understand that a broad range of circumstances and factors, both over the short term and long term, can bring about the need for a pupil to receive additional support. It is for this reason that we promote collaborative working among all those supporting our pupils; ranging from classroom teacher, pastoral care staff, support staff and parents. Our staff carry out appropriate and proportionate assessment in order to inform both the planning and support of pupils.

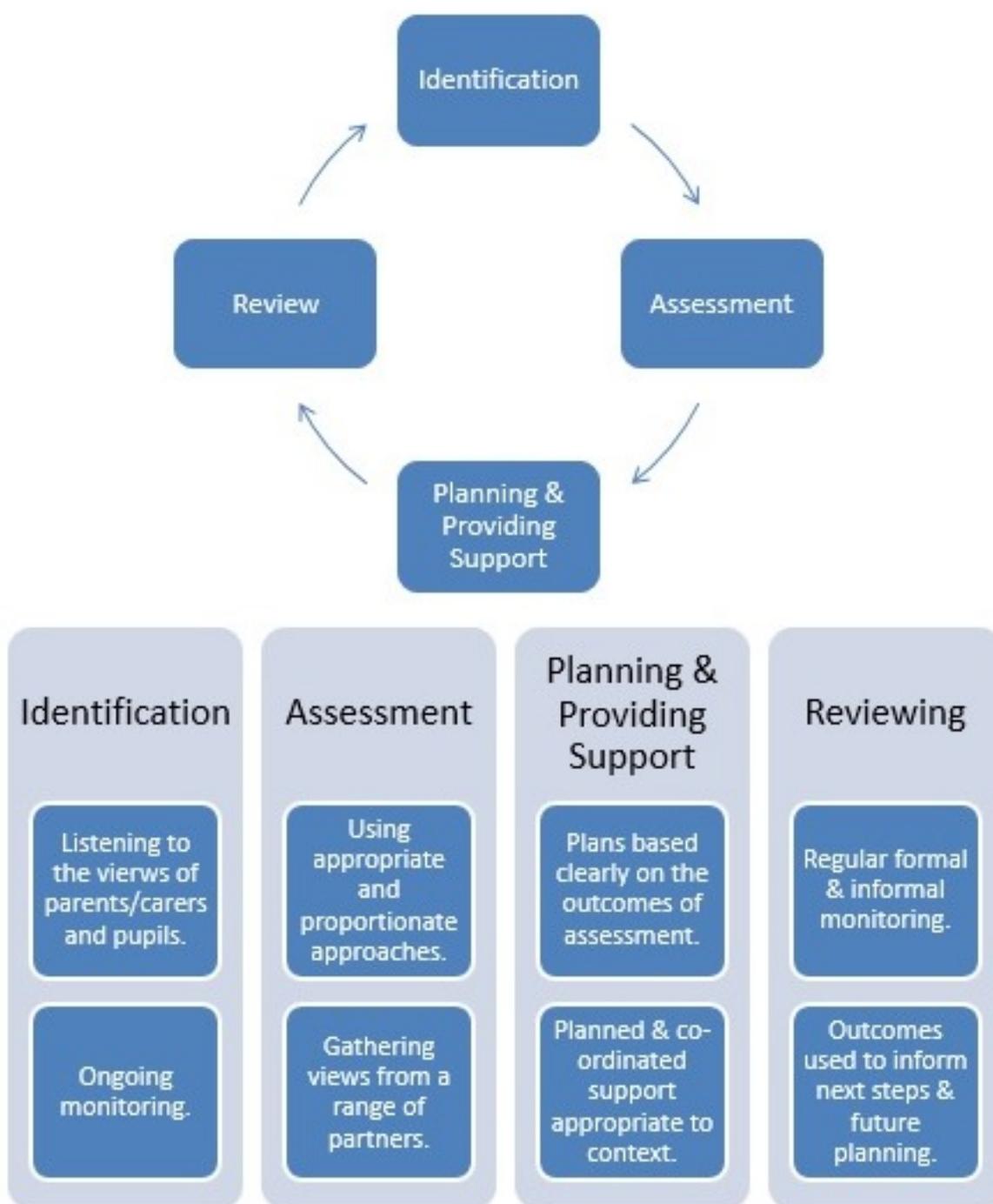
At Notre Dame High School, our Support for Learning department works to ensure that every pupil is included and supported in their learning. We do this by paying particular attention to points of transition both into and within our establishment in order to ensure that children and young people with additional support needs have progress and their full inclusion carefully planned. This along with our partnership working prevents the emergence of barriers to both learning and the personal development of our pupils.

Staff within the Support for Learning department work in a variety of ways in order to help to meet the needs of all pupils. These include:

- offering one-to-one or group tutorial support to pupils.
 - providing a programme of work that parents can use to support their daughter at home.
 - supporting pupils in the classroom by working co-operatively in subject departments.
 - consulting with partner agencies to identify and support barriers to learning.
 - working collaboratively with subject specialists to raise awareness of individual support needs.
 - working with staff to develop and implement appropriate inclusion strategies.
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-
-

Support for Learning

Additional support needs are met by the Support for Learning department through the cycle of identification, assessment, planning and providing support, and review. Mrs McCabe is our PT of Support for Learning.



School Uniform (S1 - S5)

Our school uniform promotes shared values, self-confidence and a sense of community. The uniform is actively supported by our pupils, parents and the Parent Council and is of great benefit to our young people.

The S1-S5 uniform is comprised of:

- School blazer
- Blue shirt
- School tie
- Brown Skirt (Standard design)
- Appropriate school footwear (black or brown shoes)

The school tie is available from the school office and the blazer can be purchased from Campbell's on Victoria Road, Govanhill or Man's World on Byres Road in the West End.



School Uniform (S6)

The S6 uniform is comprised of:

- School blazer
- Blue shirt
- S6 Tie
- Tartan Skirt
- Appropriate school footwear
(black or brown shoes)

Fitting events take place prior to the beginning of S6 where staff from some of our providers are on hand to measure the girls for their tartan skirt.



PE Kit

Participation in PE is a key aspect in promoting health and well being and all pupils are expected to participate. Pupils who are not participating in PE must have a note or a medical certificate. These pupils should still bring their kit to allow them to assist in the lesson by refereeing, keeping score or assisting with the distribution of equipment. This ensures that they are still able to take part in the work of the class and do not miss out on the knowledge and understanding delivered during lessons.

Our PE kit is comprised of:

- White T-Shirt
- Black/Navy Blue shorts or tracksuit bottoms
- Training Shoes

All jewellery and piercings should be removed prior to PE lessons.



Hijab Colours (S1-S6)

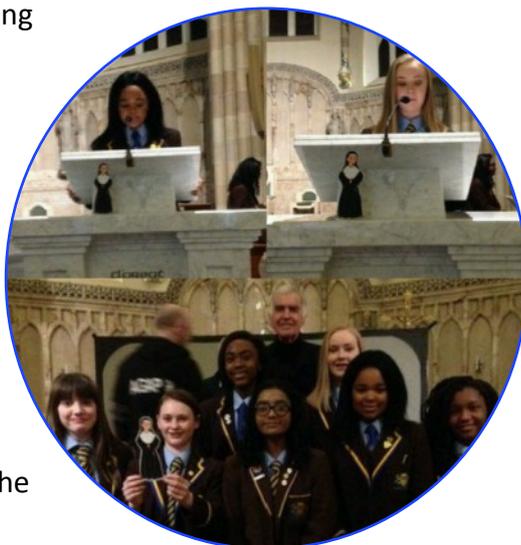
If your daughter wears a hijab to school, please ensure that the hijab is either plain brown or navy blue in colour, in line with our uniform policy.



Catholic Ethos and Religious Life of the School

Catholic Ethos

Notre Dame High School is unequivocally a Roman Catholic school. Our Church has always recognised the responsibility of parents/carers as the first and most important educators of their children. Our role as staff is to work in partnership with parents/carers to help young people grow in faith, enabling this faith to develop into a mature and personal response to Christ and to assure them of the truth and value of Christian living.



Our School Ethos

Notre Dame is an open, welcoming and inclusive community whose vision is based upon the central teachings and values of the Catholic Church. Such a community of faith is established by the Head Teacher and staff who make every effort to ensure that all are valued, treated with respect and encouraged to participate in the life of the school.

Our Julie Billiart Group

This is a group of volunteer staff who meet on a monthly basis. With the Liturgical Calendar at the centre of its planning process, the main objective of the group is the promotion of the school's spiritual life. They also make recommendations to the Head Teacher regarding the religious life of the school.

RERC – Beyond The Classroom

We have a range of pupil teams who plan ways in which they, representing the student body, can contribute directly to the liturgical/pastoral events which are ongoing. They are involved in leading the school community in prayer and in promoting fundraising activities for the school's chosen charities. These groups include our S1, S2, S3 and S4 Youth Teams and S6 Caritas group. S2 pupils have been involved with the Glasgow University Legion of Mary Praesidium. There is also an on-going retreat programme for all pupils from S1-S6, led by the Salesian Sisters and the NET ministry outreach group.

Caritas Award and Local Parish Communities

Our RE Programme

Religious Education is a core aspect of our curriculum for all (S1-S6). Young people follow a programme of work, as prescribed and approved by the Bishops of Scotland. The curriculum is reviewed regularly and, in light of Curriculum for Excellence, is currently adhering to the guidance provided in the document [This is our Faith](#). Every RE class receives instruction from a Catholic teacher. Two periods per week are devoted to RE for every class.

Caritas Award

Our pupils are encouraged to witness to their faith and to recognise that our Catholic beliefs extend beyond the walls of our school. Like many fellow pupils throughout the country, our girls have the chance to undertake the Caritas award in S6. This award is open to young people from all faiths and provides the opportunity to engage in a process of personal reflection and faith in action.

Chaplaincy and Local Parish Communities

Chaplaincy support is provided by Cannon McBride and Sr.Mary McClure, SND, who, together with Miss McMahon (PT RE), Miss McQuillan and the extended team of RE staff, aim to ensure the optimum impact in the quality of young people's experience of Religious Education. We enjoy close relationships with our parish communities of St. Peter's, St. Simon's and St. Ninian's.

Religious Observance in Scottish Schools

The Scottish Government revised guidance around the provision of religious observance in Scottish school in March 2017. A link to the guidance can be found at the end of our handbook. If having read the Scottish government guidance, you would like to discuss any aspect of religious observance, please contact the school and arrange to meet a member of our Senior Leadership Team.



School Improvement

In the summer of 2014, the Scottish government introduced a new benchmarking tool for Scottish schools. Insight is now used to track performance from year to year. Data is only finalised in the March of the following year and can be one or two calendar years behind the current session depending upon the date when you access this handbook. Some data, such as figures related to positive destinations is released after attainment data. As and when the government release new data we will update our handbook. The information shown is available from Education Scotland's Parentzone website (www.educationscotland.gov.uk/parentzone). For the most recent data, it is best to check Parentzone around April of each year.

Improving leavers attainment in Literacy and Numeracy



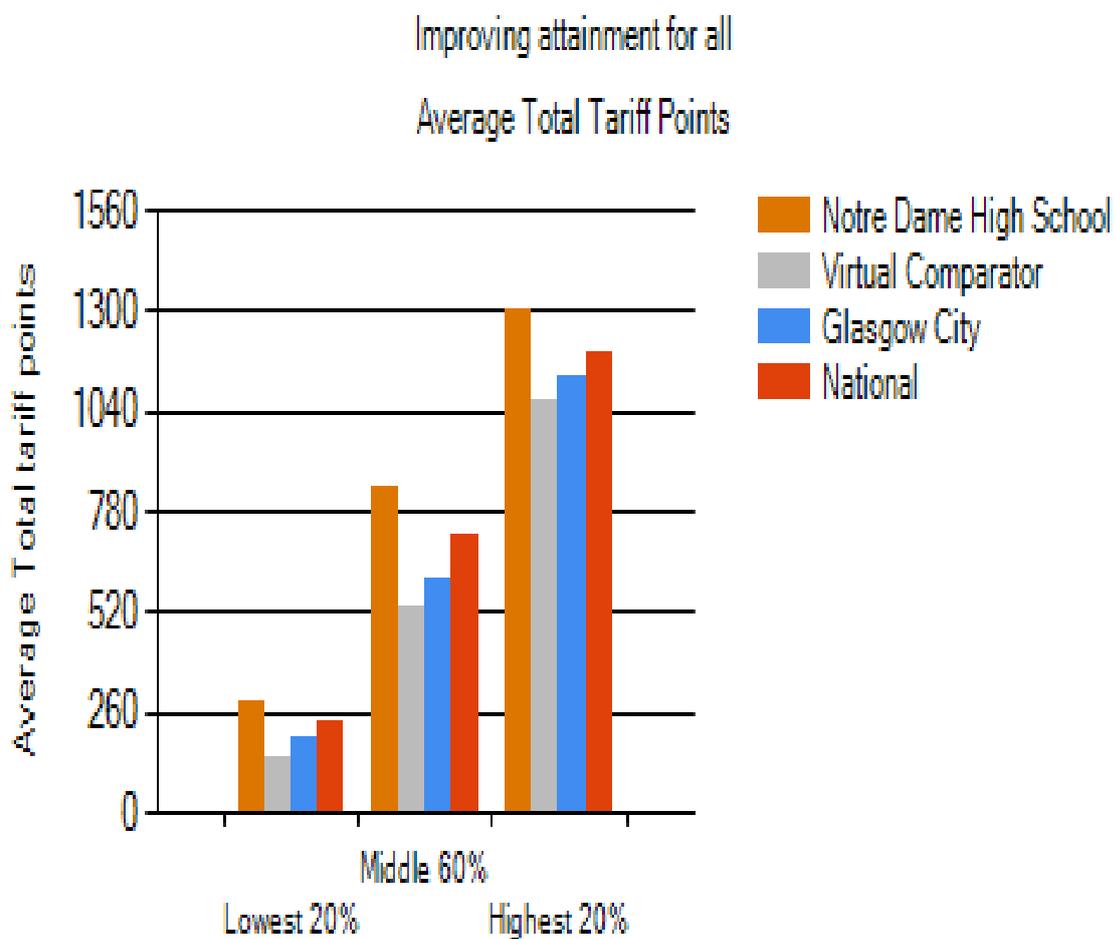
The graph shown above reflects the positive attainment within Notre Dame High at both SCQF level 4 and SCQF level 5 for Literacy and Numeracy. The most recent data is significantly better than the Virtual Comparator figure. The virtual comparator shows how learners with the same profile as our learners were expected to perform. For a full explanation of each measure please access:

www.educationscotland.gov.uk/parentzone

School Improvement

Attainment for all learners

The data for school leavers at all levels is split into three categories, the lowest twenty per cent, the middle sixty percent and the highest twenty per cent. The graph is not an indication of how many pupils we presented in each category but instead shows the average tariff score attained by pupils within each group.



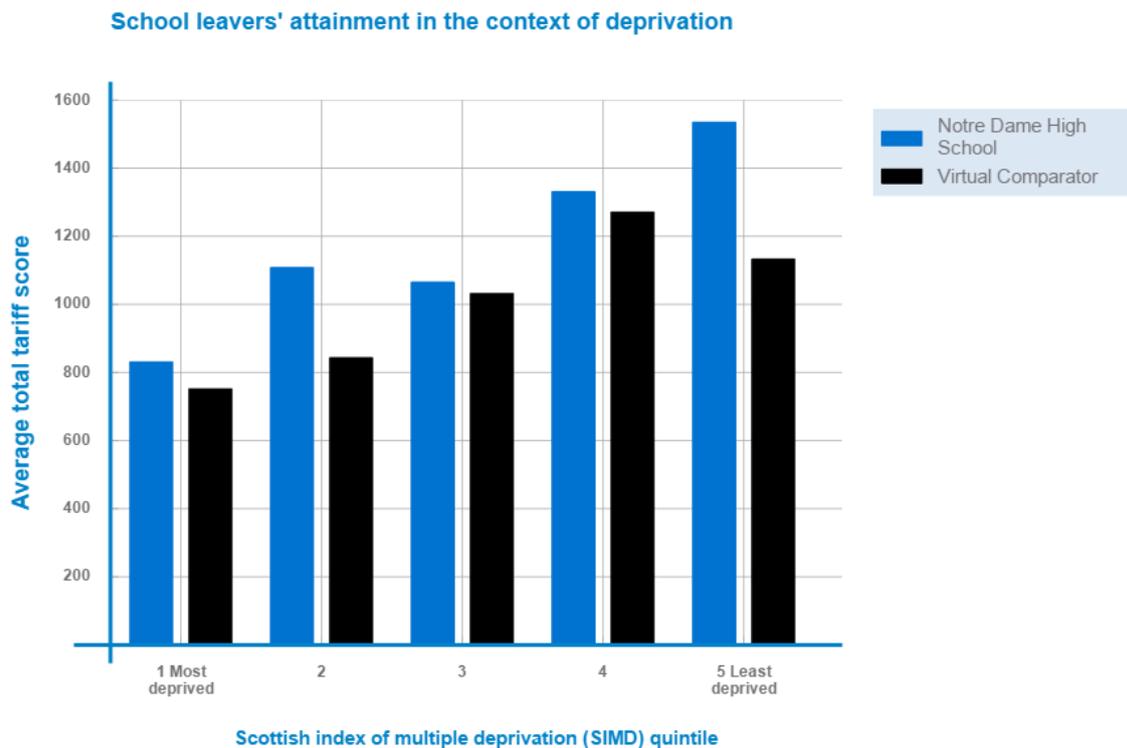
As can be seen above, Notre Dame is performing above the Virtual Comparator, Glasgow City Council and National figures for all learners and in all categories.

For a full explanation of each measure please access: www.educationscotland.gov.uk/parentzone

School Improvement

Attainment v Deprivation

This measure allows for a greater level of scrutiny at each of the SIMD quintiles that Education Scotland publish as part of the attainment data for each school. The table underneath the graphs shows the average tariff score attained within Notre Dame High as well as the average within the virtual comparator school.



SIMD	1	2	3	4	5
Average total tariff score Notre Dame High School	830	1107	1064	1330	1534
Average total tariff score Virtual Comparator	751	842	1031	1270	1132

The information shown above demonstrates that Notre Dame High School is ensuring that pupils are achieving more than in their comparator school, regardless of the level of deprivation experienced by their families. We are very proud of these achievements.

For a full explanation of each measure please access: www.educationscotland.gov.uk/parentzone

School Improvement

Awards Gained by Level

This measure is still published by Education Scotland and is in keeping with the previous form of measuring attainment.

Percentage of school leavers gaining SCQF accredited awards

	SCQF level 1 or better	SCQF level 2 or better	SCQF level 3 or better	SCQF level 4 or better	SCQF level 5 or better	SCQF level 6 or better	SCQF level 7 or better
10 or more awards	43%	43%	43%	37%	17%	0%	0%
9 or more awards	70%	70%	70%	61%	31%	*	0%
8 or more awards	88%	87%	87%	80%	37%	9%	0%
7 or more awards	92%	92%	92%	83%	47%	17%	0%
6 or more awards	93%	93%	93%	88%	56%	30%	0%
5 or more awards	94%	94%	94%	91%	64%	38%	0%
4 or more awards	96%	96%	96%	94%	72%	50%	*
3 or more awards	96%	96%	96%	94%	82%	57%	*
2 or more awards	96%	96%	96%	95%	86%	63%	13%
1 or more awards	97%	97%	97%	96%	90%	72%	18%

For a full explanation of each measure please access: www.educationscotland.gov.uk/parentzone

Improvement Plan and Standards and Quality Report

The School Improvement Plan outlines our improvement priorities for the current academic year. We consult with staff, pupils, parents/carers and partner organisations before finalising the improvement plan. Each year, we also publish a Standards and Quality report and an Education Perspective Report. The latest versions of these documents can be accessed via the following links:

[Improvement Plan](#)

[Standards and Quality Report](#)

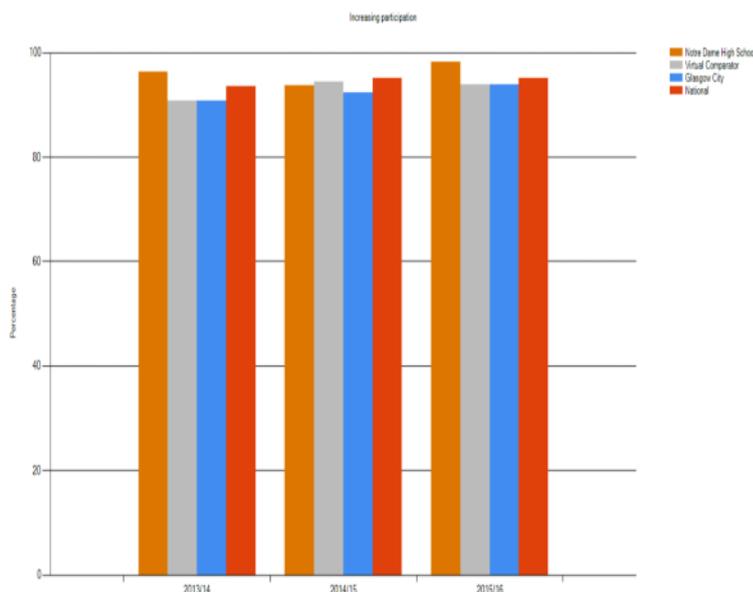
[Education Perspective Report](#)

Positive and Sustained Destinations

Percentage of School Leavers in a Positive Destination

For the 2014/2015 term, 93% of our leavers entered a positive destination. This is significantly higher than the national average and is in line with the projected total as shown under the heading ‘virtual comparator’. For a fuller explanation of each measure please access:

www.educationscotland.gov.uk/parentzone



Details of our destination figures are shown below. This data is released later than the other data sets and finalised in the February following an academic year. This means that the most recent data set shown is often two years old. For legal reasons, this handbook must be published in the academic year prior to the date shown on the front cover, hence the two year gap in data sets when publishing positive destinations.

	2014/2015		2015/2016		2016/2017	
	Notre Dame	Glasgow	Notre Dame	Glasgow	Notre Dame	Glasgow
Higher Education	53.1%	33.9%	50.0%	34.5%		
Further Education	25%	28.4%	18.3%	28.3%		
Training	2.7%	7.6%	4.0%	5.3%	Released February 2018	
Employment	12.4%	19.1%	18.3%	20.2%	Update to follow	
Voluntary	0.9%	0.3%	0%	0.6%		
Activity Agreement	0%	1%	0%	1%	Handbook Published November 2017	
Seeking Work	6.1%	8.6%	4.0%	5.1%		
Not Seeking Work	NA	NA	5.6%	1.3%		
Not Known	0%	1.1%	0.8%	2%		

Positive and Sustained Destinations

A significant aspect of our Curriculum Rationale is to ensure that every young person who leaves Notre Dame High School is entitled to move into a positive and sustained destination beyond school.

This process begins at the earliest stage – during the transition from primary school. By ensuring that we have accurate information about pupils at this stage, we are able to monitor and track progress throughout secondary school in a range of areas. A comprehensive careers education programme allows pupils to build skills, attitudes and career-management techniques over a period of time.

The remits of key school staff are designed around this crucial measure. Mr Henry, Principal Teacher Pastoral Care, has a focus on careers and work experience. In addition, staff coordinate a range of partnerships which support the girls in their learning and in preparation for transition post-school. These include Career Academy, Commonwealth Apprenticeship Initiative, Glasgow Airport and BAE Systems, who provide work shadowing, work placements, curricular programmes, interview and application workshops and pupil mentoring schemes.

Strategically, our Opportunities for All steering group, comprising school staff, a Skills Development Scotland career coach and Glasgow's Skills and Partnership team representative, meet monthly to monitor and track individuals at risk of not entering a positive destination. By identifying areas of need, they can proactively design and identify programmes and interventions which promote employability. Our aim is to ensure that no one leaves our school without an appropriate destination.

The success and impact of our approach is reflected in our outstanding positive destination figures. During session 2015/2016, 50% of our young people moved on to Higher Education. Data for 2016/17 will be published by the Scottish Government in February 2018, at which point we will update the figures contained within this handbook.

The Curriculum

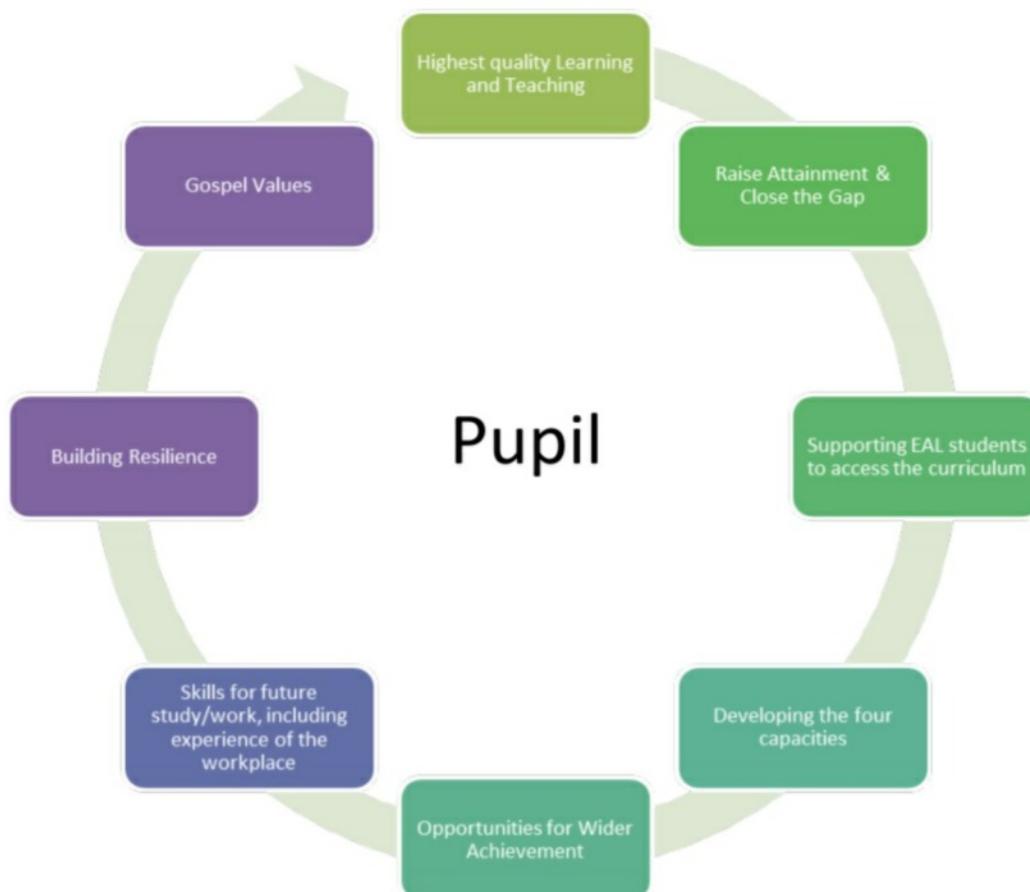
Building the Curriculum 3 (2008), describes the Curriculum as;

“the totality of experiences which are planned for young people through their education”

Using the values, principles and purposes laid out in Building the Curriculum 3 to help shape our curriculum, Notre Dame High School has engaged in lengthy and wide spread consultation with all our stakeholders to ensure that we provide a coherent, flexible and dynamic curriculum which has been designed to develop the four capacities, whilst meeting the needs of all our learners.

Our commitment to providing the highest quality of education means that we review our provision on an on-going basis, ensuring that it takes full account of new initiatives, partnerships and the changing needs and profile of our pupils.

Our rationale is summed up in the diagram shown below:



Curriculum Design - BGE

Our Broad General Education curriculum from S1-S3 provides a firm foundation in all eight curricular areas which allows young people to make a smooth transition from primary school. Pupils are largely working at second and third levels in the early stages of S1, moving onto fourth level work in programmes and courses which have been designed to provide pace and challenge. As we welcome pupils from around fifty different primary schools, we intentionally maintain very broad provision in S1 and S2. This allows us to spend time getting to know the pupils and their God given gifts and talents.

In around March of S2, pupils begin to think more about personalisation in S3 and are asked to select two subjects from each of the columns shown below.

Arts and Well being	Science	Social Studies	Technology
Art	Biology	Geography	Accounts
Drama	Chemistry	History	Administration
Hospitality	Physics	Modern Studies	Business Management
Music			Computing Science
Textiles			Graphics

All pupils in S3 will also study Maths, English, RE, PE, PSSE, and Modern Languages. Our S1-S3 structure also includes opportunities to participate in wider achievement activities including Life Skills Spanish, Duke of Edinburgh and Trampolining.

All programmes and courses delivered in S1-S3 are formed around national policy and take account of: benchmarks, thinking skills, skills for learning life and work, forms of assessment, contexts for learning and experiences and outcomes. We then adapt our delivery to suit the needs of our own pupils and circumstances. Integration of interdisciplinary learning ensures that our pupils benefit from a varied curriculum where the development of key skills is central. Pupil progress is tracked thoroughly using the 'Learning Path' system. The data we can extract from the system allows us to target specific support or provide more challenge on an individual pupil by pupil basis.



Literacy, Numeracy and Health and Wellbeing

Developing skills in literacy and numeracy is crucial for all young people and affords greater access to learning both at school and in the future. All staff share the responsibility for their promotion, and through our well designed courses, pupils are able to identify progress in these areas and in health and well being. Our [Literacy Across Learning](#) document provides examples of how this is achieved.

Curriculum Design - Senior Phase

In around March of S3, pupils will make final choices for the pathway that they wish to pursue in the Senior Phase. All pupils will study Maths and English and will then make five choices, meaning that in total they will study seven subjects in S4. We try to facilitate a 'free choice', meaning that where possible, pupils can select five subjects without the restriction of having to take subjects from specific columns/curricular areas. This programme will be supported by tracking information that we have gathered during your daughter's Broad General Education and the advice and support we offer will take account of your daughter's key strengths and employment trends as released by the Scottish government.

As Notre Dame pupils progress through the Senior Phase and national qualifications, our focus on developing skills for learning, life and work continues. The S5/S6 curriculum is reviewed annually, helping to ensure that the needs of all are addressed through well-planned learning pathways. A wide range of courses are on offer and choices are planned with individuals focusing on strengths and post-school destinations. Our school works with a range of partners to plan and implement courses which provide further choice and flexibility. These include Glasgow Life, who support our accreditation in Dynamic Youth Awards, Caledonian University, where pupils can access a range of Advanced Higher courses and Glasgow's Skills and Partnership team, who coordinate part time college courses which provide an essential support for some young people as they enhance their learning and begin the transition beyond school.



Personal Support and Social Education (PSSE)

Our Personal Support and Social Education curriculum has been designed with the following aims in mind:

- to engage pupils in Learner Conversations and follow up on concerns related to academic progress
- support pupils to plan, organise, target set and evaluate their own learning
- offer one-to-one support during periods of personalisation and choice
- reflect on skills and experiences across curricular areas and integrate information for pupil profiles
- facilitate support for Senior Phase pupils during times of application for higher education, further education or employment
- support the integrated cross curricular delivery of social responsibility with specific units of planned learning around themes such as relationships, substance misuse and appropriate behaviour when online
- focus periods may appear at appropriate points in the calendar, with themes such as study skills, exam preparation or time management
- many topics will encourage personal reflection and include homework tasks to involve discussion with parents and families
- lesson outcomes will highlight the valuable development of skills for learning, life and work
- additional events in the calendar will be set aside for visits from the Careers Advisor and to invite speakers in from Business Partnership Agencies e.g. Glasgow Airport
- Pastoral Care staff will use this time to monitor attendance and timekeeping records for each pupil and parents will be contacted if appropriate

Pupils in S1-S4 will attend PSSE once per week. Pupils in S5 and S6 will attend PSSE inserts at various points in the academic year.

Learning and Teaching

All staff within Notre Dame High School strive to offer the best possible Learning and Teaching experience for all learners.

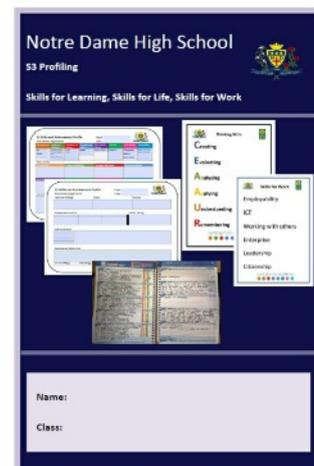
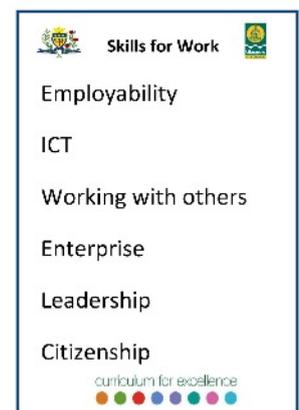
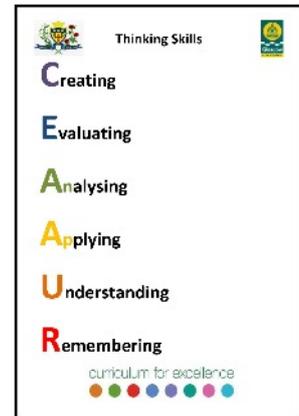
Learning Intentions and Success Criteria are agreed at department level and exist for each learning block for every course. On a daily lesson by lesson basis, staff share the thinking skill focus with all classes. This assists pupils as they reflect on their own learning, with all pupils asked to note the thinking skill focus in their planner as part of the profiling process.

A range of questioning techniques and the use of formative AiFL strategies ensure that focused feedback is given as and when necessary.

We are piloting the introduction of plenary activities that focus specifically on the development of 'Skills for Work'. Our staff are subject specialists who have honed the ability to deliver content in an engaging and relevant manner. Initiatives such as the sharing of Thinking Skills and Skills for Work provide a coherent and consistent model for structuring lessons regardless of teacher or subject.

Profiling

Sharing a focus in relation to skills would be futile if pupils did not reflect on their own learning. Your daughter should bring her planner home each day and will have been encouraged to profile her engagement with skills for learning and skills for work. In S3, every pupil creates a Profile which informs their journey into the Senior Phase. Pupils joining us in S1 will have created similar profiles in Primary 7 and our Senior Phase pupils engage in very specific profiling by way of UCAS or employment applications. More information on our S3 Profile can be found on the [profiling page of our school website](#).



Broad General Education - Tracking and Monitoring

A key focus of our school improvement plan during the 2014/2015 and 2015/2016 academic years was to devise and rollout a coherent and agreed system for tracking and monitoring within the Broad General Education. The solution we devised is comprised of:

- agreed moderated success criteria for each learning block/experience across all subjects
- planning which takes account of significant aspects of learning and progression framework statements (recently revised to take account of benchmarks)
- planning which takes account of the different contexts of learning and forms of assessment
- planning which makes explicit reference to skills for learning and skills for work

Our 'Learning Path' system allows us to:

- produce reports for each child, subject, curricular area, class and cohort
- harness data in relation to literacy, numeracy, ICT and Health and Wellbeing across the curriculum
- generate reports in relation to EAL, SIMD, FME and timekeeping/attendance statistics



The reports generated will then allow teaching staff to:

- intervene to assist individual students or groups
- carry out self-evaluation in relation to course coverage
- devise strategies to support pupils not yet on track and to challenge pupils performing above expectations

This system has been well received both locally and nationally with over one hundred schools visiting us to find out more about how we track progress through the Broad General Education. Our focus areas during the 2018/19 is to finalise our intervention policy, to devise a new reporting template for parents/carers and to use the data we have gathered to inform re-engagement with how we assess Literacy, Numeracy and Health and Wellbeing across the curriculum.

Youth Philanthropy Initiative

We introduced the Youth Philanthropy Initiative (YPI) to our Wider Achievement curriculum in August 2015. Miss Cassidy leads this area of school life on an annual basis. Our S3 pupils work in partnership with local charities to prepare presentations that showcase the essential impact that small charities have on social issues. During the course of the year, students develop key skills, most notably team work, organisation, forward planning and communication. Groups in classes compete against one another and the successful teams present at a Grand Final.

Six teams are chosen to present to all S2 and S3 pupils as well as a panel of judges comprised of our Head Teacher, Mrs R Martin, Canon McBride, our Chaplain, Mr C Martin, our business partner from Glasgow Airport and a representative from the YPI organisation. Each year, the winning team is presented with a cheque for £3,000 for their chosen charity. Pictured below, Mrs Daly and her pupils secured funding for 'With Kids', a charity who work with children and families in the East End of Glasgow. The charity focuses on developing resilience and improving self-esteem in young people. Our pupils really enjoy this programme and we are very proud of the girls for their efforts and achievement in this area.



Transition from Primary to Secondary

We work closely with colleagues of our two associated primary schools. Girls attending Notre Dame Primary School and St. Ninian's Primary school move from Primary 7 into S1 at Notre Dame High School.

Our current partnership includes activities in the following contexts:

- P4 Science
- P7 and S6 Pope Francis Award and Caritas Partnership
- P6 and P7 Modern Languages and Maths

We also work closely with our partner schools within the wider Notre Dame/St. Thomas Aquinas Learning Community. During this academic session, the focus of our transition council meetings has been:

- the delivery of Science across the Broad General Education Phase
- to further embed agreed transition strategies in relation to Literacy and Numeracy
- professional learning around how Literacy is delivered in P6 and P7

We encourage our Senior Phase pupils to take on leadership roles when working with our associated schools. Our Sports Captains annually support sporting events and Susan Chen from S6 recently presented to P7 pupils on the importance of Physics in the world around us.

Placing Requests

Each year, we welcome a large number of girls from across the city and beyond. We hold an annual Open Evening during the September of each academic year. If you do make a placing request it will be managed entirely by Glasgow City Council. Please do not be alarmed if you do not hear from us. We are unable to contact parents/carers until late April of the academic year prior to your daughter starting S1.

For more detailed information please call the school on 0141 582 0190 or visit the [enrolment page of our school website](#). For mid term placing requests please call the school office on the number stated.



Transition from Broad General Education to Senior Phase

S3 to S4

As young people move from the Broad General Education to Senior Phase, their focus adjusts to preparing for examinations. In February of S3, pupils undertake a programme of preparation and then select seven subjects to progress with in S4. Maths and English are compulsory subjects and pupils then make a 'free choice' when selecting the other five subjects. A small number of pupils may sit less than seven exams in order to facilitate specific support in areas such as acquiring English as additional language or as a result of specific individual support needs.

S4 to S5

In February of S4 and S5, a choices programme commences in support of pupils narrowing their focus on five subjects for S5 and S6. Before making decisions, pupils have support from Skills Development Scotland and a school organised Information Evening; an important event for both parents and pupils as it allows them to meet representatives from a number of Universities, Colleges and Training establishments.

S5 to S6

Over 90% of our pupils choose to return to school for sixth year. Pupils in S6 have a number of additional options available to them, depending on the pathway they wish to take to reach their final destination – this differs according to the needs and interests of each young person – employment, training, further or higher education – sometimes a mixture of these different elements. These include a range of Advanced Higher subjects, both in school and at Caledonian University hub, a range of Open University short courses and Higher Psychology.

Our S6 pupils have an important role to fulfil as senior students and ambassadors for the school. They are encouraged to participate in a wide range of values-based activities which benefit their personal development and prepare them for life beyond school.

Our young people are supported by the delivery of after-school supported study sessions throughout the course of the year and revision classes take place during Spring Break – for S5 students, there is also a study weekend in November to focus their learning towards Assessment Week which is usually at the end of January.

Skills for Work and Employability

Within the school, we provide a number of opportunities for our young people to develop their skills in preparation for the world of work. Through participation in a range of courses and experiences our students expand their knowledge and develop an understanding of the skills and attributes necessary for success in the workplace.

Working in partnership with businesses, parents and staff, pupils are involved in a number of activities at various stages of their educational journey.

- Annual BAE/RAF STEM Roadshow for S1/S2 pupils
- Law taster workshop
- Go4Set challenge
- Schools engineering challenge
- Work experience programme
- Young enterprise programmes
- Career academy programme
- Kaplan summer school
- Prime law work experience
- Steps to work class (with part time college option)
- S6 leadership
- Educational visits and speakers
- Commonwealth apprenticeship initiative
- Access to teaching course
- Lawyers in schools programme
- Barclays partnership
- Determined to Make Movies



In recent years the girls have won national and local competitions in film making, engineering, street dance and computer programming.

Our Partners

We are committed to working with a range of partners to ensure that our pupils have every opportunity to benefit from the experience of those working in local businesses. Mrs Marshall and Mrs Dunn have responsibility for Developing the Young Workforce at Notre Dame. You can find up to date information on our dedicated [Partnerships web page](#).



Glasgow Airport

Our relationship with Glasgow Airport has gone from strength to strength since we formally launched our Business Partnership with the airport at a skills and aspirations event in September 2016. This event was attended by a number of organisations based in the airport as well as representatives of The Chamber of Commerce. Glasgow Airport support our senior phase students as they develop their skills for life and work through mock interview sessions, leadership and skills training and work experience.



Glasgow Airport also support pupils and staff through curricular projects that relate their learning in the classroom to the world of work.

BAE Systems

We continue to work in partnership with BAE Systems again this year and look forward to another busy year during session 2018-19. We began the school year with the launch of the BAE/RAF STEM (Science, Technology, Engineering and Maths) Roadshow in September which was a thoroughly enjoyable experience for our S1 and S2 pupils. We then participated in the 'Watt's Watt' Challenge organised in by SCDI (Scottish Council for Development and Industry) where the girls competed with teams from a range of other schools supported by Ambassadors from BAE Systems throughout the day. Parents and young people considering a career within the company were also invited to a Girls Into Engineering Open Evening in November allowing them to gain a comprehensive overview of the opportunities available within the organisation. Our next venture with BAE Systems will be our annual S2 Schools Engineering Challenge when our girls again work with a STEM Ambassador to design and build a model ship in preparation for the finals of the competition next May.



Our Partners

CMS Cameron McKenna

CMS Law will be working with our pupils on a number of exciting projects this academic year including Lawyers in Schools, Career Insight Days and MCR Pathways Mentoring.

Lawyers in Schools

S4 students will be working with lawyers from CMS law over six weeks to develop their knowledge and understanding on different aspect of the law including; intellectual property law, family law, employment law, consumer law, human rights, discrimination, social media and the law, youth justice and police powers.

Career Insight Days

Our pupils have participated in this event for a number of years and it is always a great success. Pupils are able to gain an understanding of what it means to be a lawyer by working with staff on a range of topical issues. Pupils also participate in a tour of the offices and learn about all the different roles within CMS Law. By the end of the visit, pupils are clear on the role of legal professions and the many types of opportunities available to them should they wish to pursue a career within this area.

MCR Pathways Mentoring

CMS Law continue to support S6 pupils who are pursuing a career in law by offering them a mentor who will support them while at Notre Dame HS and university.



Our Partners

Career Ready

Another busy year ahead for our Career Ready students who attended the launch event in September in the City Chambers. This was followed by our welcome meeting for parents and mentors in October which was an excellent opportunity for the girls to hear from previous participants and to meet with their mentors to discuss the way forward. The girls will be attending regular Masterclass events and will be engaging in monthly meetings with their business mentors as they prepare for an internship during the summer of 2017. Our S6 pupils who are already on Year 2 of the programme will be continuing their work with mentors over the next few months and will attend their Graduation Ceremony in Perth during March.



Apple

Apple support our staff and pupils through regular visits to their store to participate in Field Trips specific to curricular projects taking place in the classroom. So far, our pupils have participated in visits focussing on coding, music composition, presentation skills. Some of our senior phase students presented a business plan to the Apple business team. Apple have also delivered a bespoke CPD session for staff to enhance the use of technology within the classroom.



Our Partners

AXA Business Insurance

AXA have worked closely with Financial Education Pupils. They have delivered lessons supporting their learning in the classroom as well as informing pupils of future pathways involving finance and numeracy.



Morgan Stanley

Morgan Stanley regularly offer visits to their offices to pupils interested in pursuing a career in technology. Pupils are able to meet with representatives from different aspects of the company. Pupils take part in sessions including work shadowing, business overviews, networking sessions and the chance to learn about what is involved in the recruitment process.

Morgan Stanley

Saint Hairdressers

Saint Hairdressing has joined our business partnerships this year. They are offering work experience to pupils. Pupils will have the opportunity to learn about the different aspects of working in a hairdressers including; front of house, media and advertising, customer relations, hairdressing skills and working as part of a team.



Scottish Enterprise

Employees from Scottish Enterprise have worked closely with EAL pupils to develop their employability skills. With the guidance and support of Scottish Enterprise staff pupils learned how to find a job advertisement, apply for the job and interview. Pupils will now continue developing their employability skills by participating in a work experience project at Scottish Enterprise offices.



Additional Business Partners

A range of additional business partners support us throughout the course of the year.



J.P.Morgan



Wider Achievement

Throughout the school there are opportunities for our young people to develop their skills through participation in a number of courses and experiences both in school and the wider community. This year we have offered a range of Wider Achievement courses which include the following:

- Enterprise – Young Enterprise Scotland/Take Action
- Personal finance award
- Dance leaders
- Spanish for beginners
- Dynamic Youth award
- Duke of Edinburgh award
- Fashion brand retailing
- Advanced Higher Hub
- Part –time college options
- Mackintosh the Innovator Challenge
- S1/2/3/4 youth teams



Pupils also have the opportunity to work within the wider community through involvement in a range of activities both within the curriculum and on a volunteering basis.

- Charity fundraising activities and fairtrade events
- Young engineers and science clubs
- 'It's My Greener Glasgow' competition
- Determined to report
- Sky Academy
- Scottish space school
- Mentoring programme S1 and S6
- St Patrick's Day treat for senior citizens
- DRC Generations project
- Chatterbooks
- Artastic programme
- Glasgow Young Ambassadors



Celebrating Success

Our **Successful Learners' Award** is designed to ensure that pupils are encouraged to develop the four capacities of Curriculum for Excellence: Confident Individuals, Responsible Citizens, Successful Learners and Effective Contributors. The success criteria for gaining the awards are listed below and will ensure that our young people are encouraged to develop Skills for Learning, Life and Work:

- I am enthusiastic and motivated to learn
- I always work hard in class and complete homework
- I can work successfully on my own and in a group
- I arrive at school on time
- My attendance is 95% or above
- I have respect for my peers, school staff and our local community
- I always come to class prepared

Pupils will also be recognised in our special awards for a particular talent or ability or for an excellent attitude and work ethic. These awards are as follows:

Subject Excellence Awards - Distinction

Pupils who receive this award will show outstanding ability and performance in the subject area.

Subject Excellence Awards – Merit

Pupils who receive this award will show outstanding effort and improvement in the subject area.

Responsible Citizen Awards

Pupils or groups of pupils who receive this award will have contributed to the wider school community in some way. Pupils who receive this award will always show a respect for others and a commitment to participate in the life of the school. Teachers will nominate individual pupils or groups of pupils who have contributed to the wider school community in some way. Awards such as 'Anne Marie Gannon Caring for Others', 'David Hood', 'Values in Action' and 'Friends of Glasgow West' are presented on an annual basis. The Lynne McGee award for outstanding contribution to the musical dimension of our school was awarded for the first time during session 2014/15 and is a legacy of our friend and colleague who herself had such a positive impact on our school community.

Extra Curricular Activities

Each year we offer a range of extra-curricular activities. The school website and twitter feed will provide parents with up to date information on the dates and times of each session. The list below is for guidance purposes only. All times are subject to change, depending upon the availability of staff.

Monday	Tuesday	Wednesday	Thursday	Friday
Julie's Gems (S1-S3) 10.30am - 10.45am 12.25pm - 1.05pm G013 Miss McMahon	Julie's Gems (S1-S3) 10.30am - 10.45am 12.25pm - 1.05pm G013 Miss McMahon	Julie's Gems (S1-S3) 10.30am - 10.45am 12.25pm - 1.05pm G013 Miss McMahon	Julie's Gems (S1-S3) 10.30am - 10.45am 12.25pm - 1.05pm G013 Miss McMahon	Julie's Gems (S1-S3) 10.30am - 10.45am 12.25pm - 1.05pm G013 Miss McMahon
Homework Club 12.30pm - 1.05pm LG02 Mrs Henderson	Football 12.25pm - 1.05pm Games Hall Mr Cavanagh Sports Committee	S1 Drama Club 12.25pm - 1.05pm Drama Department Mr McColm Miss McCorry	Vocal Group 3.35pm - 4.35pm Music Department Ms Thompson	Games Club S4-S6 12.25pm - 1.05pm Games Hall Mrs Barnet Sports Committee
Netball Club 2.45pm - 3.45pm Games Hall Mrs Walker Netball Leaders	S1 Science Club 12.25pm - 1.05pm F124 Mr Wright	Homework Club 12.30pm - 1.05pm LG02 Mrs Henderson	S2 Drama Club 12.25pm - 1.05pm Drama Department Mr McColm Miss McCorry	Cryptic Crossword Club 12.25pm - 1.05pm G002 Mr McCarthy Mr Andreoni
Dance Club 2.45pm - 3.45pm Small Gym Mrs Barnet Dance Leaders	Duke of Edinburgh S3 and S6 12.25pm - 1.05pm 3.45pm - 4.45pm Mr Henry Mrs Hall LG02	Orchestra 3.35pm - 4.45pm Assembly Hall Mrs Millar	S1 Jewellery Making Club 12.25pm - 1.05pm G016 Mrs Ford	Homework Club 12.30pm - 1.05pm LG02 Mrs Henderson
Debate Mate 2.45pm - 3.45pm F115 Mrs McBride	S2 Youth Team 12.25pm - 1.05pm Miss McMahon RE G019		St. Vincent De Paul Club 12.45pm - 1.05pm G018 Miss McQuillan	Film Club 3.00pm - 4.00pm Drama Department Mr McColm Miss McCorry
DRC Peer Education Training 3.00pm - 4.10pm LG02 DRC Staff	Woodwind Group 12.45pm - 1.05pm G007 Mrs Kuypers		Computer Game Design Club 12.30pm - 1.05pm F101 Mr Pass	
	String Ensemble Cello Group (Alternate Weeks) 3.35pm - 4.35pm Music Department Mrs Strain		Games Club S1-S3 12.25pm - 1.05pm Games Hall Mrs Barnet Sports Committee	
	Rugby Club 3.35pm - 4.45pm Games Hall Mrs Loch Rugby Coach		Basketball Club 3.35pm - 4.35pm Games Hall Miss King Sports Committee	

Privacy Statement and Supporting Documentation

As a local authority our schools and early years establishments process information about children and young people in order to provide education and care. In doing so we must comply with the Data Protection Act (1998). This means, amongst other things, that the data held about children and young people must only be used for specific purposes.

However, you should be aware that we may use this information for other legitimate purposes and may share this information where necessary with other public bodies or where otherwise required by law. We may also use any information for research purposes. However, all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council.

For further information please see our full privacy statement at:

[Glasgow City Council Privacy Information](#)

Details of the Freedom of Information Act (2002) can also be found via: www.glasgow.gov.uk/foi

Parents and carers may wish to access a wide range of supporting information and documentation.

Please use the links shown to access the support documents and/or websites listed.

[Scottish Catholic Education Service - Charter](#)

[Religious Observance in a Catholic School - Revised March 2017](#)

[The National Parent Forum of Scotland](#)

[Glasgow Parent Council Forum](#)

[Glasgow City Council - Additional Support Needs](#)

[Educational Maintenance Allowance](#)

[Clothing Grants and Free School Meals](#)

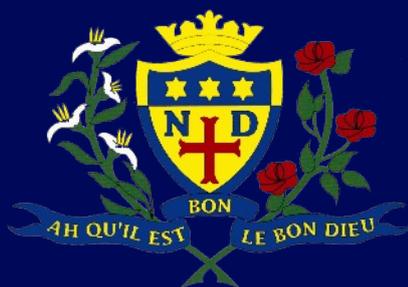
[School Transport](#)

[Child Protection](#)

[Local Authority Schools and Learning Guidelines](#)

In the event that a parent/carer or member of the public would like to make a complaint, please contact the Head Teacher in the first instance. Glasgow City council procedures can be found on the [complaints webpage](#) of the council website.

Notre Dame High School
160 Observatory Road
Dowanhill
Glasgow
G12 9LN
0141 582 0190
[School website](#)



Correct as of 06/11/2017