

Shawlands Academy Handbook



Respect

Compassion

Equality

Integrity

SHAWLANDS ACADEMY HANDBOOK

We want Shawlands Academy to excel as a nurturing, caring, modern and diverse school working in partnership with parents/carers and our whole school community. We aim to provide the highest quality education and support, enabling our young people to develop their intellectual, creative, digital and interpersonal skills – all within a global and sustainable context.

To receive a printed copy/ copy in languages other than English/ braille please contact the school office on 0141 582 0210

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

- a) before the commencement or during the course of the school year in question;
- b) in relation to subsequent school years.

Welcome to Shawlands Academy- our vision and values

Dear Parents, Carers and Friends of the School,

Welcome to Shawlands Academy, a school where we take pride in the education we offer. Last session our young people attained outstanding examination results. Year on year our students have excelled, improving on the previous years' results and making us one of the very top schools in Glasgow.

We provide for all our young people a vast range of opportunities to develop their intellectual, emotional, very high expectations and aspirations. We encourage and support our students by offering a vibrant, challenging and stimulating learning environment.

We value physical and creative abilities and offer a significant range of extra-curricular activities. Our staff have cultivated a welcoming, supportive environment for our young people. Our shared values of **respect, compassion, equality and integrity** and are at the heart of everything we do and we believe that all students have the right to thrive and develop into confident, successful young adults. We actively foster high self-esteem and a strong sense of social justice.

Collaborative work between the school, parents and the wider community is an important part of our work and we believe that successful education is enhanced by this partnership. Through working together we enable our young people to reach the highest standards of achievement and attainment.

We are extremely proud of our caring and nurturing ethos and offer a warm welcome to prospective parents and carers who would like to see our school in action.

I look forward to meeting you and your child.

Warmest wishes

Ann Grant

Shawlands Academy is a secular, inclusive and ethically grounded school taking in pupils from SI to S6.

Contact Details

31 Moss-side Road, Glasgow G41 3TR

Telephone 0141-582-0210

Email: headteacher@shawlandsacademy.glasgow.sch.uk

Website: <http://www.shawlandsacademy.glasgow.sch.uk>

Glasgow City Council website,

Education and Learning:

<http://www.glasgow.gov.uk/index.aspx?articleid=2903>

The school agreed capacity is 1250. The roll for each year group is S1 is 279

School staff

A full list of staff is available on the school website

Senior Leadership Team

| | |
|---------------|--------------|
| Mrs A Grant | Head teacher |
| Ms C Sinclair | DHT S1 |
| Ms C Cutler | DHT S2 |
| Mr M Symon | DHT S3 |
| Mr D MacBride | DHT S4 |
| Ms J McCauley | DHT S5/6 |

School Management Group (Principal Teachers)

Pastoral Care

Mrs A Gemmell
Mr S Alexander
Ms K Rodger
Mrs R Smith
Ms A Warden

Faculty Head/ Subject leaders

| | |
|------------------|--------------------------|
| Mr T Donnelley | Humanities |
| Mrs L Jacques | Business Education |
| Mrs M Kelly | Creative and Aesthetics |
| Ms Sandra Leitch | Physical Education |
| Mr P McGrory | Technologies |
| Ms B Barton | English |
| Ms R Roney | Modern Languages |
| Mr Y Sheikh | Science |
| Mr C Makridis | Mathematics |
| Ms J Spiers | Health & Food Technology |

Attainment and Achievement

Mrs S Torbett

The School Day

| Period Time | Monday | Tuesday | Period Time | Wednesday | Thursday | Friday |
|---------------|------------|------------|---------------|------------|------------|------------|
| 8.45 - 8.55 | Tutor Time | Tutor Time | 8.45 - 8.55 | Tutor Time | Tutor Time | Tutor Time |
| 8.55 - 9.45 | 1 | 1 | 8.55 - 9.45 | 1 | 1 | 1 |
| 9.45 - 10.35 | 2 | 2 | 9.45 - 10.35 | 2 | 2 | 2 |
| 10.35 - 11.25 | 3 | 3 | 10.35 - 10.50 | Interval | Interval | Interval |
| 11.25 - 11.40 | Interval | Interval | 10.50 - 11.40 | 3 | 3 | 3 |
| 11.40 - 12.30 | 4 | 4 | 11.40 - 12.30 | 4 | 4 | 4 |
| 12.30 - 1.20 | 5 | 5 | 12.30 - 1.20 | Lunch | Lunch | Lunch |
| 1.20 - 2.10 | Lunch | Lunch | 1.20 - 2.10 | 5 | 5 | 5 |
| 2.10 - 3.00 | 6 | 6 | 2.10 - 3.00 | 6 | 6 | 6 |
| 3.00 - 3.50 | 7 | 7 | | | | |

School Holidays

Details of holiday dates are available on the Glasgow City Council

<https://www.glasgow.gov.uk/index.aspx?articleid=17024>

We make every effort to maintain a full educational service but on some occasions circumstances arise which may lead to disruption .e.g. severe weather, power supply. In such cases we make details of any closure and subsequent reopening by letter, text or the local media.

Student Attendance

At the Academy we believe that good attendance will support student success and build good work habits for the future. We would be grateful if parents/carers could always inform the school if their daughter/son is going to absent. General absences are to be directed through the **Pupil Absence Reporting Line on 287 0039**. For more sensitive absences please contact the school directly. The Academy uses daily text messaging to inform parents/ carers of an absence if no contact has been made. Principal teachers of Pastoral Care will monitor attendance and support students when required.

Every effort should be made to avoid family holidays during term time as this disrupts your child's education and reduces learning time. Parents/carers should inform the school by letter of requested dates of absence before going on holiday. Such absence will be authorised only where attendance is satisfactory

Social Justice

Shawlands Academy is committed to providing a safe and supportive learning environment, which encourages progress for each individual student. We adhere to The Equality Act of 2010 which states that schools should advance equality of opportunity for all young people and ensure that we do not discriminate against a student/prospective student by treating them less favourably because of their sex, sexual orientation, race, disability, religion/belief, sexual orientation, gender reassignment , pregnancy or maternity.

The diversity within our school community offers a tremendous opportunity for students to engage with issues of social justice and fairness and to participate in the development of anti – discriminatory values across the school.

The following objectives are key to the anti- discriminatory values of the school:

- To ensure that all young people are equally respected by all members of the school community.
- To make young people aware of the need to prepare for life in a multicultural society.
- To provide students with the knowledge, skills and attitudes fostering respect for people from a range of different life experiences
- To encourage the attitude that equality of opportunity is an integral part of education and should influence provision.
- To monitor the curriculum in terms of content, material and teaching approaches to ensure that it reflects the school’s position on social justice.
- To raise staff awareness and responsibility for equal opportunities issues in education by means of in-service courses and staff development.

The Equality Act 2010 requires schools to give due regard to the elimination of unlawful discrimination, harassment and victimisation and to foster good relations between different groups.

The adoption of an anti-discriminatory approach should be seen as one part of the continuing attempt to improve the quality of education.

Glasgow City Council recognises that support from the home is essential if these aims are to be achieved.

Every child in Glasgow has the right to be happy and secure at school.

P7 Transitions

Moving from Primary to the Academy

Shawlands Academy takes great pride in being a school that welcomes pupils from not only the associated primary schools, but from across Glasgow, the UK and EU and indeed from across the world. We understand the importance of the first weeks at Shawlands Academy are to the welfare and progress of our new pupils and to that end work ceaselessly to provide a comfortable and safe learning environment.

The majority of our pupils join the school in S1 from an associated primary school, part of the Shawlands Learning Community. Hence there is a great deal of contact and consultation between Primary and Secondary staff. Teachers in Primary Schools provide necessary information on pupil progress to ensure that appropriate provision and support is available for each pupil at the start of their first year.

Linking with the Primary Schools

The move from primary to secondary school is an important event for our pupils. The Academy has a well-developed programme to make the transition from Primary to Secondary as smooth and straightforward for pupils as possible:

Regular meetings are held throughout the session at which the Senior Leadership Team of the Shawlands Learning Community discusses matters of curriculum and procedure.

Parents/carers of P7 pupils are invited to a meeting held in their primary in which the Headteacher, Mrs Grant and the Depute Head responsible for first year students, Ms Sinclair along with students from the Academy explain the values, vision and organisation of the school. Throughout the academic year prospective parents/carers are offered the opportunity to visit the school during the actual working day to observe some first year classes in action and tour the school estate.

The S1 DHT, PTPC staff and members of the Support for Learning and English as an Additional Language departments visit the associated primaries from January till May to identify the particular needs of the new intake and to discuss with primary colleagues the progress of all pupils coming to Shawlands. In addition Pastoral Care staff take all P7 classes through the completion of the Academy Transition passport.

In September S1 pupils visit former Primary Schools to talk to P7 pupils and share their experiences of moving to the Academy.

In November the school provides a four week programme of after school clubs. Activities include football, swimming, Young Scientists, Young Engineers, Drama, badminton and Smart Food.

Throughout the year members of staff from various subject departments visit Primary 5/6/7 classes to work with pupils and primary staff. In addition the Academy offers bespoke opportunities for activities ranging from rugby festivals, drama performances and sports days.

At the ends of June, all Primary 7 pupils intending to come to Shawlands are invited to attend the school for a five day period. This gives them an opportunity to meet their new teachers and become familiar with the school environment before the summer break.

We also offer a 16 week after school programme with one of our partner organisations, **Bridging the Gap**. This involves over thirty S4 students supporting P7 pupils in activities to prepare for transition.

Placing Requests and Enrolments

Shawlands Academy has welcomed families from out with the areas for many years. In order to attend the school a completed placing requests should be forwarded to the nearest Area office.

Further information is available from the Glasgow City Council website

<https://www.glasgow.gov.uk/index.aspx?articleid=18205>

*“I’m looking forward to the subjects in Shawlands like Art, Science and PE”
- Sara, P7 Pupil*



Sport Leaders

Curriculum - Bringing learning to life and life to learning



S1 Students earning the John Muir Award – 3 days of outdoor learning at Queen's Park

Broad General Education S1- S3

Curriculum for Excellence aims to raise standards and equip students for the jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the Academy and with other schools, to share best practice and explore learning together.

As part of the Scottish curriculum, all children from pre-school to the end of S3 will receive a rounded education known as a **Broad General Education (BGE)**. Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

In line with their CfE entitlement, pupils learn in all 8 curricular areas until the end of S3.

| | | | |
|------------------------------|-------------------------------|-----------------------|---------------------|
| Expressive Arts | Health & Wellbeing | Languages | Mathematics |
| Religious & Moral | Sciences | Social Studies | Technologies |

There is a rigorous focus on developing literacy and numeracy skills across every subject area as well as Skills for Learning, Life and Work as young people prepare for their adult lives. In addition, learning takes place in the following ways:

- Inter-disciplinary experiences (working across a range of subjects to link learning)
- Learning through the ethos and life of the school
- Opportunities for personal achievement and outdoor learning

The main focus of Shawlands Academy is the teaching and learning of the young people in our care. We endeavour to ensure that all students **engage, enjoy and excel** to the best of their abilities and are committed to providing a safe and supportive learning environment.

Most classes in S1 are mixed ability. Pupils learn through a variety of methods and the Academy is committed to providing a variety of learning experiences which allow the students to flourish academically and socially. Active learning methods and ICT including the use of individual I pads are widely used and teachers aim to be flexible in meeting the needs of individual pupils. Co-operative teaching (where more than one teacher works with a class) is available in some classes.

“I enjoyed the PSE lessons on studying very much. They were really beneficial and I learned about staying positive and if you really want something you can reach it. I learned some good sleeping and exam techniques.”

“I learnt today how to relax. It was beneficial and I really enjoyed it. I found it taught me to reach high and not follow the crowd. It taught you to be an individual which I strongly believe in.”

The Senior Phase S4-S6

The Senior Phase offers opportunity for specialisation leading to qualifications. Young people aged 15 plus will have a wide range of opportunities to experience learning and achieve qualifications to the highest possible level during their senior phase.

Throughout S3, there is a programme of pupil support to assist pupils and their parents and carers with course choices for National 4 and National 5 awards. The pupil support programme seeks to advise pupils about:

- The range of courses available
- The pupil’s own aptitudes, interests, strengths and weaknesses
- The importance of individual subjects
- Entrance qualifications & career opportunities

In advising pupils about course choices, we adhere to national guidelines and ensure that pupil choices result in their best chance of success.

In collaboration with the Scottish Qualifications Agency (SQA), we will assess National 1-4 qualifications. Individual courses at National 1-4 levels will not be graded but marked overall as pass or fail.

Courses at the National 5, Higher and Advanced Higher levels will continue to include work assessed by the school, but for these qualifications, students will also have to pass an additional assessment (usually a question paper or assignment) which will be marked externally by SQA.

The SQA website www.sqa.org.uk/cfeforparents contains useful information to help you understand national qualifications.

Courses available in S5 & S6

As an inclusive school, we aim to meet the needs of all pupils in S5 and S6. We have strong partnerships with local colleges, Universities and employers and 2 teachers engaged directly with the Developing Young Workforce national strategy to better prepare young people for the world of work. It is extremely important that senior students set challenging and realistic targets. To that end, we offer a rigorous options programme to support and inform student choice. Opportunities for personal development continue within and beyond the taught curriculum. S6 in particular offers senior pupils a range of opportunities to build leadership, communication and team working skills through involvement in a wide range of school and community events.

Encouraging excellence is central to our aspirations and expectations for all young people.

Useful websites

www.curriculumforexcellencescotland.gov.uk
www.educationscotland.gov.uk/parentzone/index.asp
<https://www.skillsdevelopmentscotland.co.uk/>
<https://www.dyw.scot/>

Assessment, Reporting & Tracking

All young people are assessed both formally and informally throughout the school year. This allows young people and their teachers to identify their strengths and areas for improvement. A variety of assessment methods are used to enable staff to pass on information to parents and carers about the progress of their child. Assessment records are kept by teachers and form the basis of discussion at parents' meetings throughout the year. Performance of students is tracked throughout the year which enables staff to provide interventions if there are any concerns.

Dates of all parents' meetings and the schedule for issuing written reports is included in the school calendar which is issued at the start of term and is available on the website.

If you have any concerns about your child's progress do not hesitate to contact their pastoral care teacher at any time.

Pupil Profiles

All P7 learners will have completed their P7 profile, a copy of which is sent to the Academy to aid transition. Similarly all S3 learners have a profile which reflects their progress in learning and achievement and emphasis their strengths. The profile documents their key achievements in school, at home and in the community and the content is decided by the young person. The profile provides a valuable way for learners to share information about their achievements with their parents, teachers and in the future, staff in colleges, universities and employers. The profile also supports the move from S3 into the senior phase of secondary school.

Homework

Regular, effective homework is an important part of the curriculum. The introduction of I pads will help students and parents access homework and feedback from class teachers.

Homework has many advantages

- It reinforces work covered in class
- It develops good study habits and a sense of personal discipline
- It develops areas of interest that can be followed later in life
- It allows parents/carers to see, help and become involved in their child's studies

The amount of homework varies in length, nature and frequency depending upon the subject. The amount of homework will increase as the student progresses through the Academy.

Parents/carers can do a great deal to help by providing a suitable place for study , taking time to check completed homework and contacting the school should any difficulties arise.

There is a dedicated weekly homework club held in the Library where teachers are available to assist students in their studies.

Teachers try to set homework that can be completed in a reasonable amount of time by any child but if you feel that the homework schedule is too light or heavy, please contact Pastoral Care

Supported Study and Study Skills

This is an important initiative which allows students to attend additional classes during lunchtimes, after school, weekends and during holiday periods. Large numbers of our staff give generously of their time but subjects on offer will be subject to teacher availability. Students will be kept informed of the arrangements.

We also offer parent workshops on study skills early in the academic year and for exam candidates we provide motivational workshops to raise self-esteem manage exam stress and gain revision hints.

Lunchtime and afterschool activities

The Academy offers a range of lunchtime clubs in order to cultivate the sense of belonging to the S1 Community and the whole school e.g.

Creative Writers Club
Ukulele Group
Eco Group
Science club
LGBT Alliance
S1 Library time
Young Interpreters
Puzzle Club
Chill time
Newspaper Group
Debating Society

In addition we have a significant number of pre and post school sporting activities including the School of Rugby which allows S1 and S2 students to join an enhanced programme of training. Currently we offer sports sessions of badminton, fitness & indoor rowing , football , hockey, rugby, basketball, breakfast swims, netball, cricket, gymnastics, korfball , athletics and volleyball. Every opportunity is made to include as many students as possible whatever their level of skill and to allow them to participate in competitive situations wherever possible.



Scottish U15 Girls winning rugby tea

Student Voice

Each year group elects members of the Student Council to represent the views of their tutor group on a wide range of topics. In addition student council members and a wide group of students act as Ambassadors for the school at events and are involved in initiating our many fundraising activities.

The Headteacher holds regular focus group meetings with students to gather their views about curriculum and education issues.

The Academy frequently welcomes researchers into school believing this to be an invaluable way of capturing the authentic student voice and enabling young people to influence and shape policy and strategy



S1 Ambassador Students hosting the 2016 Technical Teachers Association Annual Conference

Support for Students

Shawlands Academy believes that one of its greatest strengths is the wide diversity of our students and staff. We recognise that in order to maintain this diversity we must provide appropriate support services.

The school has a duty to ensure that all our young people have equal access to the curriculum with appropriate support for their needs if required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which may act as a barrier to learning and we are committed to close working with parents/carers to ensure they are fully involved in any decisions about meeting their child's needs.

Any parent/carer seeking further advice regarding GCC policy should contact the Headteacher in the first instance.

Further information relating to Additional Support Needs is also available on the Glasgow City Council website. <https://www.glasgow.gov.uk/index.aspx?articleid=18941>

Additional Support Needs/Accessibility Strategy

In order to offer the best support all our students with physical or sensory impairments we may relocate classes to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their child. This will involve, for example, relocating the venue for parents/carers meetings to facilitate physical access, provision of an interpreter for people who have a hearing impairment or agreeing a phone contact system to provide direct feedback to parents and carers.

Support Staff

All staff has a clear responsibility for the welfare of young people. In addition all young people are assigned a Pastoral Care teacher who provides a vital link between home and school as they have an "all- round "picture of a student's progress and general health and wellbeing. In most cases parents/carers' first point of contact with the school will be the Pastoral Care teacher

Support for Learning

The Education (Additional Support for Learning) (Scotland) Act 2004 states a child may require additional support for a variety of reasons. This requirement may include students at any time of their school career or throughout. For instance support may be required for those who are particularly gifted, have experienced bereavement, or are not attending school regularly, as well as those who have behavioural or learning difficulties, mental health problems or specific disabilities.

Under the Act, education authorities have a duty to establish procedures for identifying and meeting the additional support needs of every child for whose education they are responsible. They must keep those needs under review. Other agencies also have a duty to help education authorities meet their responsibilities.

The Support for Learning (SfL) Department provides support to both staff and pupils in meeting the needs of our young people and if a parent/carer has concerns about the support of their child please do not hesitate to contact us.

The following organisations provide advice, further information and support to parents/carers of young people with ASN. These organisations are identified under the Additional Support for Learning (Sources of information) Amendment Order 2011 Additional information is available from the following organisations

- (a) Children in Scotland: Working for Children and Their Families <http://enquire.org.uk/>
- (b) Scottish Independent Advocacy Alliance <https://www.siaa.org.uk/>
- (c) Scottish Child Law Centre <http://www.sclc.org.uk/>

Medical and Healthcare

The school nurse visits at various times during the year for routine health checks and vaccinations. Parents/carers are kept informed by letter.

If a young person becomes ill or has an accident during the school day they may be required to be collected from school. Please ensure that emergency contact details are kept up to date.

Parents/carers should inform the Academy of any medical requirements relating to their child. If a young person requires medications during the school day please complete the appropriate form available from the school office.

Getting it Right for Every Child (GIRFEC)

The Academy has fully adopted the GIRFEC approach which enables all staff in all children's services meet the needs of young people by working in partnership. Further information is available at <http://www.gov.scot/Topics/People/Young-People/gettingitright>

English as an Additional Language

Shawlands Academy is extremely proud of the linguistic history of the school and currently students speak a variety of languages including Arabic, Italian, Dutch, Spanish, Cantonese Farsi, Panjabi, Polish, Slovak and Urdu. As a result the school has five specialist teachers providing additional English language teaching support for bi/multilingual students.

We aim to assist our bi/multilingual students in understanding that their language skills are of personal social and economic value. We encourage them to become effective contributors to Scottish society and develop a lifelong interest in languages and literacies.

Using classroom materials support teachers encourage pupils to develop their listening and speaking skills, to read more advanced texts and to extend their written work. Each support teacher is attached to two S1 classes and will report on their students at the end of the session. As well as working as an extra teacher in the classroom the department offers support in a tutorial setting. These classes have the advantage of providing an opportunity to build up and extend the whole range of language skills in listening, talking, reading and writing.

Although most of the work in the tutorial classes is in English there are some opportunities for the students to use their home language as we believe it is important for students be fluent in all their languages.

In the upper school S5/6 students can choose to study the SQA Higher ESOL (English for Speakers of Other languages) – a recognised course in which students achieved great success last session.

We arrange an afternoon meeting in the first term for parents of bi/multilingual S1 students and we attend all parents/carers evenings.

If any parent/care wishes further information about any aspect of Language Support or their child in particular please do not hesitate to contact the school to arrange an appointment. An interpreter can be made available if you request one when making an appointment.

Religious Observance

Our school is fortunate to have a close link with the local church and the minister provides opportunities for religious observance. In addition students from any faith will be provided with prayer space as required.

Parents have the right to withdraw their child from religious observance and should inform the school in writing.

Parents/carers from religions other than Christianity may request that their child have a permitted absence to celebrate recognised religious events. Only written request detailing the proposed arrangements will be considered. Appropriate request will be granted on up to 3 occasions.



Promoting Positive Behaviour

Children's Rights as outlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to a successful school ethos. Adults in the Academy work with young people to ensure that they are aware of their rights and fully respect the rights of others. Therefore the approach within Shawlands Academy is to build a positive ethos that demonstrates care and respect for all in line with the school values (equality, respect, integrity and compassion). The school is currently engaged with

The smooth running of the Academy requires a high standard of behaviour from all and we appreciate the support of parents and carers in helping us to achieve this. All students are required to behave well and respect their own safety and that of others. This is also important on journeys to and from school.

Our expectations are clearly communicated at assemblies and in lessons and any misbehaviour is dealt with in line with school procedures. In most cases a quiet reprimand is sufficient but in more serious or persistent cases parents will be invited to school to discuss the issue and agree a course of action.

Shawlands Academy Dress Code

Our school uniform promotes a real sense of school identity, shared values, self-confidence and a sense of community.

The school uniform is:

- White shirt
- School tie
- School Blazer
- Black Trousers
- Black skirt
- Plain black jumper
- Black Outdoor Coat
- Appropriate school footwear

The school tie is available from the school office and the blazer supplier, BE Schoolwear visits the school on an annual basis. To obtain a blazer go to www.beschoolwear.co.uk

*“I like Shawlands
Academy because the
teachers are friendly and
so are the people.”*

S1 pupil

PE Kit

It is important that students come prepared to learn and for PE this requires appropriate clothing. All jewellery should be removed and students not participating need to bring a note or medical certificate. Students should still bring kit to enable them to remain part of the lesson by refereeing, keeping scores or assisting with the distribution of equipment.

Kit

White T shirt (no logos)

Black shorts/ joggies

Trainers

Swimming costume, towel and goggles

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

- Potentially encourage factions (such as football colours)
- Could cause offence (such as anti-religious symbolism or political slogans)
- Could cause health and safety difficulties (loose fitting clothing, jewellery)
- Could cause damage to flooring

Clothing & Footwear Grants

The Academy is committed to supporting families

Clothing grants of £110 per child are available to eligible students who attend Primary, Secondary and Additional Support Needs establishments. If you are in receipt of Income Support, Jobseekers Allowance, Employment and Support Allowance, Housing Benefit Council Tax reduction, Universal Credit , Working Tax Credit (previous year earnings less than £15,050, Child Tax credit only (previous year income less than £16,105) you may be able to claim a clothing grant and free school meal grant. Go to <https://www.glasgow.gov.uk/article/17885/Clothing-Grants-and-Free-School-Meals> for further information and the application form.

School Meals

Our school provides lunch services which provide a variety of meals and snacks within the Fuels Zone. A breakfast and mid-morning service is also available. Special diets for students with medical requirements can be provided. Please inform the school office if this is required. Young people who prefer to bring packed lunches are accommodated in the dining hall and all S1 students eat lunch onsite.

Free school meals 2019-20 information is available at <https://www.glasgow.gov.uk/index.aspx?articleid=17885>

Transport

The education authority has a policy of providing free transport to all young people who live out with a certain radius from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents/carers who consider they are eligible should obtain an application form from the school or from the Glasgow City council website.

Communication with Parents

At Shawlands Academy we strongly encourage all parents/carers to become involved in the education of their child. We are always ready to listen to suggestions for new ways of stimulating with parental/carer interest and are able to contact you in an a variety of ways

Letters – further information which requires a response may be sent out by letter

School website & Twitter – will contain a great deal of information. It a good idea to check regularly

Text messages – you may also receive text reminders about events/ letters in bags, holidays etc.

Meetings – Parents/carers are welcome to discuss any aspect of their child’s development and progress. To avoid disappointment, it is advisable to make an appointment. There are various opportunities throughout the year when parents can discuss their child progress with staff

Parents /carers are gladly welcome at events throughout the school year e.g. workshops, information evenings, class performances, awards ceremonies etc. The school website will keep you informed

Strong communication links between home and school ensure parents and carers are confident to address any concerns they may have with the appropriate Pastoral Care teacher and the Senior Leadership Team.

Consultative meetings

These meetings are arranged so that parents/carers may discuss their child’s progress with class teacher and to meet with Pastoral Care teachers if required.

The meeting for the first year is timed so that parents may find out how their child is settling into the Academy. In the case of S3, the meeting is planned towards the end of the year. Its purpose is to inform parents of the how the students have progressed through the very important year of their National Qualifications courses and to set targets for the fourth year.

The S5/6 meeting takes place in advance of the preliminary exams. Parents receive an interim report prior to these examinations and a summative report as soon as the results are available. All other parents meetings take place at the end of an assessment programme or when a set of emanations have been completed and a written report issued.

Before students are asked to make their course choices for third and fourth years written reports on pupils progress in S2 are provided an information evening and consultative evening are held for parents/ carers.

Parents/carers are encouraged to take an active part in the decision made by senior students as the enter S5/6. Further helpful information can be found at

<https://education.gov.scot/parentzone/>

Parent Council

Shawlands Academy has a thriving and active Parent council which meet monthly and hold an AGM annually in September – an opportunity for new members to join. . Their work maybe varied but covers the following

- Supporting the work of the school
- Annual careers convention
- Gathering and representing the views of the parent body to the Headteacher, education authority and HMIE
- Promoting contact between school and family
- Fundraising to support the Achievement Fund and other school requirements
- Appointment of Senior Leadership Team staff

Information about the work of the Parent Council can be found on the relevant page of the school website and contact is welcome by post or e mail to shawlandsacademyptc@gmail.com

Comments welcome

We aim to have positive relationships across our whole school community. However if you have a comment or complaint about any aspect of school life please contact the Headteacher in the first instance.

Headteacher@shawlandsacademy.glasgow.sch.uk

GCC complaint procedures are available from the Customer Liaison Unit, Education Service GCC, City Chambers East, 40 Johns Street Glasgow G1 1JL. education@glasgow.gov.uk . Data protection and freedom of information details are available from the same unit.

Maureen McKenna

Executive Director of Education

Education Services
Glasgow City Council
City Chambers East Building
40 John Street
GLASGOW
G1 1JL

Ward 7 -Langside

Councillor Anna Richardson
Councillor Susan Aitken
Councillor Archie Graham
Councillor Tanya Wisely

Ward 6 - Pollokshields

Bailie Norman MacLeod
Councillor David Meikle
Bailie Hanif Raja
Councillor Jon Molyneux
Glasgow Life: Letting Section 0141 302 2814/2815



S5/6 OPTIONS FORM 2019-2020

Please indicate your preferred options on the form below and bring to your options interview with your pastoral care teacher. Options will be finalised following these discussions.

| COLUMN A | LEVEL | COLUMN B | LEVEL | COLUMN C | LEVEL | COLUMN D | LEVEL | COLUMN E | LEVEL |
|------------------------|-------|------------------|-------|---------------------------|-------|----------|-------|---------------|-------|
| Geography | H | Human Biology | H | Art | H | Biology | AH | Admin | H |
| Geography | N4/5 | Biology | N4/5 | Computing | H | English | AH | Admin | N4/5 |
| History | AH | Health Sector | N4/5 | Computer Games Devt. | N4/5 | English | H | Art | AH |
| History | H | Business | H | Design & Manufacture | H | English | N4/5 | Art | H |
| History | N4/5 | Business | N4/5 | Design & Manufacture | N4/5 | Graphics | AH | Art | N4/5 |
| Maths | H | Chemistry | H | Drama | H | Graphics | H | Human Biology | H |
| Maths | N4/5 | Chemistry | N4/5 | Drama | N4/5 | Graphics | N4/5 | Biology | N4/5 |
| Maths | AH | Modern Studies | H | Drama | AH | Media | N4/5 | Chemistry | AH |
| Modern Studies | H | Modern Studies | N4/5 | Maths | H | Physics | H | Chemistry | H |
| SQA Volunteering Award | N3/4 | Photography | H | Maths | N4/5 | Woodwork | N4/5 | English | H |
| | | Physics | AH | Music | H | ESOL | H | English | N5 |
| | | Physics | H | Music | N4/5 | ESOL | N4/5 | Hospitality | N4/5 |
| | | Physics | N4/5 | PE | H | | | Geography | H |
| | | Scottish Studies | N3/4 | PE | N4/5 | | | History | H |
| | | | | RMPS | H | | | Music | AH |
| | | | | German | H | | | Music | H |
| | | | | German | N4/5 | | | French | H |
| | | | | PC Passport/Employability | N4/5 | | | French | N4/5 |
| | | | | Health & Food Tech. | H | | | Urdu | H |
| | | | | Health & Food Tech. | N4/5 | | | Urdu | N4/5 |

Psychology (Higher) (S6 Only)

Vocational college course

Give details

Foundation apprenticeships

Give details

Other (specify subject & level)

Give details

Please tick here if you are considering leaving at the end of this school year