

# Notre Dame High School

Greenock



**School Handbook  
Session 2024-25**





# 2024-25

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# INTRODUCTION



A very warm welcome to Notre Dame High School. I hope that you will find this handbook gives you useful information about the school and the values that underpin our work with our young people and their families.

Notre Dame High School is, first and foremost, a Catholic school. Our aim is to work together as a community to provide an ethos that is welcoming, supportive and caring, where everyone is treated with respect and dignity and they feel safe and secure. We encourage all of our young people to be responsible, to set the highest standards of behaviour, both in school and in the local community and to work hard to achieve their full potential using their God-given talents. We do this by working in partnership with parents and our parishes.

With parents, we aim to create a climate of trust to ensure the continuing development of all of our young people; consequently, you will always be made welcome in the school whenever you wish to discuss any matter regarding their education. Equally, I am confident that I can count on your support and cooperation to encourage your child to access every opportunity to achieve and participate in the wider life of the school. We hope that you will set, with us, the highest expectations and allow them to develop into the confident, successful young individuals we would wish them to be.

I look forward to working with you in the near future.

**Miss Anne Munro**  
**Head Teacher**



# WELCOME



It is our pleasure to welcome you soon-to-be 1st years of Notre Dame. By this point you may be feeling nervous or a little bit excited but there is nothing to worry about as it was only six years ago that we were feeling exactly the same! If you have any concerns when you start high school then our wonderful S6 students will be on hand and will happily help you with anything you need. The Guidance team here at Notre Dame are also available to assist you with any issues you might have. If you feel like you will get lost trying to go from class to class then don't panic as the buddies, who will be assigned to you at the start of the year, will be with you to show you around the school and tell you where to go. Just remember that if anyone tells you a class is next to the swimming pool, then don't believe them!

The teachers here at Notre Dame are both hardworking and friendly. When it comes to your turn to sit exams our teachers will be dedicated, like they are every year, in ensuring that every pupil achieves the best exam grade possible. If you stay focussed and keen to learn when you start 1st year, then we have no doubt that you will have nothing to worry about when exam time comes.

Working hard in subjects isn't the only thing that happens inside the school. There are a wide variety of extra-curricular activities on offer also. Activities such as being a member of the school choir, playing on our school football teams, groups such as Fair trade, Rights Respecting School group and so many more. Every year we also put on two shows, a pantomime and a musical. Our theatre productions have been highly successful over the years and have created lifelong memories here at Notre Dame. We encourage as many of you as possible to consider taking part in any of these activities as it is a good way to develop your skills but it is also a way to make even more friends within the school. If you have any questions about any of these, then I'm sure the Guidance Staff will be able to tell you a lot more about them when you start at the school.

Just to finish off, we would like to wish you all good luck. Try not to be nervous and enjoy your time here and we are sure that all the hard work you put in will reflect on the great things you can achieve here at Notre Dame High School!

**Head Girl**                      **Isobella Deveney**

**Head Boy**                      **Liam Connolly**

**Deputy Head Girl**        **Anna Rennie and Abbi McDermott**  
**Deputy Head Boys**     **Mark McDonald and Sean Wilson**



Notre Dame High School

# NOTRE DAME HIGH SCHOOL

As a Roman Catholic faith community, Notre Dame High School seeks to provide conditions and experiences that will promote the spiritual, moral, physical, social and intellectual development of both staff and students. We strive to ensure that all of our young people have the opportunity to develop their God-given talents to their fullest potential. The ethos of our school reflects our core Christian values and our respect for the rights outlined in the United Nations Convention on the Rights of the Child (UNCRC). As a school community, we respect all of these rights but, in particular, the following articles as outlined in our school charter: Articles 12, 19, 23, 24, 29 and 31.



A COMMUNITY OF LEARNING  
AND FAITH, BUILT UPON  
LOVE AND AMBITION

## NOTRE DAME HIGH SCHOOL

### Belief

We aspire to live by the Gospel Values, each and every day.

We believe in ourselves and in each other.

We support and encourage each other to be the best versions of ourselves.

### Perseverance

We strive to develop our God-given talents to the best of our abilities.

We respond to challenges with determination and resilience.

We are confident in seeking support to help us achieve and progress.

### Respect

We are kind, caring and respectful of ourselves and others.

We value positive relationships and they are at the centre of all that we do.

We are an important part of our school and wider community and take pride in it.

# SCHOOL INFORMATION

**Notre Dame High School**  
**Dunlop Street**  
**GREENOCK**  
**PA16 9BJ**

**Tel:** 01475 715150

**School e- mail address:**  
[innotredame@glowscotland.onmicrosoft.com](mailto:innotredame@glowscotland.onmicrosoft.com)

**School website:**  
[notredame.inverclyde.sch.uk](http://notredame.inverclyde.sch.uk)

**School Facebook page:**  
 Facebook.com/ndhs1

**School Twitter page:**  
 @ndhs1

Roman Catholic Secondary  
 Co-educational

Stages Covered: S1 – S6

## Current roll for each year group:

S1	-	159
S2	-	150
S3	-	157
S4	-	153
S5	-	143
S6	-	98

**TOTAL ROLL: 860**

## Anticipated possible intake from partner primary schools for next three years

2022/2023	-	140
2023/2024	-	159
2024/2025		159

## Main Features of the Accommodation

24 Classrooms  
 1 Library  
 3 Art Rooms  
 2 Craft Workshops  
 2 Graphics Rooms  
 3 Home Economics Rooms  
 3 Business Studies Rooms  
 7 Science Labs  
 1 Gymnasium  
 1 Games Hall  
 1 Fitness Suite  
 2 Computer Rooms  
 1 ICT  
 1 Medical Suite  
 1 Oratory  
 1 Communication and Language Base  
 3 Music Rooms

The school also has access to the local swimming baths and sports centres.

2 lifts are available in the school to assist pupils with difficulties in mobility.

In exceptional circumstances, such as school closure due to adverse weather conditions, every effort will be made to contact parents using the school Facebook page, website, text messaging and telephone calls.

Any comments or complaints should be addressed directly to the school office where they will be dealt with by a member of the school management team. If parents/carers seek a further response then they should contact Education Services, Wallace Place, Greenock PA15 1JB

# PRIMARY SECONDARY LIAISON

## Associated Primaries

Notre Dame High School enjoys an excellent relationship with our three associated primary schools. The very close contact that has been established over the years has helped considerably to ease the transfer of our pupils from primary to secondary. Our three associated primaries and Head Teachers are:

**Mr Mark Deegan** (Head Teacher)

St Mary's Primary School  
Patrick Street  
GREENOCK  
PA16 8PH  
Tel. 715694

**Mrs Kirsteen Doherty** (Head Teacher)

St Patrick's Primary School  
Broomhill Street  
GREENOCK  
PA15 4HL  
Tel: 715696

**Mrs McCabe** (Head Teacher)

All Saints Primary School  
Blairmore Road  
GREENOCK  
PA15 3JS  
Tel: 715640

## Primary Visit

Regular visits are made to our associated primary schools in the course of the school year by the SLT, Guidance and subject staff of Notre Dame High School. Some of the primaries join in with our orchestra and junior band.

Every attempt is made by all staff concerned, both primary and secondary, to minimise problems of transition from primary to secondary school. Senior staff visit the associated primaries and talk to the children about life in the secondary. Furthermore, the Head Teacher arranges to speak to the parents about selected aspects of secondary education and to answer any questions which might arise. A tour of the building is also organised at the same time for parents. This open night is held each October and is always a very busy evening.

In the month of June, all primary pupils have the experience of following a secondary school time-table as part of an induction programme for transfer to Notre Dame High School.





# SLT REMITS – 2024.25

Anne Munro (HT)	Gerard Gordon Year Head (S2 & S5)
<p><b>Link departments: Art &amp; Design, Health &amp; Food Technology, Design &amp; Technical and P.E.</b></p> <p><b>1.1 Self-evaluation for self-improvement</b></p> <ul style="list-style-type: none"> <li>• Collaborative approaches to self-evaluation</li> <li>• Analysis and evaluation of intelligence and data.</li> <li>• Ensuring impact on learners' successes and achievements</li> </ul> <p><b>1.2 Leadership of Change</b></p> <ul style="list-style-type: none"> <li>• Developing a shared vision, values and aims relevant to the school and its community.</li> <li>• Faith life of the school and Chaplaincy</li> <li>• Strategic planning for continuous improvement</li> <li>• Implementing improvement and change</li> </ul> <p><b>1.5 Management of resources to promote equity (including PEF)</b></p> <ul style="list-style-type: none"> <li>• Management of finance for learning</li> <li>• Management of resources and environment for learning</li> </ul> <p><b>2.7 Partnerships</b></p> <ul style="list-style-type: none"> <li>• The development and promotion of partnerships</li> <li>• Collaborative learning and improvement</li> <li>• Impact on learners.</li> </ul> <p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• Attainment in literacy and numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievement</li> <li>• Equity for all learners</li> <li>• Wider achievement</li> <li>• MCR pathways/Columba 1400</li> </ul>	<p><b>Link departments: Maths, Music, Modern Languages and R.</b></p> <p><b>1.3 Leadership of learning</b></p> <ul style="list-style-type: none"> <li>• Professional engagement and collegiate working</li> <li>• Impact of career-long professional learning</li> <li>• PRD process and GTCS Professional learning</li> <li>• NQTs and student teachers</li> <li>• Children and young people leading learning &amp; pupil voice.</li> </ul> <p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• Learning and engagement</li> <li>• Quality of teaching</li> <li>• Effective use of assessment</li> <li>• Assessment and reporting</li> </ul> <p><b>2.5 Family Learning</b></p> <ul style="list-style-type: none"> <li>• Engaging families in learning</li> <li>• Early intervention and prevention</li> <li>• Quality of family learning programmes</li> </ul> <p><b>3.2 Raising attainment and achievement (S3 &amp; S6)</b></p> <ul style="list-style-type: none"> <li>• Attainment in literacy &amp; numeracy</li> <li>• Overall responsibility for Numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievement</li> <li>• Equity for all learners</li> <li>• Positive Relationships strategy</li> <li>• Celebrating achievement</li> </ul> <p><b>3.3 Increasing creativity and employability</b></p> <ul style="list-style-type: none"> <li>• Creativity skills</li> <li>• Digital innovation</li> <li>• Digital communication strategy</li> <li>• Digital literacy</li> <li>• Increasing employability skills</li> </ul>





<b>Jennifer McDonald</b> <b>(Year Head S1 &amp; S4)</b>	<b>Margaret McKernan</b> <b>(Year Head S3 &amp; S6)</b>
<p><b>Link departments: Business &amp; ICT, English and Social Subjects</b></p> <p><b>1.4 Leadership and management of staff</b></p> <ul style="list-style-type: none"> <li>• Governance framework</li> <li>• Building and sustaining a professional staff team</li> <li>• Staff wellbeing and pastoral support</li> <li>• Health and Safety</li> </ul> <p><b>2.2 Curriculum</b></p> <ul style="list-style-type: none"> <li>• Rationale and design</li> <li>• Development of the curriculum</li> <li>• Learning pathways</li> <li>• Skills for learning, life and work</li> <li>• College partnership</li> </ul> <p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• Planning, tracking and monitoring</li> <li>• SQA Co-ordinator</li> </ul> <p><b>2.6 Transitions</b></p> <ul style="list-style-type: none"> <li>• Arrangements to support learners and their families</li> <li>• Collaborative planning and delivery</li> <li>• Continuity and progression in learning</li> <li>• Positive Destinations</li> </ul> <p><b>3.2 Raising attainment and achievement (S2 &amp; S5)</b></p> <ul style="list-style-type: none"> <li>• Attainment in literacy &amp; numeracy</li> <li>• Overall responsibility for literacy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievement</li> <li>• Equity for all learners</li> </ul>	<p><b>Link departments: Guidance, Science, Support for Learning &amp; Stella Maris</b></p> <p><b>1.5 Leadership and management of staff</b></p> <ul style="list-style-type: none"> <li>• Working Time Agreement</li> <li>• School Calendar</li> <li>• Timetable</li> <li>• Consortium</li> <li>• Cover and absence management</li> </ul> <p><b>2.1 Safeguarding and child protection</b></p> <ul style="list-style-type: none"> <li>• Arrangements for safeguarding, including child protection</li> <li>• Arrangements for safeguarding, including child protection</li> <li>• Arrangements to ensure wellbeing</li> <li>• National guidance and legislation</li> </ul> <p><b>2.4 Personalised support</b></p> <ul style="list-style-type: none"> <li>• Universal support</li> <li>• Targeted support</li> </ul> <p><b>2.6 Transitions</b></p> <ul style="list-style-type: none"> <li>• Arrangements to support learners and their families</li> <li>• Collaborative planning and delivery</li> <li>• Continuity and progression in learning</li> <li>• Enhanced Transitions</li> <li>• UCAS &amp; Widening Participation</li> </ul> <p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of statutory duties</li> <li>• Inclusion and equality</li> </ul> <p><b>3.2 Raising attainment and achievement (S1 &amp; S4)</b></p> <ul style="list-style-type: none"> <li>• Attainment in literacy &amp; numeracy</li> <li>• Attainment over time</li> </ul>



Clare Smith (HT)	
<b>Link departments: Guidance</b>	
<b>2.1 Safeguarding and child protection</b>	
<ul style="list-style-type: none"><li>▪ Arrangements for safeguarding, including child protection</li><li>▪ Arrangements to ensure wellbeing</li><li>▪ National guidance and legislation</li></ul>	
<b>2.6 Transitions (Senior Phase)</b>	
<ul style="list-style-type: none"><li>▪ Arrangements to support learners and their families</li><li>▪ Collaborative planning and delivery</li><li>▪ Continuity and progression in learning</li><li>▪ Enhanced Transitions</li><li>▪ Positive Destinations</li><li>▪ UCAS &amp; Widening Participation</li></ul>	
<b>2.7 Partnerships</b>	
<ul style="list-style-type: none"><li>▪ The development and promotion of partnerships</li><li>▪ Collaborative learning and improvement</li><li>▪ Impact on learners</li></ul>	
<b>3.1 Ensuring wellbeing, equality and inclusion</b>	
<ul style="list-style-type: none"><li>▪ Wellbeing</li><li>▪ Fulfilment of statutory duties</li></ul>	
Inclusion and equality	



# NOTRE DAME HIGH SCHOOL STAFF LIST – SESSION 2024-25

**HEAD TEACHER: Miss Anne Munro**

**DHTs: Mrs J McDonald Miss M McKernan Mr G Gordon Mrs C Smith (ADHT)**

## Art & Design

Mrs C Bell (PT)  
Mrs J Tormey  
Mr G Thomson

## Business Ed/Computing Faculty

Ms K O'Neill (PT)  
Mr A Darroch  
Mrs D Bryceland  
Mr J O'Donnell  
Mrs E Brown

## Chaplain

Fr E Patten/ Fr J McGill

## Communication & Language Base

Mrs E Bristow (APT)  
Mrs A Turner  
Mrs D King  
Mr P Ross  
Ms E Anastasia  
Ms A L'Etane

## Pupil Support Assistants

Ms M Gallacher Ms M Crawford  
Mrs M McEachnie Mrs C Wylie  
Mr D Mitchell Mrs R Bruce  
Ms A Boyle Ms D Wilson

## English

Mrs J Forrester (APT)  
Mrs J McDonald (DHT)  
Mr D McDonald  
Ms K Kelly (0.8 FTE)  
Miss C Bonini NQT  
Mrs G Sharpe (0.8 FTE)  
Mr N Murray  
Mrs J Forrester  
Mrs R Wilson  
Mrs L Cameron (0.6 FTE)  
Mrs L Laussu

## Geography

Mrs A Connaghan (PT)

## History/Modern Studies

Ms L Cullen (PT)  
Mrs J Henry PTG  
Mr R MacDougall  
Mr M Vance  
Mr G Douglas  
Mrs L Mileham  
Miss H McGee  
Mr C McWilliams NQT

## Home Economics

Ms G Spence (PT)  
Ms E Morrison (APT)  
Mrs A Naylor

## Librarian

Ms R Pye

## Learning Support

Dr M Fischer-Keogh (PT)

## Mathematics

Mr T O'Donnell (PT)  
Mrs C Smith (ADHT)  
Mrs J Morrison  
Mrs C Cunningham  
Miss N Tait (PTG)  
Mr S Currie  
Mr T Skelton  
Mrs G Watters  
Mrs N Dyer  
Ms N Small (NQT)

## Modern Language

Ms C Robertson (PT)  
Mrs A Phillips  
Mrs D Jack (0.7 FTE)  
Mrs N McAulay

## Music

Mr G McGonigal (PT)  
Mr G Gordon  
Mrs A M Alford  
Mr M Hyslop

## Instrumental Instructors

Mrs L McColl (Strings)  
Ms K Sharp (Woodwind)  
Mr A McPherson (Bagpipes)  
Mr D Dickson (Guitar)  
Mr D Hart (Percussion)  
Mr A Digger (Brass)  
Mrs R Anderson (Cello)  
Ms E Wilson (Voice)

## P.E.

Mr A Armour (PT)  
Mr S Galloway (PTG)  
Miss J Armour  
Mr L Tyley  
Mrs R Ewing-Day (APTG)  
Mr T McKittrick  
Mr C Sullivan

## R.E.

Mr J P McGovern (PT)  
Miss A Farren (APTG)  
Mr M McNish

## Science Faculty

### Biology

Ms M McKernan (DHT)  
Mr S MacDougall  
Ms C Duncan

### Physics

Mr J McNelis  
Mrs A Flynn

## Chemistry

Dr S Smith (PT)

Ms M Allan  
Mrs C McBurnie (0.6 FTE)  
Mrs C Armour

## Technical

Mr D McEwan (PT)  
Mr G Jack  
Ms I Goffin  
Mr C McCrossan

## Support Staff – Admin

Mrs M Twaddle (SBO)  
Ms R Hyett (SBO)  
Mrs L Leitch (SB Asst.)  
Ms Farrell (Clerical Asst.)  
Mrs K Rodgers (Office Manager)  
Mrs J Tweed (Clerical Asst.)  
Mrs S Thompson (Clerical Asst.)  
Ms T Martinez (Clerical Asst.)  
Mrs D McNellis (Clerical Asst.)

## Technicians

Mr G Cooper (Technical)  
Mr L McGachy (Science)

## LEARNING ASSISTANTS

Mrs K McLaughlin Mrs H Paterson  
Mrs M Colbourne Mrs M Thomson  
Mrs R Hurrell Mrs J Crossan  
Mrs M McCracken Mrs E Bristow  
Miss E M Cox Ms S Diffen

## School-Home Link

## Well-being Officer

Mrs D Burns (PEF)

## Cook in Charge

Mrs A Maloney

## Janitorial - FES

Mr D McKelvie Mr T Kearns  
Mr C Anderson

## IT Support

Mr G McGuinness

## CODES:

**SBC** School Business Co-ordinator  
**SBO** School Business Officer  
**DHT** Depute Head Teacher  
**PT** Principal Teacher  
**PTG** Principal Teacher of Guidance  
**BSO** Business Support Officer  
**NQT** Newly Qualified Teacher  
**APT** Acting Principle Teacher

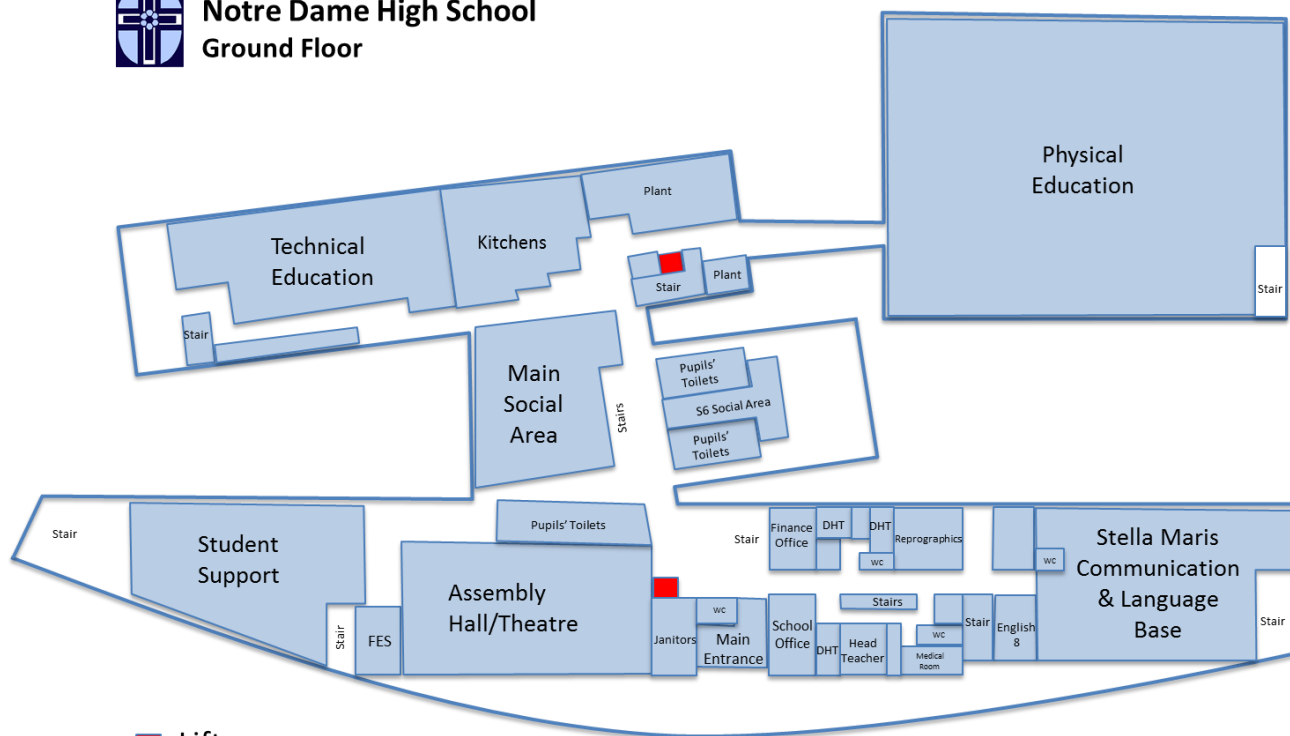


Notre Dame High School

# Map of School



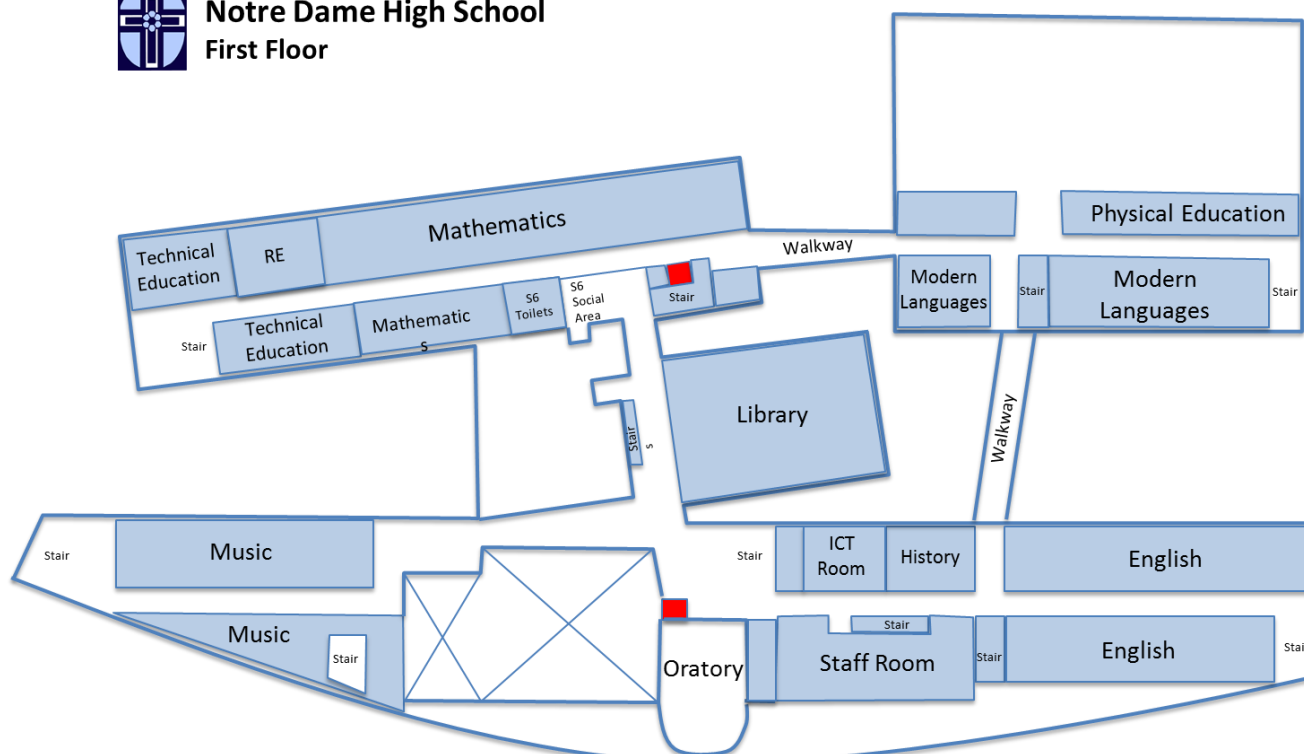
## Notre Dame High School Ground Floor



Lifts



## Notre Dame High School First Floor



Lifts



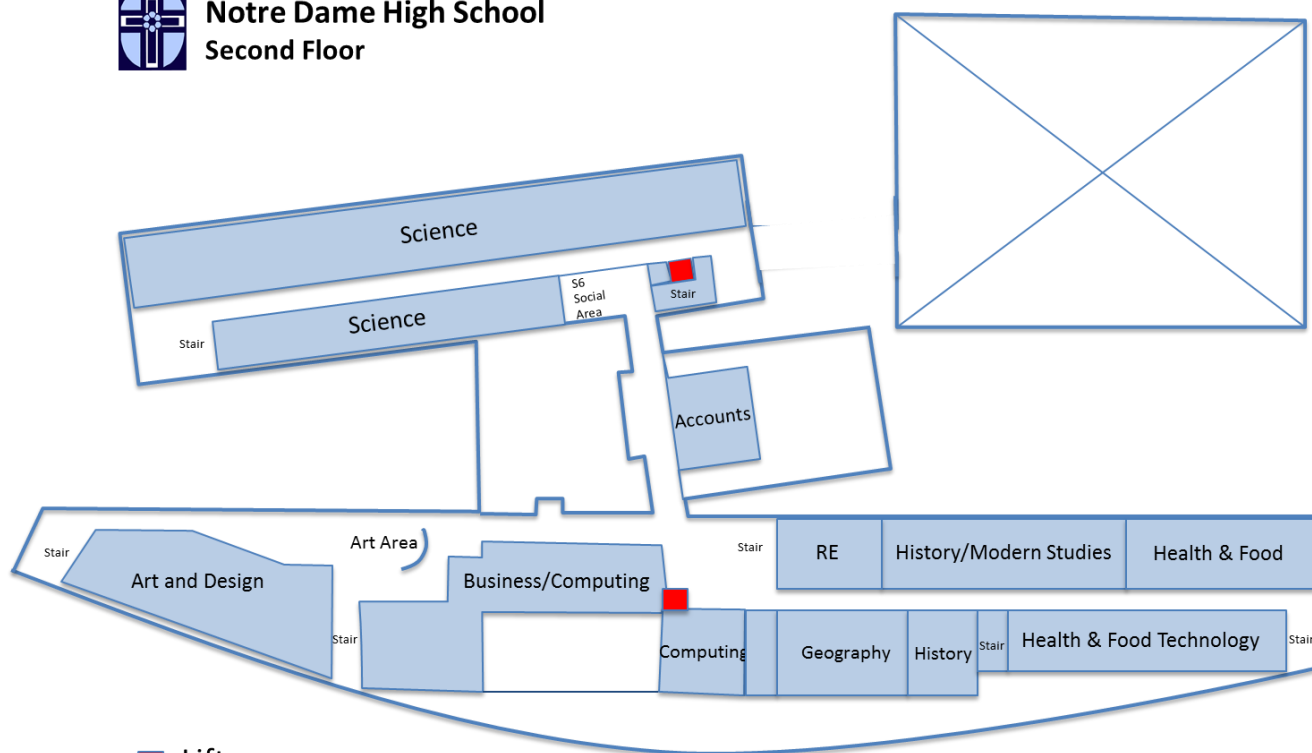


Notre Dame High School

# Map of School



**Notre Dame High School**  
Second Floor



Lifts



# THE SCHOOL DAY / SCHOOL HOLIDAYS

## MONDAY & TUESDAY

Registration	8.50am	9.00am
Period 1	9.00am	9.50am
Period 2	9.50am	10.40am
<b>INTERVAL: 15 MINUTES</b>		
Period 3	10.55am	11.45am
Period 4	11.45am	12.35pm
<b>LUNCH: 40 MINUTES</b>		
Period 5	1.15pm	2.05pm
Period 6	2.05pm	2.55pm
Period 7	2.55pm	3.45pm

## WEDNESDAY - FRIDAY

Registration	8.50am	9.00am
Period 1	9.00am	9.50am
Period 2	9.50am	10.40am
<b>INTERVAL: 15 MINUTES</b>		
Period 3	10.55am	11.45am
Period 4	11.45am	12.35pm
<b>LUNCH: 40 MINUTES</b>		
Period 5	1.15pm	2.05pm
Period 6	2.05pm	2.55pm

## SCHOOL HOLIDAYS 2024/25

### FIRST TERM 2024

Return Date for Teachers	Wednesday 14 August 2024
Return Date for Pupils	Friday 16 August 2024
September Weekend	Friday 27 September & Monday 30 September 2024
First Mid-Term	Monday 14 October to Friday 18 October 2024 (inclusive)
Return Date for Teachers	Monday 21 October 2024
Return Date for Pupils	Tuesday 22 October 2024
Christmas/New Year Close	Monday 23 December 2024 to Friday 3 January 2025 (inclusive)

### SECOND TERM 2025

Return Date	Monday 6 January 2025
Mid-Term	Monday 17 and Tuesday 18 February 2025
Return Date for Teachers	Wednesday 19 February 2025
Return Date for Pupils	Thursday 20 February 2025

### THIRD TERM 2025

Spring Holiday	Monday 7 April 2025 to Monday 21 April 2025 (inclusive)
Return Date	Tuesday 22 April 2025
May Day	Monday 5 May 2025
Return Date for Teachers	Tuesday 6 May 2025
Return Date for Pupils	Wednesday 7 May 2025
Local Holiday	Friday 23 May 2025 to Monday 26 May 2025 (inclusive)
Return Date	Tuesday 27 May 2025
School Close	Friday 27 June 2025

### LOCAL HOLIDAYS:

*Parents will be informed of dates by the school by letter and/or via text message, Facebook and Twitter*





# ENROLMENT IN NOTRE DAME

Parents, who have stated that they wish their children to transfer to Notre Dame, will receive special attention during the month of June (see section on Primary Secondary Transition). Parents who wish to enrol their children in the course of the school session should contact the school by telephone or in person to arrange an appointment with a Depute Head Teacher. Thus, due consideration can be given promptly to the most appropriate placing or choice of courses.

## Placing Requests in to Notre Dame High School

If parents living out with our catchment area wish to make a placing request for their son or daughter to enrol in Notre Dame, they should contact Education Services, Wallace Place, Greenock PA15 1JB. The criteria for enrolment into Notre Dame are given in Inverclyde Council's Policy on Placing Requests, which can be obtained from Education Services. Parents wishing to make arrangements to visit the school prior to a final decision on placing request application should, in the first instance, contact the school office.





# GUIDANCE

The Guidance system in Notre Dame is designed to help and support all our pupils throughout their secondary schooling.

When your child enrolls in Notre Dame, he/she will be assigned to a Guidance Teacher. Each pupil will have the same Guidance Teacher from first year right through to the time they leave school.

In addition to their normal teaching responsibilities, Guidance teachers have a specific role in helping and supporting the pupils in Notre Dame. They will get to know the pupils very well and they are the first people our pupils or parents should turn to if there are any difficulties. Guidance staff should be the first and main point of contact between school and home.

Of course, all teachers in Notre Dame support and care for our pupils. This pastoral care of pupils is achieved by a system of 'First Level Guidance', by one to one interviews and by pupil, group and year assemblies.

This care, provided in partnership with the home will ensure that pupils achieve all they can at Notre Dame.

The Guidance system is structured "vertically". This means that each Guidance Teacher has the responsibility for a group consisting of pupils from first year to sixth year.

To get a better idea of the important role played by Guidance teachers, we should look at some examples of their work.

- Working with our associated primaries will ensure a smooth transition from primary to Notre Dame.
- Close monitoring of pupils' classwork.
- Liaison with staff and parents regarding pupil progress.
- The organisation of the S2 and S4 Options Programme.
- Attendance and Latecoming.
- Contact with outside agencies.
- Personal and Social Education programmes.

## **Guidance Staff Allocation**

**Group A** - Mr S Galloway

**Group B** – Mrs R Ewing-Day

**Group C** – Mrs J Henry

**Group D** – Mrs N Dyer

**Group E** – Miss A Farren/Miss E Kelly

The overall co-ordination of the Guidance Groups is the responsibility of Mrs C Smith

Year groups will be the responsibility of the following SLT members:

**Mrs J McDonald** - S1 and S4

**Mr Gordon** – S2 and S5

**Mrs J McDonald** – S3 and S6

### **First Level Guidance**

The Guidance work of Notre Dame is shared by many staff through a system of First Level Guidance. Each First Level Guidance teacher is a registration teacher and assists the Guidance Teacher in the personal, social and curricular development of each pupil in his/her class.

### **Tasks of First Level Guidance Teachers include:**

- Monitoring of attendance and late coming
- One to one interviews with pupils.
- Close liaison with Guidance Staff.
- Meetings with Parents regarding progress checks in S1 and S2.
- Involvement in the S3 Options Programme.
- Involvement in the P7 induction programme.
- Assisting in the organisation of class competitions/year group discos, etc.



### **Contact with Parents**

Meetings with Guidance Staff or Senior Staff on a one-to-one basis can be arranged by appointment. Parents are encouraged to seek appointments with members of staff if they are concerned with any aspect of their child's education. Contact should be made initially with the appropriate Guidance Teacher.

A newsletter is also sent out to Parents/Guardians informing them of events/activities in the school.

### **Parents' Meetings ( Timeline Example 24-25)**

Intake - June

S1 - April

S2 - June

S3 - June

S4 - January

S5/6 -

At all of the above meetings, assessment results and general progress are discussed

# CURRICULUM FOR EXCELLENCE

## Curriculum for Excellence

The Purpose of the Curriculum is to help children and young people to become successful learners, confident individuals, responsible citizens and effective contributors (the four capacities). The framework, therefore, puts the learner at the centre of the curriculum.

## Outcomes and Experiences

Building the Curriculum 3

<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/buildingyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc3.asp>

states that 'experiences and outcomes' recognises the importance of the quality and nature of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An outcome represents what is to be achieved.

## Curriculum Area

The experiences and outcomes are set out in lines of development that describe progress in learning. They are organised into eight curriculum areas:

- Expressive arts
- Health and wellbeing
- Languages
- Mathematics
- Religious and moral education
- Sciences
- Social Studies
- Technologies.

## Curriculum Levels

Level	Stage
Early	The pre-school years and P1 or later for some
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to SCQF Level 4 (General)
Senior Phase	S4 – S5 and college or other means of study.

Building the Curriculum 3: A Framework for Learning and Teaching states that:

The intention must be to avoid driving young people through the levels as fast as possible. This arrangement of experiences and outcomes is intended to give teachers and other staff the flexibility and scope to follow issues through and to provide personalised and varying programmes of learning so that the young person is secure at a level before moving on.

## Curriculum Entitlement

Children and young people are **entitled** to a curriculum that includes a range of features at the different stages. The framework expands on these; in summary, children and young people are entitled to experience.

- A curriculum which is **coherent** from 3 to 18.
- A **broad general education**, including the experiences and outcomes which are well planned across all the curriculum areas, from early years through to S3.
- A **senior phase** of education after S3 which provides opportunity to obtain qualifications as well as to continue to develop the four capacities.
- Opportunities for developing **skills for learning, skills for life and skills for work** with a continuous focus on **literacy, numeracy and health and wellbeing**.
- Personal support to enable them to gain as much as possible from the opportunities which
- *Curriculum for Excellence* can provide support in moving into **positive and sustained destinations** beyond school.





# CURRICULUM FOR EXCELLENCE

## Broad General Education

In the early stages of secondary education the curriculum provides a broad, general education designed to meet the needs of all young people. In first year, pupils will follow a common course with appropriate balance of time allocated to each curriculum area listed above. Throughout S1 and S2, students will have opportunities for personalisation and choice within subject areas, allowing them to progress into an S3 curriculum which allows them to specialise by choosing two from three of the subjects in each of the following curriculum areas:

Science – Chemistry, Physics, Biology

Social Subjects – History, Geography, Modern Studies

Expressive Arts – Music, Art & Design, Health & Food Technology

Technology – Computing, Business Education, Technical Education

This structure will allow students to continue access a broad general education, work through the outcomes and experiences to Level 4 and beyond while preparing them for the senior phase.

By removing the rush towards formal qualification the emphasis in S3 is on depth of study in the chosen subject area, thereby ensuring that students have the best opportunity for success in their subsequent National Qualification courses in the Senior Phase.

## The Senior Phase and the National Qualifications

As young people move into S4, they will require access to a curriculum that will allow them to continue to develop the four capacities mentioned above. The Senior Phase in their education (S4 – S6) will allow them to start building their lifelong portfolio of qualifications available through the National Qualifications (NQ) framework.

Those new qualifications will be available across all curriculum areas at a range of levels, including National 3, National 4 and National 5, progressing on to NQ 6 (Higher) and NQ7 (Advanced Higher).

Qualifications will also be available through courses that focus on skills for life and work, which may be delivered in school or through partnership working with colleges and local businesses.

There will also be formal recognition of Literacy and Numeracy in the new qualification system through Unit courses within English and Mathematics, which are also available to study as stand-alone courses.

The formal accreditation of wider achievement will recognise work completed by students both in school (Music/Drama, Duke of Edinburgh Award, sport, volunteer work, etc) and out-of-school (Scouts, Guides, sports, etc)

More information is available at:

Education Scotland website:

[www.ltscotland.or.uk](http://www.ltscotland.or.uk);

or ParentZone website:

[www.ltscotland.org.uk/parentzone](http://www.ltscotland.org.uk/parentzone).



# CURRENT COURSES AVAILABLE IN NDHS

Currently, national qualifications are available at the following levels:

- National Qualifications: National 3, National 4, National 5
- National 6 (Higher)
- National 7 (Advanced Higher)

The new qualifications have been developed to support Curriculum for Excellence while recognising that there are different types of learners; they reward a wide range of achievement and reflect the work that learners have completed throughout the academic year. Each course is designed to be completed in 160 hours of study, hence the changes to Inverclyde's S4 6 subject curriculum model which was implemented from session 2015 – 16.

There is more focus on skills development compared to the existing qualifications; the new qualifications are better suited to testing the skills required to succeed in the 21st century. There is also a greater emphasis on “deeper learning” by helping learners to think for themselves; to apply and interpret the knowledge and understanding they have developed and to demonstrate the skills they have learned. The new qualifications will equip learners with the skills, knowledge and understanding they need to face the challenges of 21st century society.

Assessment in the new qualifications will promote breadth and depth of understanding, will motivate and challenge learners, and will ensure a smooth progression from one qualification level to the next (e.g. when progressing from National 5 to Higher). They have a greater focus on skills development, but will still retain the important elements of knowledge and understanding. The assessment methods that will be used reflect this new emphasis on the application of skills.

For most subjects at National 5, Higher and Advanced Higher, there will be an appropriate balance between exams and Coursework (assignments, portfolios, practical activities etc). This is to ensure a balance between the assessment of knowledge, understanding and skills; appropriate to the subject and level.

More information on course progression will be given at parent information evenings.

See also the FAQs section of the SQA website: <http://www.sqa.org.uk/sqa/58999.html>

## **Progression to Next Level**

While progression is at the discretion of the presenting centre, it is usually expected that students will attain the appropriate entry level qualification before making progression to the next level qualification (e.g. National 5 to National 6, Higher)

## **Presentation for Examination**

Presentation for examinations is determined by performance in any subjects. Our comprehensive and rigorous tracking and mentoring programmes will inform students and parents/carers of progress from an early stage and at regular intervals. While always giving the benefit of the doubt to students, it would be unadvisable to present any student for a level of examination in which they are unlikely to be successful.

## EQUALITIES

The Equality Statement for Inverclyde Establishments 'Inverclyde Education Service is committed to ensuring that no children or members of staff or service users receive less favourable treatment on any ground including age, gender reassignment, pregnancy and maternity, race, disability, sex, sexual orientation, marriage and civil partnership, religion or belief. We have a moral, social and legal obligation to mainstream and put equality at the heart of everything we do. We aim to promote a culture in which equality of opportunity exists for all. We are opposed to all forms of discrimination, direct or indirect, and aim to eliminate all discriminatory practices. We will ensure that, in our schools and other educational establishments, equality permeates the curriculum and underpins all our policies and practices in terms of access to education. We must ensure that all our children achieve their full potential to develop physically, emotionally and academically. Finally, we believe that equality and inclusion should be a given right, where everyone is valued and treated with respect.'

## ADDITIONAL SUPPORT NEEDS



All young people need support to help them learn. The main source of support in schools is the staff that, through their normal practice, are able to meet a diverse range of needs. With good quality teaching and learning and an appropriate curriculum, most young people are able to benefit from education without the need for additional support.

Where additional support is identified as being required, the Learning support Department will work in collaboration with the learner/parent/carer and appropriate staff and partner agencies to assess and plan ways in which to meet the needs of pupils.

The definition of additional support is a wide one and information can be found here:-

[www.educationscotland.gov.uk/inclusionandequalities/additionalsupportforlearning](http://www.educationscotland.gov.uk/inclusionandequalities/additionalsupportforlearning)

Under the Additional Support for Learning Act 2009, additional support needs are identified as being long or short term and can include interrelated factors such as :-

- Learning environment
- Social and well being
- Ability
- Language and communication skills
- Disability
- Health
- Family circumstances

The need for additional support should not imply that a young person lacks ability or skills. It is recognised that the need for support will vary across the diversity of learners within the school. Throughout the assessment and planning process, the emphasis is on the requirement to see young people as individuals and for support to be tailored to their needs. The school therefore plans its intervention through a programme of early identification and monitoring of strategies to meet the needs of ASN pupils.

#### **Role of Support for learning Department:-**

- Working collaboratively with classroom teachers to support pupils with additional support needs. This is a valuable way of extending and enhancing the support offered. The Learning Support staff can provide both individual support as needed as well as general support within the classroom.
- Working very closely with subject specialists, across all curriculum areas, to help tailor the work of the class to meet the needs of all pupils.
- Providing specialist teaching support to help pupils to develop the early processes of literacy and numeracy. e.g. Fresh Start Literacy Programme, Paired Reading /Spelling for Teenagers. Information for parents can be found here:-  
[www.dyslexiascotland.org.uk](http://www.dyslexiascotland.org.uk)  
[www.dyslexiascotland.org.uk/addressing-dyslexia-toolkit](http://www.dyslexiascotland.org.uk/addressing-dyslexia-toolkit)
- Liaising with associated primaries to establish an exchange of information and strategies as part of the transition process, to enhance the effectiveness of learning and teaching.
- The process begins while pupils are still in primary school, with the Learning Support Staff and Guidance Staff attending transition meetings for young people with additional support needs.





- Primary 7 pupils with additional support needs are invited to attend our Gateway Induction Programme, prior to the formal induction days, to give them the opportunity to meet with secondary staff and become familiar with the routine as well as their new surroundings.
- Undertaking assessment of S1 pupils to highlight any issues related to literacy and numeracy. e.g. Spelling Screening Programme
- Ensuring that assessment is an ongoing, integrated process of planning, providing for and reviewing services for the individual pupil.
- Liaising with partner agencies, with respect to pupils with ASN.
- Ensuring regular reviews are held for pupils, in particular at all transition stages.
- Maintaining open communication with parents/carers of pupils with additional support needs.
- Involving parents/carers in the assessment, planning and reviewing process.
- Identifying pupils who require an individual plan through the cycle of well-being assessment, planning, provision and evaluation. \*
- Managing the Scottish Qualifications Authority additional assessment arrangements for identified pupils. Information can be found here:- [www.sqa.org.uk/](http://www.sqa.org.uk/)

\*Inverclyde Council is committed to the implementation of GIRFEC and a guide for parents and young people can be found here:-

[www.gov.scot/Topics/People/Young-People/gettingitright](http://www.gov.scot/Topics/People/Young-People/gettingitright)

If a parent/carer considers that his or her child has additional support needs and wishes more information on this, then they should contact Mrs M Fischer-Keogh Principal Teacher of Learning Support ( 01475 715150)

### **Stella Maris Communication and Language Department (CLD)**

The Communication and Language Department (Stella Maris) provides support for identified young people diagnosed with Autistic Spectrum Disorder (ASD).

The Department takes around five students each session and supports them in accessing mainstream education in Notre Dame High School. There are five teachers and six ASN Support Assistants who work closely with the young people and class teachers primarily in the classroom setting. Placement in Stella Maris is a decision of Inverclyde's ASN Monitoring Forum.



## **REPORTING TO PARENTS**



## **Recognising Achievement and Assessment**

Recognising achievement, profiling and reporting are closely linked and all involve reflecting on, assessing, describing and recording each learner's progress and achievements. Although recognising achievement, profiling and reporting each have particular emphases, much of the information and many of the processes related to them will be the same.

The key principle in Notre Dame is to use assessment to support learning and to motivate pupils. Assessment is used to identify pupil's strengths and to take appropriate action on those areas where there is room for improvement. All assessments will have a clear purpose and be appropriate to the learning stage of each individual pupil.

The assessment procedure will be used to involve pupils, teachers and parents/guardians in the teaching and learning process.

## **Reporting**

Parents will continue to receive regular information about their children's strengths, progress and achievements. They will be informed about any gaps in their children's progress, about next steps in learning, about any specific support needs and about ways they can help support learning. This will be expressed in terms of Developing, Consolidating or Secure at the particular level at which the student is currently working. We will make changes to our reporting format over the next few years.

A profile of a learner's best achievements will be produced in S3. Profiles may be produced at other points to meet the needs of a learner, as decided by the learner. There will be an on-going process of dialogue and reflection for all learners which will enable profiles to be produced whenever required to inform the next stages of learning.

The report for S4 takes the form of a profile which covers a range of topics within each subject. In all cases, the assessable elements are those which the SQA has chosen.

In the Profile Report for S5 and S6, attainment is recorded according to procedures followed by the SQA.

## **Frequency of Reporting**

Pupil Reports are compiled once per session and sent to parents of all pupils. Interim reports are prepared during the first term.

## **Meetings**

Parents' meetings are organised for each year group to enable parents to discuss their child's progress.

## **Tracking and Mentoring Programmes**

There is currently a comprehensive Tracking and Mentoring programme in place for S4 - S6 students. The Tracking Programme will give feedback to Guidance and subject teachers, students and parents/carers on a regular basis and is in addition to our current reporting procedures. This will monitor attendance, progress in all subjects, attendance at supported study as well as a range of other important information. This information will allow teachers to advise students and parents/carers on progress, presentation levels for examinations and progression routes.

Each student has a Mentor who will meet with them on a regular basis and agree with the student areas for development and study. Each S5 mentor has only three students and is therefore able to spend an appropriate amount of time advising each student according to their individual needs. A copy of the tracking information and agreed targets will be provided to parents/carers.

S4 and S6 students are mentored by a member of the SMT or Guidance Staff.

# HOMEWORK

The aim of this section is to offer parents a set of guidelines on the principles and practices of homework. It must be recognised that differences between subjects can sometimes result in different approaches to homework. Nonetheless, it is important to have a whole school approach to something as important to your child's progress as homework.

Homework serves a variety of purposes. It promotes self-reliance, self-discipline and self-confidence. It encourages our pupils to participate with responsibility in their own learning and strengthen links between home and school. It should extend class work and widen the learning experience by encouraging pupils to use sources of information not available in the classroom and it should help teachers monitor the effectiveness of learning and teaching.

## **Policy**

- Homework should be in the context of a whole school policy which includes a commitment to promote independent learning.
- Homework shall only be given when it is purposeful and useful in relation to class work.
- Homework tasks should be related to the abilities and needs of individual pupils.
- Homework should be received and acknowledged in a meaningful way and there should be effective feedback.
- Homework policy, planning and practice shall involve communication and co-operation with parents.

## **Policy Monitoring**

- Heads of Departments in consultation with colleagues will ensure departmental policy exists.
- Class teachers will keep a note of homework.
- SLT liaison staff will monitor implementations of departmental policy.
- SLT will conduct homework surveys/issue parental staff questionnaires at appropriate points in the year.

# RELIGIOUS EDUCATION AND OBSERVANCE

## **Religious Observance**

As a Catholic School, Notre Dame High School places great importance on liturgy and worship:

- Each school day begins with the School Prayer.
- Mass is celebrated in the School Oratory each Thursday and 2 times a week during the Season of Lent and Advent.
- Mass is celebrated for all pupils on Holy Days of Obligation and on days of special devotion, such as Ash Wednesday.
- Arrangements are made throughout the year for services which reflect the liturgical life of the Church, e.g.
- Penitential Services during Lent, etc.

### **The Religious Dimension of the School**

As part of the “whole person” and “whole life” approach in Religious Education, the following elements of the Religious Dimension of the school are very important.

We feel it is important to promote an active Christianity and a sense of responsibility to our wider society, so our pupils are encouraged to involve themselves in charitable activities from time to time. *(Please refer to the section on School and Community for more details on charitable activities.)*

The School Chaplain, Fr Eoin Patton of St Laurence’s parish, is on hand to be of assistance to pupils in times of need whether they need someone to talk to or the Sacrament of Reconciliation. Our chaplain is assisted in this task by several other priests from local parishes.

The right of parents to withdraw their child from corporate acts or worship and religious instruction exists in law. Any parents who wish to do so should contact the Head Teacher.

Parents from ethnic minority religious communities may request their child be permitted to be absent from school to celebrate recognised religious events. Only written requests detailing the arrangements will be granted on up to three occasions in any one school session and the pupils noted as an authorised absentee in the register.

## **RELIGIOUS EDUCATION AND OBSERVANCE**



In Religious Education pupils from S1-S6 follow the *This is our Faith* national syllabus developed as part of Curriculum for Excellence for R.E. within Catholic Schools. Each pupil participates in two periods of Religious Education every week. In addition to these Religious Education periods.

### **Broad General Education**

In the Broad General Education Phase (S1-S3) pupils have the opportunity to reflect and learn about the Faith through a variety of units that look at all aspects of belief and how to live that out in practice. At various points in the Liturgical Year pupils learn about the significance of that time, e.g. Advent and Lent. In addition to this pupils also learn about the beliefs and practices of another World Religion.

### **Senior Phase**

In the Senior Phase (S4-6) Pupils continue to follow the national Syllabus *This is our Faith* as well as having the opportunity to achieve SQA National Qualifications through their learning in class. All pupils in S4 complete the SQA National 4 Qualification in Religious, Moral and Philosophical Studies, looking at Christianity, Morality and Justice and also Suffering and Evil. Pupils in S5 complete the SQA Level 5 Award in Religion, Belief and Values. Pupils in S5 and S6 can also progress to Higher Religious Moral and Philosophical Studies.

### **Retreat Programme**

Each year pupils also have the opportunity to participate in the School Retreat programme, for example in S1 pupils focus on the Life of Jesus through the Mysteries of the Holy Rosary, S2 pupils focus on the Gifts of the Holy Spirit. Pupils in S3/4 will normally have a retreat led by an outside group such as NET Ministries and pupils in S5 participate in a Day Conference.

### **Faith Life**

As a School Community we are very well supported by our School Chaplain, Fr Eoin Patten who generously gives of his time to the school. Each week Holy Mass is offered at 12.35pm on a Thursday- during the Season of Advent and Lent an additional Mass is offered on Monday. Also Morning Prayer is celebrated in our School Oratory on a number of occasions at 8.30am. On Holyday's of Obligation and other important Feast Day's the whole School is able to attend Mass at St Patrick's Parish. There are also opportunities for Confession and short visits to the Oratory for prayer at various points throughout the school year.

A number of pupils in S6 participate in the Caritas Awards. This programme encourages pupils to become more actively involved in the Spiritual and Faith Life of their school and parish and allows them opportunities to develop as their leadership skills by working with younger students in leading a range of activities.





*Notre Dame R.E*



## EXTRA CURRICULAR ACTIVITIES



COME JOIN OUR  
**EXTRA**  
CURRICULAR  
ACTIVITIES  
**IN PE!**



- Fitness suite club -  
Monday Lunchtime

- Netball club - Tuesday  
Lunchtime & After school

- Boxing club -  
Thursday Lunchtime

- Rugby club -  
Thursday Lunchtime

- S5/S6 Volleyball Club -  
Friday Lunchtime

If you are interested  
please come speak  
to the PE Department  
or your Sports  
Ambassadors



# EXTRA CURRICULAR ACTIVITIES CONT...

## Music

The Music Department in Notre Dame is a very active department and offers a wide range of extra-curricular activities. The school week is jam-packed with different musical ensembles and we have well over 150 students taking part in our groups. The department also enjoys close links with Software Training Scotland who run sound recording and production classes for S1-S6 students. These run for a 10 week block each year, inspiring all of our future music producers!

### Music Department Extra Curricular Activities ( TBC)

Monday lunchtime	RCS Young Readers
Monday after school	School Orchestra
Tuesday lunchtime	VOISS Choir
Tuesday after school	Music Technology Club
Wednesday lunchtime	Keyboard Club
Wednesday after school	Junior Band
Thursday after school	School Show Rehearsals
Friday lunchtime	Stage Band
Friday after school	Concert Band



## Awards Night and Christmas Concert

Every year our musical groups work extremely hard to provide the entertainment at the School Awards Night, a very important and prestigious event in the School Calendar.

At Christmas time, the department puts on a fantastic concert which showcases the talents of our super students! Last year, through our Christmas Concert and other fundraising activities, we helped to raise thousands of pounds for charity. This is very important to the students as it allows them to use their talents to help those who are less fortunate than themselves.



## Inverclyde Festival

The department also works incredibly hard to prepare for performances at the Inverclyde Music Festival. Our students, while also enjoying many individual successes over the years, are absolutely delighted when some of our larger ensembles, such as the School Orchestra, Concert Band, Senior Girls' Choir, Stage Band, Junior Choir and Junior Band beat off stiff competition and are awarded 'First in Class' in their respective categories! We typically can have over 120 entries in different classes in the festival.

## Inverclyde Activities

Within Inverclyde Authority, there are many award-winning and very well respected musical groups such as the Inverclyde Schools' Junior and Senior String Orchestras, Concert band, Junior and Senior Choirs and the Inverclyde schools Wind Orchestra. Many of our pupils take part in these groups and very much enjoy working with young people from all over Inverclyde as well as from their own school.



## EXTRA CURRICULAR ACTIVITIES CONT...

### Christmas Time

At Christmas time, the department is in great demand and in addition to our Christmas Concert, we go out and perform for many of the Residential Homes and Day Centres in our local community. This is an extremely important experience for our young people and one which allows them to share their talents with others. It also helps them to develop into responsible citizens who contribute immensely to their local community.

In the last four years, our Senior Concert Band have visited and performed at our associated and neighbouring primaries. We hope you enjoyed our performances and that you will recognise a few familiar faces when you come to Notre Dame.



### Drama

Every year at Christmas time, Notre Dame puts on its first dramatic production of the year, our school Pantomime. Pupils from S1, S2 and S3 rehearse very hard every week to put on five performances for the public – three public performances in the evening and two performances in the afternoons for primary schools, crèches and other charity groups. This year's pantomime was 'Aladdin' and it was written by our exceptionally talented former Head Boy, Ruairidh Forde. In recent years we have performed 'Jack & The Beanstalk', 'Sleeping Beauty', 'Pinocchio', 'Beauty and the Beast', 'Mother Goose' and Cinderella and 'Dick McWhittington' This year's cast of 'Snow White & The Seven Dwarves' have also been able to put on a performance worthy of Notre Dame's outstanding reputation for productions. Our cast relish performing alongside a live band which is made up entirely of pupils, former pupils and staff.

Notre Dame has a long and distinguished history of putting on Musical Theatre productions. The title of last year's summer musical was 'South Pacific' which was an outstanding performance by all the students who took part. The magnificent performances of our students enthralled our audiences portraying wonderfully the dangers of prejudice and war to love during WWII.

The school show involves extensive rehearsals each week from February till June and these rehearsals increase as the show approaches. Our dramatic productions are huge whole school events and every single member of our school community supports them in some way and for this, we are extremely grateful. We hope that, when you come to Notre Dame, you will want to take part in our productions and we can assure you that you will be made very welcome and, if you decide to take part, you will potentially create some of your best memories of your time at Notre Dame High School.

June 2024 will hopefully see our school performing the fantastic [REDACTED] - (Shhh It's a secret!) This promises to be another life-changing event for our strong cast.



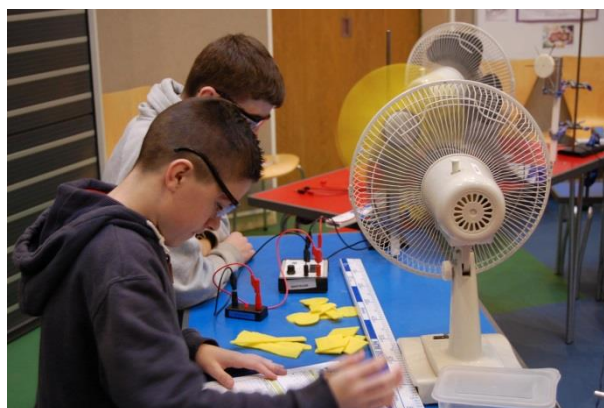


# PROMOTING POSITIVE BEHAVIOUR

Good discipline is a pre-requisite for learning. Teachers in Notre Dame must have at their disposal the means for securing good order in their classrooms and elsewhere in the school. Generally, the relationship between pupils and staff is such that disciplinary measures are seldom required. With mutual respect and a proper understanding of their respective roles, staff and pupils collaborate harmoniously in the normal day to day work of the school. Students are reminded consistently that our core values including Respect for Others, The Dignity of The Individual and Compassion for Those in Need of Our Support are central to our Catholic School ethos.

In this school we operate a referral system. When a pupil is guilty of a serious misdemeanour or of persistently breaking the rules of the school, he/she will be referred to the subject Principal Teacher, who will record the incident. Details of the incident will be logged and passed on to the appropriate Guidance Teacher and Year Group Head.

A record of all referrals will be kept in the pupil's personal files. When a pupil's file contains what is considered an unacceptable number of referrals, other appropriate sanctions may be considered.



Throughout it is intended that the school takes a restorative, solution orientated approach to the promotion of positive behaviour. The use of praise as both a recognition of good performance as well as a motivational tool, is encouraged at all levels. The school's system of Praise cards/letters allows parents/carers to share in the celebration of students as successful and confident individuals. It is generally accepted that exclusion from school is an action of last resort although a single incident of misbehaviour of a sufficiently serious nature, e.g. violent conduct, may still result in exclusion from school.

Overall, with the school and parents/carers working in partnership, we will be able to maintain an ethos of high expectation, mutual respects and courtesy which will enhance the educational opportunity available to all young people in Notre Dame High School.



# SCHOOL ATTENDANCE

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'School Age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of The Education (School and Placing Information, Scotland) Amendment, etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised that is approved by the authority or unauthorised that is unexplained by the parent (truancy) or temporarily excluded from school.

Parents should inform the school by telephone of the first morning of an absence and provide a reason for the pupil's absence. The school will contact the pupil's family and thereafter other emergency contact if no explanation is given for the pupil's absence.

Other agencies may be contacted if no contact with the pupil's family can be achieved and if there are continuing or emerging concerns about a pupil's safety or wellbeing.

Parents are asked to inform the school if their child is likely to be absent for some time and to give the child a note, dated and with dates of absence, on his or her return to school, confirming the reason for absence – *even if a telephone call has been made*.

In the case of unexplained absences or of there being recognisable patterns of absences, there exists a series of letters advising parents of concern over non-attendance. These letters are issued by the Guidance Department.

Inverclyde Council Education and Social Care has Child Protection Guidelines and Procedures which all schools are required to follow. Education and Social Care works very closely with other agencies namely Strathclyde Police and Health to support children.

## EDUCATION OUTWITH SCHOOL

- Pupils suffering from prolonged ill-health.
- Pupils exempted from attending school because they are required to give assistance as carers to ill or infirm members of their family.
- Pupils who have been excluded from school.

There is a duty on Education Services to educate without undue delay pupils who are not receiving education in the usual way at school.

The school will make special arrangements to educate pupils who fall into these categories away from the school, normally at home.

The Home/School link worker may be involved in these situations.

Scottish Executive Education Department Circular 5/03 makes it clear that every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. The circular also states that most family holidays are classified as unauthorised absence and reasons, such as the availability of desired accommodation, poor weather experienced during school holidays, holidays which overlap the beginning or end of term, parental difficulty obtaining leave are not acceptable reasons for taking a holiday during the school session.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted and the pupil noted as an authorised absentee in the register.

Clearly, with no explanation from the parent, the absence is unauthorised. In terms of section 30 of the 1980 Education Act, the parents of school pupils must ensure that their child attends school regularly.

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance.

The Authority's and Scotland's figures include all education authority and grant-aided secondary schools, but exclude all special schools.



Notre Dame High School

# ATTENDANCE MATTERS



## NOTRE DAME HIGH SCHOOL



### WHY IS SCHOOL SO IMPORTANT?

School supports our children & young people:



- To grow confidence and self-esteem
- To experience success in their learning
- To understand responsibility
- To learn the benefits of contributing to school/community life
- To have fun and make friends
- To experience new things

### MAKE CONNECTIONS...

If you are experiencing difficulties getting your child into school, then please talk to us!

Your child may feel anxious, worried or just not be able to attend.

We are here to help so please get in touch with your child's Guidance Teacher or Year Head.



### WE UNDERSTAND...

We understand that your child may be absent from school for a variety of reasons:



- They are unwell
- Attending a medical appointment
- Going to a Children's Hearing/Care Review or other service provider, e.g. Social work
- Religious observance/cultural issues
- Exceptional domestic circumstances
- Bereavement
- Wedding or funerals of those close to the family
- Arranged absence of Gypsy/traveller families
- Participation in activities agreed by the school
- Family holidays, only agreed in exceptional circumstances
- During an exclusion
- Lack of transport due to bad weather
- Covid isolation



### KEEP IN TOUCH...

Contact the office on the first day of absence.

Our office staff will ask you to give some details about your child's absence and when they are likely to return to school.

This information will be passed to your Child's Guidance Teacher who may get in touch if more support is needed.



### MAKE EVERY DAY COUNT!!!



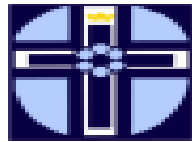
95% and above is our attendance target for every one of our young people.



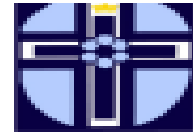


Notre Dame High School

# ATTENDANCE MATTERS

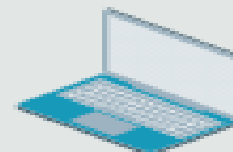


**NOTRE DAME  
HIGH SCHOOL**



**MAKE EVERY DAY COUNT!!!  
ATTENDANCE PERCENTAGES  
CAN BE MISLEADING -  
CONSIDER THE FOLLOWING:**

%	Days missed equivalent to	Impact
100%	0	Excellent Gives your child the best chance of success and gets them off to a flying start
95%	9 days 1 week & 4 days	Good Gives your child the best chance of success and gets them off to a flying start
90%	18 days 3 weeks & 4 days	Poor Less chance of success. Makes it harder to progress.
85%	27 days 5 weeks & 2 days (Almost half a term)	Very Poor Serious implications
80%	36 days 7 weeks & 1 days (Half a term)	Unacceptable Serious implications on learning and progress. Unacceptable
75%	45 days 9 weeks Almost a whole term)	



## WHAT WE NEED TO DO...

- Firstly a text will be sent to the main contact
- If no response is received to the text a phone call will be made to the main contact
- If there is no reply then we will contact your emergency numbers
- If we are still unclear as to the whereabouts of your child then we may choose to contact other agencies who may wish to make a home visit to check all is well and your child is safe.

## KEEP IN TOUCH...

Contact the office on the first day of absence.

**Notre Dame High School**  
Dunlop Street  
Greenock

Absence contact/text number: 01475 715150





# SKILLS DEVELOPMENT SCOTLAND (THE CAREERS SERVICE)

In Notre Dame High School our Careers Adviser, **Julie Keenan**, is based in the school on a Full-Time basis. Julie works closely with our Student Support Team to ensure that pupils have access to all the help and support that they need to make well-informed decisions about how they can progress from school to employment, training or Further/Higher Education.



Pupils are introduced to a comprehensive system - My World of Work (MyWoW) - which guides them through the important Transition Stages in Secondary Education. This system encompasses all the major features of A Curriculum for Excellence and enables pupils to record their skills and achievements as they progress through each stage. Pupils are given advice through our Careers Adviser's talks at key stages.

Skills Development Scotland now operate a 'coaching' approach to target individual support to particular pupils. This takes the form of intensive face-to-face support depending upon the level of need and focuses at all times on employment and 'Opportunities for All'.

Drop-In Clinics are also available for young people at relevant transition points. Parents are always welcome to contact the Careers Adviser about any aspect of their child's career intentions.

## **Area Careers Office**

112 West Blackhall Street

GREENOCK

**Tel:** 01475 553710

## **Opening Hours**

Monday – Friday 9.00am – 5.00pm.



# THE SCHOOL CODE

## Aims

- To generate an ethos in which courtesy and mutual respect between staff and pupils are regarded as normal behaviour.
- To ensure orderly movement in and around the school.
- Each day should begin with a courteous exchange between teacher and pupils. Furthermore, when a teacher enters the class, his/her presence should be acknowledged.
- Pupils should adhere to the school's uniform policy at all times and particularly when the school is being represented.
- In the corridors and stairwells, pupils should keep to the left.
- No class should enter a room without a teacher.

## Access to the Building

- At the end of a break, pupils should go directly to their classes.
- During interval breaks, pupils are allowed access to the social areas only.
- The main entrance to the building is for staff and visitors only. Students should enter the school building using the access doors leading to the social areas from the central yards.
- Only in exceptional circumstances should pupils be allowed to visit toilets in class time. During breaks the toilets open to pupils are those in the main social area at the centre of the building.
- When a pupil is allowed out of class for any reason, the teacher must issue the pupil with a "permission to be out of class" card.

## Lunchtime

- During breaks and lunchtime, pupils may use the social areas.
- All packed lunches should be eaten at the tables provided in the canteen.
- The section of corridor outside the staffrooms is out of bounds to all pupils during breaks, except in emergencies or with the express permission of a teacher.

- S1 students must remain in the school premises during the lunch break.

### **Social Areas**

- Social Areas are located at various points throughout the building.
- Pupils must not remain in the corridor areas during interval and lunchtime.
- Designated social areas are reserved for S6 students.

### **Use of Lockers**

- Lockers are issued to all students on payment of a refundable deposit. Students must adhere to the agreed Acceptable Use Policy or they may have their locker privileges removed.

# CLOTHING AND KIT

## School Uniform

Given that there is substantial parental and public approval of uniform, schools in Inverclyde are free to encourage the wearing of school uniform.

From various discussions with parents, we at Notre Dame believe that we have parental support in promoting what is a very smart uniform.

We feel the wearing of the uniform is important for a number of reasons:-

- In attending school, pupils are involved in a formal activity and therefore should dress in a formal manner. Attending school is not a social activity and therefore casual dress is not appropriate.
- Pupils have many reasons to be proud of Notre Dame High School and its achievements. They should, therefore, wish to identify with the school.
- The public, including employers and people associated with further and higher education, generally look favourably on school where uniform is worn. It is in the interest of every member of the school that the school is viewed favourably in the community.

## For security...

- It is important that staff should be able to recognise everyone who is entitled to be within school premises. The wearing of uniform is the best and easiest way of identifying our pupils. Significantly, if all pupils are in uniform it makes it easier to spot anyone coming into the school who has no reason to be inside the school. This is very important in Notre Dame as the school campus is so large and open.

## The Uniform:

*Navy blue or black blazer with badge.*

*White shirt/blouse.*

*Navy blue or black skirt/trousers.*

*Navy blue or black cardigan or pullover.*

*Notre Dame HS sweatshirt.*

*School Tie.*

In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race and gender. Any proposals will be the subject of widespread consultation with parents and pupils.

## Blazer/Jackets/Coats

Students should preferably wear the school blazer, but if unable to do so, **should wear a Black or Navy jacket. Please note that coloured/grey jackets, tracksuit tops or jackets with football team badges or other advertising logos should not be worn.**

## P.E. Kit

P.E. Kit is an important aspect of uniform policy as a significant part of the P.E. curriculum and team training will take place using our outdoor facilities. Consequently, I would ask that for P.E. lessons and sports training, students do not wear football tops (club or international) nor T-shirts/shorts with football club badges or logos. The school P.E. kit, designed by students is available for purchase from Smiths, Greenock.



Notre Dame High School



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

- potentially encourage factions (*such as football colour*);
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings, shell suits or flammable material in practical classes;
- could cause damage to flooring;
- carry advertising, particularly alcohol or tobacco; and
- could be used to inflict injury on other pupils or be used by others to do so.



Parents receiving family income support, family credit or housing benefit or council tax rebates will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Director of Education. Information and application forms may be obtained from schools and from Education Services etc.

**NOTE:**

The Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.





# MEALS/SCHOOL TRANSPORT

## Meals

The school operates a cashless catering service which is linked to Parentpay -pupils are issued with a PIN to be used in the canteen, which can also be 'topped up' at a convenient machine.

Children of parents receiving Income Support are entitled to a free mid-day meal. Information and application forms for free school meals may be obtained from schools and from the Area Education Office:

Education Services  
Wallace Place  
Greenock  
PA15 1JB

Children with special dietary requirements should inform the school of the relevant details so that an appropriate meal can be provided by the canteen staff. Children who prefer to bring a packed lunch will find tables set aside for their use in the canteen.

The School's Health and Wellbeing Group is taking steps towards improved health awareness, greater opportunities for physical activity and healthier school meals.

## Transport

The Education Authority has a policy of providing free transport to secondary pupils who live more than two miles from their local school by the recognised shortest walking route. This policy is more generous than the law requires and is currently under review with a period of consultation in place. Parents who consider they are eligible should obtain an application form from the school or education office. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

The contracted bus company will issue students with appropriate passes entitling them to board the bus. Replacement passes will incur a small replacement fee.

Where free transport is provided, it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (*see above paragraph*). It is the parent's responsibility to ensure that the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right of free transport.

Please note: 3 school buses leave the East End of Greenock at 8.10 am approx. and pick up en-route. At the end of the school day, buses are available for the return journey.

Arrangements for free transport are made for our children with special educational needs. Taxis are also provided for inter-school travel in the course of the day.

The Education Authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.



# HEALTH AND MEDICAL CARE

All pupils can drop in for a consultation with our school nurse.

With the permission of parents, vaccinations will be administered as required, e.g. BCG, Rubella, etc.

The attention of the school dental service is available on request.

It is of particular importance that parents inform the school of any special medical condition or requirements affecting their child.

## **Procedures for Dealing with Sick Pupils**

When faced with a pupil suffering from any of the usual minor ailments, (e.g. headache, nausea), the ***teacher of the class*** may either:

- a) permit the pupil to remain in class, resting, **or**
- b) if symptoms persist or if the matter appears to be of a rather more serious nature, the pupil may be sent to the MAIN OFFICE, where a member of the Guidance Staff will be contacted to assess the situation and, if necessary, arrange for the pupil to be taken home by a parent or other adult relative. In cases of serious illness, arrangements are made to contact the parents and to have the pupil taken to hospital.

All teachers will be informed of any action taken via the following day's bulletin.

Parents should note that sick or injured pupils will require to leave the school in the company of a responsible adult.

It is in the interests of pupils that we ask parents to inform us of any medical problem or condition affecting your children. Such information is helpful, for example, to teachers of Physical Education and enables us to take prompt and appropriate action if a pupil is suddenly taken ill. Details of this nature are, of course, handled with sensitivity and in confidence.

We would appreciate parents informing us immediately of any change of address, phone number or emergency contacts, so that if an emergency arises, they can always be contacted.



# PARENT FORUM AND PARENT COUNCIL

Changes have recently been made to the law to help parents and schools work together as partners in children's learning. The Scottish Parliament has passed the Scottish Schools (Parental Involvement) Act 2006 to encourage and support more parents to become involved.

All parents who have a child attending the school are automatically members of the Parent Forum for our school. Membership of the forum allows parents to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents. These views can be represented, as appropriate, to the Head Teacher of the school, the Council and HMle.

The Act makes provision for Parent Councils to play an active role in supporting parental involvement in the work and the life of the school, while also providing opportunities for parents to express their views on children's education and learning. The Parent Council, as a statutory body, has the right to information and advice on matters which affect children's education.

The main functions of your Parent Council are to:

- Support the school in its work with pupils and parents.
- Represent the views of parents.
- Promote contact and communication between the school, parents, pupils, the community, nursery and other providers.
- Report to the Parent Forum.

Parents who wish to be involved with the Parent Council should contact the Chairperson at the school.

A copy of the constitution of minutes for Parent Council meetings can be obtained from the school office.



Notre Dame High School

# PARENT COUNCIL 2024-25

## Parent Council Chair

Tricia Jack

## Vice Chair

Mrs P McLevy

Please contact the School Office School email address:

[innotredame@glowscotland.onmicrosoft.com](mailto:innotredame@glowscotland.onmicrosoft.com)

# INVERCLYDE EDUCATION SERVICES

## ***ADDITIONAL LOCAL AUTHORITY INFORMATION***

### **1. Authority Strategic Statement**

*Building Inverclyde through excellence, ambition and regeneration.*

Goals and Values

Our Core values are: Respect, Honesty and Tolerance.

Our vision for the children and young people of Inverclyde is that they should be ambitious for themselves and be successful learners, confident individuals, responsible citizens and effective contributors.

To achieve our ambition of building Inverclyde through excellence, ambition and regeneration our children must be:

Safe: protected from abuse, neglect and harm by others at home, school and in the community.

Healthy: enjoy the highest attainable standards of physical and mental health, with access to healthy lifestyles.

Achieving: have access to positive learning environments and opportunities to develop their skills, confidence and self-esteem to the fullest potential.

Active: active with opportunities and encouragement to participate in play and recreation including sport.

Respected and responsible: involved in decisions that affect them, have their voices heard and be encouraged to play an active and responsible role in their communities.

Included: have access to high quality services when required and should be assisted to overcome the social, educational, physical, environmental and economic barriers that create inequality.

Nurtured: educated within a supportive setting.

## **2. Information in Emergencies**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening.

We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio.

## **3. Spiritual, Social, Moral and Cultural Values**

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

## **4. Equalities**

Inverclyde Education Service is committed to ensuring that no children or members of staff or service users receive less favourable treatment on any ground including gender, race, disability, age, sexual orientation, religion or belief. We have a moral, social and legal obligation to mainstream and put equality at the heart of everything we do. We aim to promote a culture in which equality of opportunity exists for all. We are opposed to all forms of discrimination, direct or indirect, and aim to eliminate all discriminatory practices. We will ensure that, in our schools and other educational establishments, equality permeates the curriculum and underpins all our policies and practices in terms of access to education. We must ensure that all our children achieve their full potential to develop physically, emotionally and academically. Finally, we believe that equality and inclusion should be a given right, where everyone is valued and treated with respect.

## **5. Child Protection in Inverclyde**

Inverclyde Council Education Services has Child Protection Guidelines and Procedures which all schools and establishments are required to follow. Education Services work very closely with other agencies namely Strathclyde Police, Social Work Services, NHS Greater Glasgow and Clyde and the Children's Reporter to support children. Common responsibilities of all staff are to protect children from abuse and exploitation, to respond appropriately when abuse is identified, and to ensure whenever possible that all children are able to exercise their right to be raised in a warm, stimulating and safe environment with the support of staff, their families and carers.



## 6. Support for Pupils

### Information specified by the Education (Additional Support for Learning) (Scotland) Act 2009:

(a) The authority's policy in relation to provision for additional support needs

A child or young person's needs are identified at the earliest possible stage and can be met in a number of ways, for example by adaptations to the curriculum or learning environment, as well as input from the Support for Learning Teacher and on occasion support from visiting specialists. The appropriateness of the support is determined through a process of assessment, planning and monitoring, working jointly with parents and carers, and is regularly reviewed.

(b) The arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.

Learning outcomes for children and young people with additional support needs are set out in a plan and all educational establishments hold regular review meetings with parents and carers to determine needs and the most appropriate supports. Everyone's views are equally important in order to consider what is currently working and how to determine next steps

c) The other opportunities available under this Act for the identification of children and young persons who

-

a) Have additional support needs

Children and young person's needs are identified in a number of ways, and the process of assessment is an on-going, shared process with partnerships with parents and carers at the forefront. On some occasions health service staff or other partner agencies make children known to Education Services. Other additional support needs may be notified to Education Services by parents themselves or identified by one of a range of staff working closely with the child.

b) Require, or would require, a co-ordinated support plan

Some children and young people will have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from both education and other agencies in order that their needs can be met. In these cases, the school will hold a meeting to decide whether the child or young person meets the criteria for a co-ordinated support plan.

The coordinated support plan is a statutory document which ensures regular monitoring and review for those children and young people who have one.

d) The role of parents, children and young persons in the arrangements referred to in paragraph (b)



You have the right to ask the education authority to establish whether your child needs a coordinated support plan. Your child can make this request themselves, if they are aged 16 or over. You and your child, if they want to, will attend a meeting with staff at their school. Other professionals from different agencies who may be involved in providing support for your child will also attend. If your child does not want to attend meetings or feels unable to, their views must still be sought and considered.

d) The mediation services provided

Inverclyde's mediation service can be accessed by contacting Angela Edwards, Head of Inclusive Education, Culture and Corporate Policy at the address below

e) The officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

**For further advice please telephone 01475 712842**

Or write to;

Education Services  
Wallace Place  
Greenock  
PA15 1JB

Advice, further information and support to parents of children and young people with ASN are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

(a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527. [www.enquire.org.uk](http://www.enquire.org.uk)

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576. [www.siaa.org.uk](http://www.siaa.org.uk)

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741. [www.scllc.org.uk/](http://www.scllc.org.uk/)

## 7. Clothing

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

- i. Potentially, encourage faction (such as football colours)
- ii. Could cause offence (such as anti-religious symbolism or political slogans)
- iii. Could cause health and safety difficulties such as loose fitting clothing, dangling earrings or clothing made from flammable material for example shell suits in practical classes



- iv. Could cause damage to flooring
- v. Carry advertising, particularly for alcohol or tobacco and
- vi. Could be used to inflict damage on other pupils or be used to do so

The council is concerned at the level of claims being received regarding the loss of children's' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to the establishment. Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

Parents should note that the activities the children may become involved in may be restricted because health and safety requirements state that jewellery of any kind must not be worn where children are undertaking physical activities. This includes jewellery worn as a result of body piercing.



# USEFUL INFORMATION

## **Corporate Director, Education, Communities and Organisational Development**

Ms R Binks  
Municipal Buildings  
Greenock  
PA15 1LW

## **Skills Development Scotland**

### **Area Careers Office**

112 West Blackhall Street  
GREENOCK  
PA15 1XR

## **Head of Education**

Mr M Roach  
Wallace Place  
Greenock  
PA15 1JB

## **Head of Inclusive Education, Culture & Communities**

Mr T McEwan  
Wallace Place  
Greenock  
PA15 1JB

## **Community Learning & Development**

1 Aberfoyle Road  
GREENOCK  
PA15 3DE

## **Convener Inverclyde Education & Communities Committee**

Councillor Jim Clocherty  
Municipal Buildings  
GREENOCK

## **Local Councillors**

J Crowther  
T McVey  
N Murphy



## Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

### Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

### Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

**The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.**

### Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).





Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Records of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

### **Information in Emergencies**

We make every effort to maintain full educational service but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closing or re-opening. We shall keep you informed as stated in our Business Continuity Plan eg through text messaging, Facebook, Twitter etc.

### **GDPR**

General Data Protection Regulations and Data Protection Act 2018

Information on children, parents and guardian is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. In processing personal information, Inverclyde Council must comply with the General Data Protection Regulation and Data Protection Act 2018.

For further information please refer to <https://www.inverclyde.gov.uk/site-basics/privacy>

# GLOSSARY OF TERMS

<b>ASN</b>	Additional Support Needs
<b>CfEx</b>	Curriculum for Excellence
<b>EIL</b>	Education Industry Links
<b>GIRFEC</b>	Getting It Right For Every Child
<b>ICT</b>	Information Communication Technology
<b>NQ</b>	National Qualification
<b>PLP</b>	Personal Learning Pathways
<b>S1/S2</b>	First Year / Second Year
<b>SCQF</b>	Scottish Credit and Qualifications Framework
<b>SEED</b>	Scottish Executive Education Department
<b>SMT</b>	School Management Team
<b>SQA</b>	Scottish Qualifications Authority
<b>UCAS</b>	University College Admissions Service

Although the information in this handbook is correct at time of presenting, 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 years.



## Application for Clothing Grant and Free School Meals 2024/2025

### BEFORE COMPLETING THIS FORM

Please ensure you **read** the **accompanying leaflet** as it includes information on who should apply. It also includes the address to obtain a **\*transport grant application**, (\*available only to pupils who live within the qualifying distances)

This single form should be used to make an application for ALL children in a family. Please ensure the school has correct address details as conflicting information will delay the processing of your application. Only pupils attending a school managed by Inverclyde Council, will be considered for clothing grant and free school meals.

Only one clothing grant will be paid, per child in a school year.

PLEASE USE BLOCK LETTERS

Did you receive a clothing grant last year?	YES:- Please read the accompanying information leaflet as you <b>may not</b> be required to reapply.		NO:- please complete and return this application with the supporting evidence.	
Parent Details				
Title	Initial	Surname		
Parent's First Name				
Address				
Postcode				
Contact number				
<b>Bank Details (Post Office accounts cannot be used. Inverclyde Council can no longer issue cheques).</b>				
Account holder's name				
Bank Name		Sort Code (6 digits)		
Branch Address		Account No (8 digits)		
Roll number (Building Societies only)				
<b>List of ALL children in respect of whom the application is made (BLOCK LETTERS)</b>				
First Name	Surname	Date of Birth	School to be attended from August 2020	If a pupil is over the school leaving age, the application for clothing grant and free meals will be



				processed when it is confirmed that the pupil has returned to school
Parent Signature (Please read declaration overleaf before signing)				
Signed			Date	
I declare that the information provided by me is a true and accurate statement of my circumstances and that I have not withheld any facts. I acknowledge that false statements made may result in proceedings in court. In the event of free school meals being authorised and my entitlement changing, I hereby undertake to notify you.				
Job Centre Plus Stamp				
The above person is in receipt of Income Support or Job Seekers Allowance (Income based) or Employment and Support Allowance (Income based).			Place Job Centre stamp here	
Signed (on behalf of DWP)				
Claimant's National Insurance Number				
Date				



## NOTES OF GUIDANCE

- Please **DO NOT** complete this application form if:-  
You have received a clothing grant in the previous academic year. (June 2022-March 2023) and you have **no** additional children to add to the application. If you are unsure if you received the clothing grant last year, please contact Education Services on 01475 712893 where a check can be undertaken.
- If you **DID NOT** receive a clothing grant in 2012-2022 and you wish to apply for August 2022, complete this application form and submit it together with the supporting evidence that you currently qualify under one of the criteria noted below:-
  - Income Support (IS);
  - Income based Job Seekers Allowance (JSA);
  - Income related Employment and Support Allowance (ESA);
  - Child Tax Credit (but not working Tax Credit) and where income is less than £16,105 (in 2021/22 as assessed by HMRC);
  - Parent is in receipt of Working Tax Credit and/or Child Tax Credit with annual gross earnings of no more than £11,665;
  - Universal Credit, where your take home pay does not exceed £951, as shown on your most recent monthly Universal Credit statement;
  - An asylum Seeker, receiving support under Part VI of the immigration and Asylum Seekers Act 1999;
  - Formal Kinship Carer.
- For information on free meals in Early Learning establishments and funded Childcare places, please contact your funded provider.
- Clothing grant and free school meal applications for pupils over the school leaving age will be processed when it is confirmed that the pupil has returned to school;
- Payments will be paid directly into bank accounts. You should ensure that the bank account you hold accepts BACS payments;
- We will aim to pay all new applications within 21 days of receipt of the completed application AND the relevant supporting evidence;
- In all cases it is your responsibility to provide Inverclyde Council with proof of eligibility for clothing grant and free school meals;
- **Data Protection** Inverclyde Council is obliged to comply with current Data Protection laws. Information provided by you will be held by the Council. Such information will be used to assist in the provision and administration of clothing grant and free school meals. The Council is under obligation to manage public funds properly. Accordingly, information that you provided may be used to prevent and detect fraud. It is also possible that we may share this information for the same purpose with public bodies, including neighbouring councils, government organisations or other organisations which handle public funds. By signing this form you have given your consent for data processing. Further information can be found at: [www.inverclyde.gov.uk/privacy](http://www.inverclyde.gov.uk/privacy)

Pupils are eligible for a clothing grant and free school meals in their own right if they are aged 16-18 and fall into any of the above categories.