



Strive for SUCCESS

at St. Stephen's High School

School Handbook 2023-2024



Fairness



Ambition



Inclusion



Trust



Honesty



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Introduction from the Head Teacher

Dear Parents/Carers

Welcome to St Stephen's High School handbook which is designed to give you an insight into our school, our aims and our achievements. As well as this, it will provide you with an overview of the support in place for our young people and an overview of the exciting educational opportunities we offer them.

We take pride in the fact that we are a Catholic comprehensive school that is a community of faith, hope and love that encourages every person to develop their talents and achieve their full potential. We recognise that every young person is unique and with that will have a wide range of talent, interest and abilities. To support and nurture those talents and interests, we work hard to ensure that our learning environment is ambitious, happy, disciplined, purposeful and productive. We believe that central to this success is the strong relationships that exist within our school between staff, pupils and our partners. With our ethos firmly based on the Gospel Values, we ensure that respect, tolerance, equality, and love is at the heart of all we do.

As a school, we understand the importance of working closely with parents and our success depends on the support offered to us and the way in which they are supported to play an active part in the work and life of the school. We ensure there are opportunities for parents to consult with key members of staff within the school regarding the welfare of their children. In most cases, this will be the Guidance Teacher or in some instances, the Year Head or myself.

I very much look forward to welcoming your children to St Stephen's High School and promise that we will do everything in our power to ensure that they achieve success.

With every good wish.

David Killin
Head Teacher



Authority Strategic Statement

Building Inverclyde through excellence, ambition and regeneration.

Goals and Values

Our Core values are –

- Respect
- Honesty
- 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 effect 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.

Nurtured:

educated within a supportive setting.

Active:

active with opportunities and encouragement to participate in place and recreation including sport.

Respected and responsible:

involved in decisions that affect them, have their voices heard and be encouraged to play and 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.



Equality

'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.'

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.

Complaints

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

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> or click on the following: [Privacy page link](#)



Strive **for** SUCCESS

at St Stephen's High School

Our Vision:

As a community of faith and Learning, we STRIVE FOR SUCCESS for our families, community and world.

We Aim:

To provide high quality learning experiences in a loving, ambitious, inclusive and nurturing environment where everyone can achieve their potential.

We Value:



Fairness



Ambition



Inclusion



Trust



Honesty



St Stephen's High School: Preparing for Success

• Fairness • Ambition • Inclusion • Trust • Honesty



We are
**Ready to
Learn**
when we...

- Are organised and prepared for all lessons
- Are motivated to achieve our potential in all classes each day
- Are positive and embrace challenge



We
**Show
Respect**
when we...

- Consider the needs of all
- Develop co-operative relationships
- Value the efforts of others



We will
**be
Successful**
when we...

- Are accountable for our actions and our learning
- Adopt a growth mindset and maximise our efforts in all lessons
- Achieve our goals and ambitions

Our school will continue to ensure our learners are;
Responsible Citizens, Confident Individuals, Effective Contributors and Successful Learners.

Strive for SUCCESS

A Charter for Catholic Schools in Scotland



A Charter for Catholic Schools in Scotland

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.



Introduction and General Information

St Stephen's High School is a six year Catholic comprehensive secondary which provides an education for young people from the ages of 12 to 18 living in the areas of Port Glasgow and Kilmacolm.

St Stephen's is committed to providing a high quality education within the context of a Catholic school. By recognising their uniqueness and dignity as human beings, we encourage our pupils to live their lives by Gospel values and by our shared school values. We show witness to our faith by praying together every day and by providing many opportunities for the spiritual development of staff and pupils. We are ably supported in this work by our school chaplain, Fr Matthew Carlin from St. Francis Parish.

Address: Kilmacolm Road
Port Glasgow
PA14 6PP

Telephone: 01475 715300
Fax: 01475 715301

E-mail: INStStephens@glow.sch.uk

Website: <http://st-stephens.inverclyde.sch.uk>

Twitter: @StStephensHS

Head Teacher: David Killin

The current school roll is detailed below –

S1	102
S2	93
S3	91
S4	104
S5	81
S6	69
Total	540

Senior Leadership Team

The Senior Leadership Team (SLT) is composed of the Head Teacher and, currently, 3 Depute Head Teachers.



Mr Killin
Head Teacher



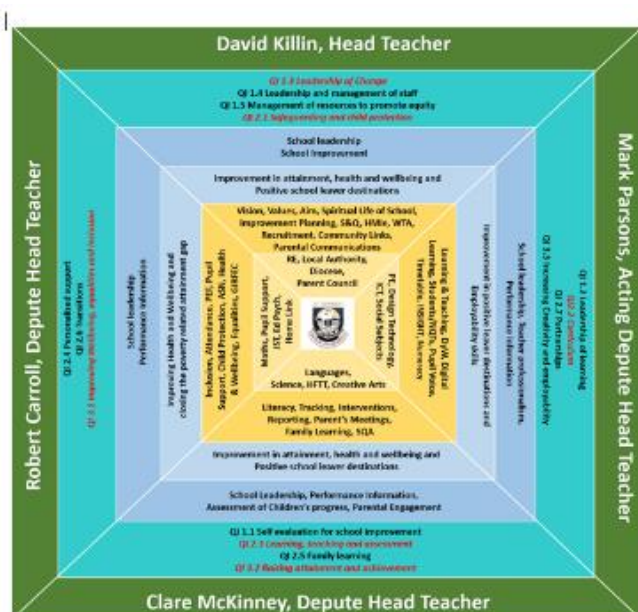
Mr Carroll
Depute Head Teacher
Year Head S1 & S2



Mr Parsons
Acting Depute Head Teacher
Year Head S3 & S4



Miss McKinney
Depute Head Teacher Year
Head S5 & S6



Key for Remits (Outer to inner square)

Name and Post
HG1054 Responsibilities
Reference QIs in RED
NIF Driver Responsibilities
NIF Priority Responsibilities
Core Responsibilities
Link Departments



List of Staff – October 2023

Senior Management

Mr Killin	Head Teacher
Miss McKinney	Depute Head Teacher
Mr Carroll	Depute Head Teacher
Mr Parsons	Depute Head Teacher (acting)

Guidance

Mrs Corr
Miss Magee (acting)
Mr McCole (acting)
Mr Renshaw (acting)

Creative Arts

Music

Ms Lamont	Faculty Head
Mr McPhee	

Art

Mrs McLaren
Mr Forsyth
Miss Montgomery

Home Economics

Mrs Johnson	PT
Mrs Rice	

ICT

Admin/Computing/Business Management

Ms Kupsch	PT (acting)
Mr Gibson	
Mrs Miller	
Mr Hampson	

Languages and Literacy

English

Mrs Stevenson	Faculty Head
Mr Brewster	
Mrs Delussey	
Mrs Corr	PT Guidance
Mr Renshaw	PT Guidance (acting)

Modern Languages

Miss Morrow	
Miss Guillouzie	0.5 FTE

Mathematics

Mrs McIlaney	PT (acting)
Mrs Coyle	
Mr McAllister	
Mrs Watt	
Mrs Pirsztel	Newly Qualified Teacher
Mr Currie	Temporary

Physical Education

Mrs McGinnity	PT 0.8 FTE
Miss Campbell	0.4 FTE
Mr Carlin	PT Developing the Young
Workforce	
Miss Magee	PT Guidance

Religious Education

Mr Girkins	PT
Mr McCole	PT Guidance (acting)

Science

Mr Stevens	Faculty Head
Mrs Fairlie	Biology 0.4 FTE
Mrs McEwan	Biology 0.6 FTE
Dr Fleming	Biology
Mr Cassidy	Chemistry 0.4 FTE
Mrs Cochrane	Chemistry
Mr Stevens	Physics
Mr Sproul	Physics

Social Subject

Miss McKenna	Faculty Head
Miss McLean	Geography
Mr Graham	History
Ms McKenna	History
Miss Allardyce	Modern Studies

Technical

Ms Morgan	STEM Faculty Head
Mr Cox	
Miss Stevenson	

Learning Support

Mr Stewart	PT
Mrs Doyle	
Mrs Fraser	
Mrs Gatens	
Mrs Gibson	
Mr Gibson	
Mrs McGurk	
Ms Reilly	

Targeted Support

Mr Forster	PT
Miss Davidson	

Technicians

Mr Boyle	Senior Technician
Miss McManus	
Mr Strachan	Modern Apprentice

Business Support officer

Mrs Millar

Finance Officer

Mrs Fulton

School Business Support Officer

Miss McCabe

School Office

Mrs Dewar	Office Manager
Mrs Doherty	
Miss Robertson	

Health and Wellbeing Officer (PEF)

Mrs Middleton

Library

Mrs O'Connor

Janitors

Mr Campbell	Head Janitor
Mr Maloney	
Mr Marner	



The school day consists of 7 periods on a Monday and Tuesday and 6 periods Wednesday – Friday. Details are given below -

Registration	08:50 – 09:00
Period 1	09:00 – 09:50
Period 2	09:50 – 10:40
Interval	10:40 – 10:55
Period 3	10:55 – 11:45
Period 4	11:45 – 12:35
Lunch	12:35 – 13:15
Period 5	13:15 – 14:05
Period 6	14:05 – 14:55
Period 7	14:55 – 15:45 (Monday & Tuesday only)

Transfer / Enrolment

In January/February pupils wishing to attend St Stephen's in August of the same year are enrolled by the Head Teachers of the associated primary schools after due consultation with parents.

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

If parents living out with our catchment area wish to make a placing request for their son or daughter to enrol in St. Stephen's, they should contact Education Services, Wallace Place, Greenock PA15 1JB. The criteria for enrolment into St. Stephen's 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.

School Holiday Arrangements

LOCAL HOLIDAYS: *Parents will be informed of dates by the school by letter and/or via text message, Groupcall and Twitter.*

Inverclyde Council ~ Education Services

2023-2024 School Calendar

August 2023						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

January 2024						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April 2024						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

July 2024						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

■	School Closed/ Holidays	■	Teacher in-Service Day (no school for students)
■	School Open		

In-service days – 5
Teacher days – 195
Pupil days – 190



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

Associated Primary Schools

St Stephen's enjoys an excellent relationship with its three associated primary schools. The close contact which has been established over the years helps to ease the transfer of pupils from primary to secondary. The associated primaries are –

St Francis' Primary School

East Barmoss Avenue
Port Glasgow
PA14 6HX
Telephone: 01475 715725
Head Teacher: Mrs J Stinson

St John's Primary School

Mary Street
Port Glasgow
PA14 5AL
Telephone: 01475 715728
Head Teacher: Mr M Craig

St Michael's Primary School

Bridgend Avenue
Port Glasgow
PA14 5SU
Telephone: 01475 714690
Head Teacher: Mrs C Wallace

Kilmacolm Primary School

Churchill Road
Kilmacolm
PA13 4LH
Telephone: 01475 715812
Head Teacher: Mrs S McCredie



Primary / Secondary Liaison

Great importance is attached to maintaining good contacts with our associated primary schools. The partnership between us helps greatly to ensure a smooth transition in moving from primary to secondary school and builds on prior learning. Senior Management, Pupil Support and Guidance Teams work closely with our primary colleagues to make sure your child moves happily into St Stephen's High School.

We have a very comprehensive liaison programme which includes:

- A nine week transition programme where P7 pupils follow a timetable here in St. Stephen's on a Thursday afternoon
- All P7s participate in a STEM Transition event linked to the CREST Award.
- All P7s participate in a full day of PE activities in the spring
- Regular meetings between the senior staff of the primary schools and St Stephen's
- Curricular meetings to ensure consistency in standards and in the transfer of information
- Senior staff from St Stephen's make themselves available to parents of pupils in P6 and P7 at primary school parents' nights
- An open evening for the parents of pupils about to transfer to St Stephen's. Any parent who has been offered a place for their child or who is seeking a place for their child can also contact the school office to make an appointment to visit the school if they wish
- Meetings between Guidance staff and P7 teachers to allow appropriate supports to be put in place
- Two parent information evenings during P7
- All P7 children spend two days in St Stephen's in June following a normal timetable
- An enhanced transition programme during the summer holidays for pupils who require further support with the transition into St Stephen's High School.



Curriculum for Excellence

The school has developed its curriculum in line with the Scottish Government's Curriculum for Excellence initiative.

The aims of Curriculum for Excellence are that every child and young person should –

- know they are valued and will be supported to become a successful learner, an effective contributor, a confident individual and a responsible citizen.
- experience a traditionally broad Scottish curriculum that develops skills for learning, skills for life and skills for work, with a sustained focus on literacy and numeracy, that encourages an active, healthy and environmentally sustainable lifestyle and builds an appreciation of Scotland and its place in the world.

The Experience and Outcomes under Curriculum for Excellence and the significant Aspects of Learning are written and take account of progression to qualifications described under the Senior Phase.

Our aim is to ensure that the courses we offer pupils coming to us from P7 integrate with, and progress from, the courses that they have been following in primary school. The section under Primary / Secondary Liaison describes in more detail how this is done.

S1 – S3 (The Broad General Education)

Pupils in S1, S2 and S3 follow a broad, general education which provides the opportunity for all learners to overtake the experiences and outcome up to Fourth Level. Although subject choices are not made during the first three years of secondary school, pupils are given the opportunity to specialise within some curricular areas.

Religious Education, English, Mathematics, Social Subjects, Science, Modern Languages, ICT, Technology, Creative Arts, Home Economics, Physical Education and Personal and Social Education.



Transition from the Broad General Education to the Senior Phase

At the beginning of S4 pupils enter their Senior Phase of secondary education. The Senior Phase is the period when most young people engage with the national qualifications framework. During the Senior Phase, they are supported to extend and deepen their education as they build their portfolio of qualifications which recognises their learning, enabling them to continue to develop skills and offering pathways to the next stage – whether that is further or higher education, training or employment. During the Senior Phase young people are supported to choose courses and levels most appropriate to their prior attainment and career aspirations.

A common upper school schematic timetable operates across Inverclyde secondary schools. As a result, young people will continue to have a choice of up to five subjects for accreditation at SCQF Levels 3 to 7, (National 3, National 4, National 5, Higher and Advanced Higher) (Higher Grade).

No single school can normally offer its pupils the full range of different subjects and levels of courses that it would like. Schools therefore group themselves together, so that each pupil can take courses offered by other schools in the group. A group of schools operating in this way is called a consortium. Pupils taking courses in other schools are provided with free travel to and from the base school. St Stephen's is closely linked with all other Inverclyde secondary schools. Additionally, students are able to follow some courses in West College Scotland.

Scottish Qualifications Authority (SQA)

The end of S4 is usually the first time that our pupils will be presented for SQA national examinations. The SQA is Scotland's national body for qualifications. Our courses are packaged in a way which allows us to match very closely the national guidelines on courses for S4-6. This allows pupils to take a number of national courses as well as following school courses in Religious Education and Physical Education (S4) in the senior phase. The SQA website is www.sqa.org.uk.



Transitions

From S4 onwards all young people begin to pursue different options. Many of them will stay at school to study for further qualifications, others may choose a blend of school and college learning or work placement; some will plan to move on to university, college or a training programme or to get a job.

In St Stephen's regardless of which choice our young people take they are supported in finding the best option for them. Extensive support from the pupil support team and partnership working with Skills Development Scotland, Careers Coaches, More Choices More Chances Team ensures that our young people receive the guidance required.

Skills Development Scotland brings together the knowledge and expertise of what were the Careers Service, Adult Guidance Networks, the Education Business Partnership and Lifelong Learning Partnerships. The services previously offered by these agencies have now been brought together in an integrated way.

In St Stephen's, young people and their parents can contact the Careers Adviser through the school or by visiting their local Careers Centre. Derek Mooney is the Careers Adviser and is in the school Mondays, Tuesdays and Wednesdays. All pupils are given basic information about careers and interviews are organised for individual pupils.

Michelle works in partnership with other relevant agencies such as Social Work, Health Service, More Choices, More Chances (MCMC), etc so that all pupils can be given the best possible advice about the opportunities open to them.

More information can be obtained from the Skills Development Scotland website - www.skillsdevelopmentscotland.co.uk/

The **More Choices, More Chances** team support the school in ensuring that those young people at risk of missing out on a positive destination when they leave school are fully supported in finding an appropriate placement.



Additional Support Needs (ASN)

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

The definition of additional support is a wide one and it is not possible to provide an exhaustive list of all possible forms of additional support.

Every teacher has a responsibility to support the learning of all pupils in their class. The type of support offered will vary according to the needs of pupils. This includes consideration given to children who have a disability, children with social, emotional and behavioural difficulties, children with learning difficulties of a specific or general nature, children who are exceptionally able, those who demonstrate underachievement relating to gender issues, children whose learning has been interrupted through absence or illness, bilingual children who have English as an additional language, traveling children and those children whose family circumstances impact on attendance and learning.

All pupils with an Additional Support Need are supported in completing an Individual Education Programme. Pupils with Additional Support Needs also have regular progress meetings also involving their parents/carers.

There will be many other examples besides these. Some additional support needs will be long term while others will be short term. The effect they have will vary from person to person. In all cases though, it is how these factors impact on the individual persons' learning that is important and this will determine the level of support required.

Additional supports can take the form of close monitoring by guidance staff, provision of an Individual Education Plan (IEP), cooperative teaching or individual tutorial support provided by Support for Learning staff. In addition, some pupils who require "Time out" from the curriculum can be accommodated for a short time in the ASN (Additional Support Needs) Base.

Other, more specialised services are accessed in consultation with the educational psychologist.

If a parent considers that his or her child has additional support needs and wishes to make enquiries on this they should contact Mr H Stewart, Principal Teacher of Support for Learning.

Arrangements for free transport are made for pupils with recorded Additional Support Needs. Further information in relation to pupils support can be found at – <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>



Additional Support Needs (cont)

In addition to the information above, Inverclyde Council will provide:

- (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 –

- (i) 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.

- (ii) 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.



- (iii) the role of parents, children and young persons in the arrangements referred to in paragraph (ii)

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 Tony McEwan, Head of Culture, Communities & Educational Resources 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 712850

Or write to; Education Services
Wallace Place
GREENOCK
PA15 1JB

Advice, further information and support to parents of children and young people with ASN:

(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;

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.

Useful Links – www.enquire.org.uk
www.siaa.org.uk
www.sclc.org.uk



Inverclyde Educational Psychology Service

Inverclyde Educational Psychology Service aims to improve the wellbeing and education of children and young people through the application of psychology in practice.

We do this by:

- providing training and coaching to educational staff with the goal of optimising the inclusion of all children and young people.
- using the latest research evidence in psychology to advise and consult with others. This helps to assess and plan for children and young people with Additional Support Needs.
- working with others to seek solutions that build on the existing strengths of children and families.
- ensuring that children and young people's views are heard and included in any planning.

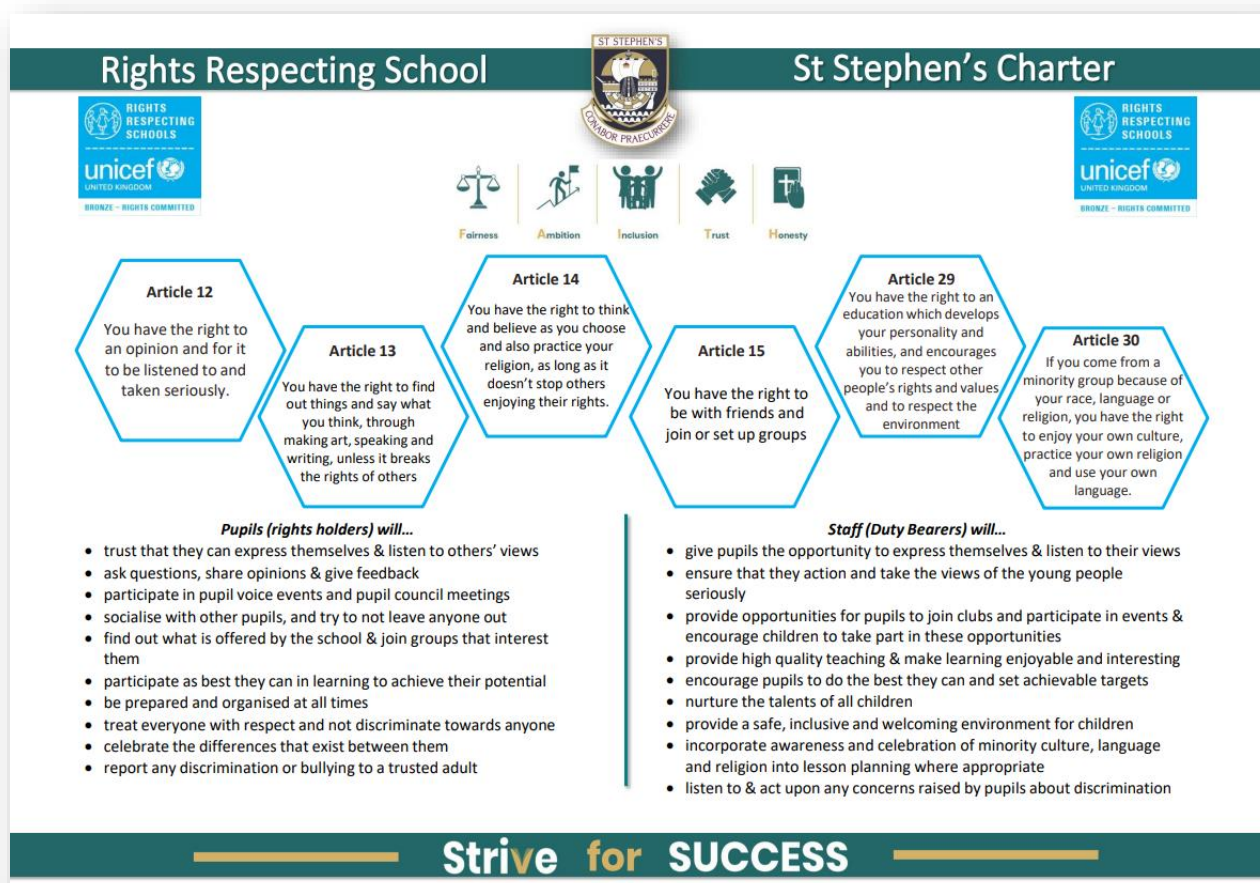
There are many more roles of the Educational Psychologist, you may find these on our website <https://www.inverclyde.gov.uk/education-and-learning/inverclyde-educational-psychology-service>.

Equal Opportunities and Social Justice

As a Rights Respecting School we are determined to make sure that every pupil is supported throughout school, fairly and equally, regardless of circumstances. We call this social justice and it is about making sure that all pupils are given an equal chance to reach their potential. The St Stephen's Charter is shown below to

In meeting the needs of all our pupils we will demonstrate no discrimination on the basis of race, gender, disability, sexual orientation or belief. This encompasses curricular, extra-curricular and classroom activities and is foremost in the attitudes which we develop in our pupils.

In light of recent legislation on Human Rights, Race Equality and Disability, the authority and its establishments are reviewing policy and practice on equal opportunities and social justice.





Pastoral Care

As part of the schools' GIRFEC agenda, the aim of the Pupil Support Team is to provide a point of personal contact and support for pupils throughout his/her school career by monitoring his/her academic, personal, social and vocational development. Where necessary, the pupils' educational environment is adapted to allow him/her maximum opportunity to fulfil his/her potential. The objectives of the staff are -

- to know the pupil
- to establish a link between home and school
- to provide staff of the school and partner agencies with a known point of referral
- to participate in the various transition programmes for pupils
- to advise pupils, in conjunction with subject departments and parents, which courses are best suited to their talents and career aspirations
- to establish a Careers programme in conjunction with Skills Development Scotland
- to counsel and support pupils when required
- to provide an atmosphere in which pupils may develop socially
- to advise on the UCAS process

The Pupil Support Team

The Pupil Support Team consists of –

Mrs M Corr	(Principal Teacher Guidance – St Andrew)
Mr S McCole	(Acting Principal Teacher Guidance – St Bernadette)
Miss M Magee	(Principal Teacher Guidance – St Catherine)
Mr S Renshaw	(Acting Principal Teacher Guidance – St David)
Mr H Stewart	(Principal Teacher Support for Learning)
Mr I Forster	(Acting Principal Teacher of Targeted Support)

Guidance Teachers, along with subject teachers, provide important support for pupils at transition times. This will help to ensure that pupils are following the appropriate courses taking into account the pupil's ability and career aspirations.

Our Pupil Support Team are happy to discuss any aspect of a child's education with parents. Interviews can be arranged by contacting the school office.



Reporting to Parents

Following consultation with our Parent Forum, we send home tracking reports much more regularly in order to help ensure that progress is being made in each subject/curricular area.

Our Calendar of Reports and Parents' Meetings is as follows -

Broad General Education (S1-3): Reports to parents

- S1-3: September
- S1-3: December
- S1-3: March
- S1-3: May

Broad General Education (S1-3): Parents Meetings

- S1 Parent Meeting: April
- S2 Parent Meeting: February
- S3 Parent Meeting: January

Senior Phase (S4-6): Reporting to Parents

- S4-6: October
- S4-6: January
- S4-6: April

Senior Phase (S4-6): Parents Meetings

- S4 Parent Meeting: November
- S4 Parent Meeting: March
- S5/6 Parent Meeting: November
- S5/6 Parent Meeting: March

In addition to the reports issued, the parents of our First Year pupils will be invited to attend 'Settling In' Interviews in September with their Guidance Teacher to discuss how pupils have settled into the school.

Guidance Staff and departments are constantly monitoring pupil progress and when a problem is identified parents will be contacted if it is felt that this will be beneficial to the pupil.

Parents are always welcome to contact the school to obtain reports on their child's progress. Initial contact should be made with the appropriate Guidance Teacher.



Home Learning

It is school policy that home learning is an integral part of a well-structured curriculum from S1 – S6. Together with parents the school wishes to develop in pupils a positive attitude towards study in school and at home.

Home learning tasks are set for all pupils at different stages for the following reasons:

- as a reinforcement for class lessons
- as an extension to class work when necessary
- as an opportunity to evaluate pupils progress
- as an opportunity to evaluate the success of a lesson
- as a means of motivating some pupils
- as an opportunity to communicate with parents

Valid home learning activities may include, as appropriate, writing, reading, research and investigation, problem solving, discussion with adults and revision of subject content. As pupils move through the school more encouragement and opportunity is given to develop regular, independent study. The amount of homework will vary according to various factors.

Parents play an important role in ensuring the benefits of home learning. Your cooperation in helping to monitor your child's progress with home learning is highly valued by the teaching staff. Any parent who is concerned about any aspect of home learning is encouraged to contact the appropriate senior member of staff.

Supporting Pupils

The school currently runs sessions on study skills to support pupils in planning their personal study timetables and strategies for managing their time. We also access the support of external agencies to deliver workshops to our young people and their parents/carers.

Alongside this, there are opportunities for learners at all stages to access support with any work they find challenging. This includes:

- Breakfast Club – accessing support with homework tasks.
- Lunchtime Clubs – run by our senior pupils to support pupils in the BGE with homework/ home learning tasks.
- After school support – accessing support from departments to assist with areas pupils are unsure of.
- Supported Study Sessions – for our Senior Phase pupils, the school runs 2x40 minute sessions to help prepare for National Qualifications.
- Master Class Sessions – longer sessions run by departments focusing on specific aspects of their course in preparation for National Qualifications.
- Saturday Study Sessions – Short sessions delivered by staff to support pupils in preparing for national qualifications.



The Catholic School

Having chosen to send your child to a Roman Catholic school you will expect the school to support your child's faith development and to offer opportunities and experiences which will encourage your child to take on responsibility for his/her own Catholic beliefs and practices. In St. Stephen's this is done in a variety of ways:

The R.E. Programme - The context of the R.E. programme has been built using the core learning of "This is our Faith" in S1-S3, and we are currently working to develop and implement the senior phase "This is our Faith" for S4-S6. It is designed to allow - and indeed encourage - all of our young people to develop their knowledge and experience of their faith, and to provide opportunities to express and reflect upon their own views and those of others. We also offer RMPS at Higher level. In addition, pupils are encouraged to become fully involved and engaged in a community where the values of our faith are central to how we work and learn.

Our RE Curriculum is framed on the "This Is Our Faith" documentation and this year, the new BGE Curriculum from the Diocese of Paisley are used as the basis of both our classroom teaching in religious education classes and also as the foundation of our development as a Catholic School.

Liturgy - The school community engages in various forms of Liturgy to allow the school to celebrate its faith.

Charity - Throughout the year our pupils are also encouraged to respond to the needs of others through charitable giving. A number of events will be organised and run by staff and pupils to collect money for a wide range of charities. Some of our fundraising events now sit proudly amongst the traditions of our school, such as the Pink Day, Christmas Toy Appeal and our foodbank collection. Other events will be organised to highlight particular charities, world events or liturgical seasons.

We choose our charities to reflect the work of various Catholic and Christian organisations who are able to work across the world with people of all faiths and none, and to reflect charities which may figure in the lives of our pupils and staff.

Spiritual Development - Through the work of the R.E. Department and of the school's newly formed Chaplaincy Team, we ensure that our pupils are given the opportunity to take part in a range of services and prayer experiences appropriate to the Liturgical Calendar and to the age and stage of each pupil.



Partnerships with the Community - Pupils are involved in Parish Liturgies; work with local charities in a practical way; assist local schools in the development of care and work in a partnership with our senior citizens.

Morality - Our Religious and Social Education programmes present moral issues in accordance with the teaching of the Catholic Church, including new Catholic Education Commission guidelines on the teaching of relationships and moral education using the SCES "Called To Love" programme.

Above all the school believes it promotes the practice of Christianity in a practical and spiritual manner that benefits the community. We encourage our pupils to reflect upon rights and responsibilities for themselves and for others in the local, national and global community. Our commitment to Global Citizenship is evidenced not only through elements of the curriculum across all subjects, but also in the way in which pupils are encouraged to see themselves as active citizens and agents for change through programmes such as Project Partnership, charity and awareness raising, Pupil Leadership Council and the Junior St. Vincent de Paul group.

Religious Observance in the Catholic School

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide "Religious Observance" in Scottish schools. This is defined in a national R.O. Review Group report published in 2004 as comprising: *"community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community"*.

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.

Catholic schools follow the customs and practices of the Church in order to nourish the spirituality and faith of pupils and staff. Our Catholic tradition is enriched by ancient rites,



prayers and devotions which help young people to become aware of, and show reverence to, the sacred presence of the living God, Father, Son and Holy Spirit. Guided by this tradition, we celebrate various seasons and special feast days to honour God, Mary his Mother and the Saints.

Pupils are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. Usually a classroom will display a Crucifix on the wall; in some classrooms and other areas of the school, a sacred space will feature a copy of the Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e., Advent, Christmas, Lent, Easter and Pentecost.

This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions - e.g., the distribution of Ashes on Ash Wednesday, the seasons of Advent or Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.

While Religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values and actions in a positive response to God's invitation to faith.

In terms of pupil participation in R.O. Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing pupils together and creating a sense of community. However, it also makes clear that parents have the right to withdraw children from participation in religious observance and that this right should always be made known to parents and their wishes respected. The Scottish Government also recognises that:

Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.

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 3 occasions in any one school session and the pupil noted as an authorised absentee in the register.

Religious Education Department

STAFF

- Mr J Girkins (Principal Teacher)
- Mr S McCole
- Fr Matthew Carlin (Chaplain)

Our Parish Links

The school has strong links with each of our associated parishes. These are –

- St Francis, Port Glasgow
- Holy Family, Port Glasgow
- St John the Baptist, Port Glasgow

Priests of these parishes join with us to deliver the sacrament of Reconciliation. Mass takes place every Monday at lunchtime and on mornings during Advent and Lent, where students arrange and take part in the Liturgy.

Students also enjoy various activities including retreats, seminars, visits, specialist speakers, conferences, themed assemblies and fundraising Activities.

The School Chaplain

The school is very fortunate to be served by a very supportive chaplain:



Fr Matthew Carlin

The role of the chaplain is to support Religious Education within the school. This is done by visiting classes, supporting teachers and by being present around the school.

Mass is celebrated in the school at 12.40pm on a Monday. The Sacrament of Reconciliation can be available to the pupils at any time, however efforts are made during important times namely Advent and Lent of the Church's year to ensure that opportunities are available to receive the Sacrament of Reconciliation at set times for each year group.



Extra-Curricular Activities

Over many years St Stephen's has been fortunate in having a wide range of extra-curricular activities organised by dedicated staff who have been willing to give up their own time at lunch break, after school or at weekends.

Activities available to the pupils include –

SPORTS

A wide range of sporting activities are on offer – fitness, athletics, cross-country running, football, netball, rugby, badminton and basketball.

MUSIC

The music department provides opportunities for pupils to get involved in a range of activities. These include – choirs, brass ensemble, stage band, percussion ensemble, concert band. These various band, etc perform at the many school events during the year.

GENERAL

There are also a large number of other clubs that are open to pupils and we encourage our pupils to inform us if there is something we do not offer that we could offer, to let us know.

Other Achievements

For further information please see Standards and Quality Report 2022 – 2023

<https://blogs.glowscotland.org.uk/in/ststephenshs/policies/>

Nurturing Relationships For Success

The standard of behaviour of our pupils has always been high and is invariably commented upon favourably by visitors to the school. While there are several reasons for this, a major factor is simply that the pupils see and respond to the very genuine interest staff take in them. Staff also have high expectations for pupils which they respond to. As a school, we believe that relationships are central to all that we do. We nurture positive relationships between everyone in our school community to create a learning climate where everyone in our community feels valued, respected and supported to be their best. We celebrate this through our termly House Assemblies and also our Merit System with messages sent home to parents informing them of their achievements.

In St Stephen's High School we 'Strive for Success' through building and promoting positive relationships between pupils, staff and all members of our school community. We achieve this by being:

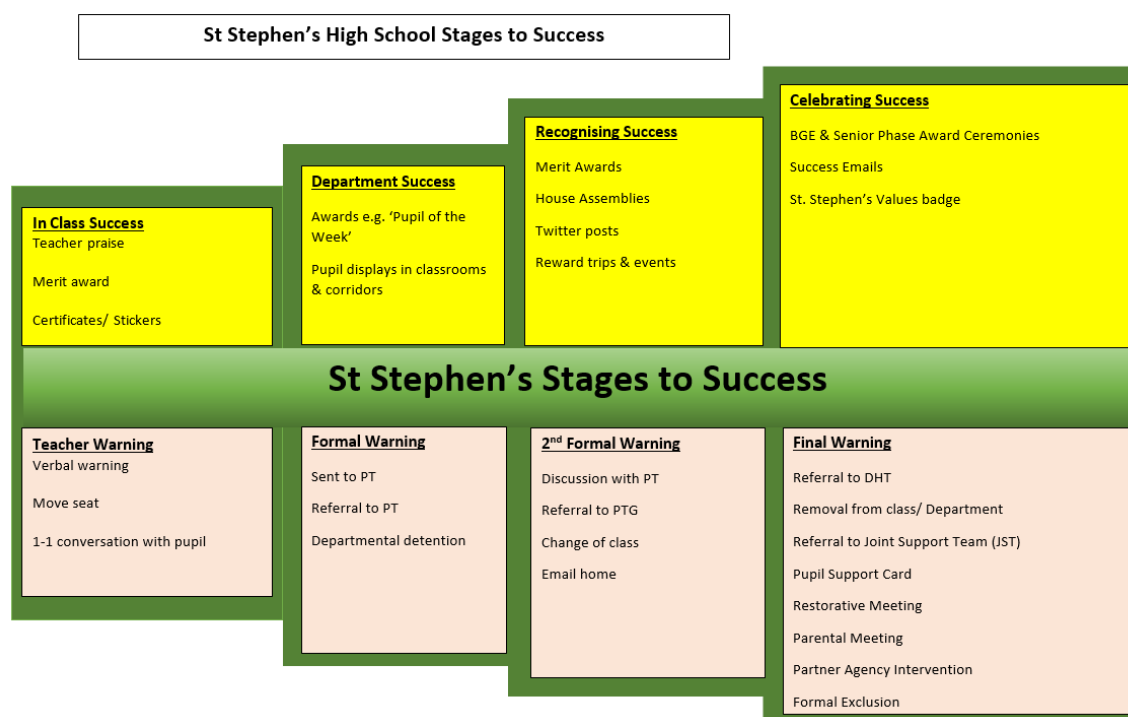
Ready: Prepare, attend and be on time for all my classes.

Respected: Respect myself, others and the school in all that I do

Responsible: Take responsibility for my learning and my actions

Resilient: Try my best in all I do. Don't give up and challenge myself to do better.

This is not to say that all pupils are always well behaved or that cases of indiscipline never occur – cases of dysregulated behaviour do occur and we try to deal with these effectively, promptly and positively. In St Stephen's our Stages to Success clearly outlines the steps that are taken to support young people in maintaining positive behaviour within the school.





The school also operates a Recognising Achievement programme so that pupils whose behaviour is consistently positive are recognised in some way through assemblies and communication home to parents.

In order to ensure a safe, happy environment with the best conditions for learning all pupils our 'Learning For Success' posters are displayed around the school outlines our shared expectations. Frequent reference is made to this by class teachers and by guidance staff as well as senior staff at assemblies. Pupils are encouraged to accept responsibility for maintaining good order within the school community and treating all members of the community with respect.

St Stephen's High School: *Preparing for Success*

• Fairness • Ambition • Inclusion • Trust • Honesty



We are
**Ready to
Learn**
when we...

- Are organised and prepared for all lessons
- Are motivated to achieve our potential in all classes each day
- Are positive and embrace challenge



We
**Show
Respect**
when we...

- Consider the needs of all
- Develop co-operative relationships
- Value the efforts of others



We will
**be
Successful**
when we...

- Are accountable for our actions and our learning
- Adopt a growth mindset and maximise our efforts in all lessons
- Achieve our goals and ambitions

Our school will continue to ensure our learners are;
Responsible Citizens, Confident Individuals, Effective Contributors and Successful Learners.

Strive for SUCCESS

Parents also have a vital role to play working in partnership with the school in ensuring their children are aware that high standards of behaviour are also expected of them in the community, out with the school day.



Attendance at School

Parents should inform the school by telephone or via the Parent Portal on 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 contacts if no explanation is given for the pupil's absence. This contact will be made before 10am on the first morning of an absence by text or telephone and early after the restart after lunch in the case of an afternoon absence.

Other agencies may be contact 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 should keep the school informed of any changes of address or telephone numbers, both their own and those of the emergency contacts.

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 at least twice a day, morning and afternoon. The school now records attendance on a period-by-period basis.

The Scottish Government has provided guidance on the management of attendance and absence in Scottish schools in its publication 'Included, Engaged and Involved – Part 1: Attendance in Scottish Schools'. Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. It has been clarified that family holidays should not be recorded as authorised absence, except in exceptional domestic circumstances, where a family needs time together to recover from distress, or where a parent's employment is of a nature where school holiday leave cannot be accommodated (e.g. armed services or emergency services). It is for local authorities and school to judge when these circumstances apply and authorise absence accordingly.

The categorisation of most term-time holidays as unauthorised has been a contentious issue for some families, many of whom are concerned at the higher cost of holidays during school holiday periods. Our main focus is to encourage parents and pupils to recognise the value of learning and the pitfalls of disrupting learning for the pupil, the rest of the class and the teacher.

Clearly where an absence occurs with no explanation from the parent, the absence is unauthorised.

Schools investigate unexplained absence, and Education Services has the power to write to, interview or prosecute parents, or to refer pupils to the Children's Reporter if necessary.

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.



Education Maintenance Allowance

The Education Maintenance Allowance (EMA) is a grant provided by the government to encourage students to stay on at school beyond their statutory leaving date. It is available to S5 and S6 students if –

- they have completed Fourth Year at school
- they have reached the legal date at which they could have left school, and have opted to return
- they started a Fifth Year course of study in the school session following their statutory leaving date

The grant is a means-tested allowance, based on parental income, but paid directly to the student. The award is up to £30 a week. The payment of allowances, and the payment of the bonus, is dependent upon students maintaining 100% attendance, adhering to the school's code of conduct and making good progress in their studies.

Clothing and Uniform

Giving that there is substantial parental and public approval of uniform, schools in Inverclyde are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be subject of widespread consultation with parents and pupils. Against this background, it should be noted that it is the policy of the Education Lifelong Learning Committee not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite of their attending and engaging in all of the activities of the curriculum.

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

- potentially encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- 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;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils or be used by other to do so.

In addition jewellery such as dangling earrings and large rings could cause health and safety difficulties and are unacceptable to be worn in school.

Parents of children receiving one of the following benefits will normally be entitled to monetary grants for footwear and clothing for their children –



- Income Support (IS);
- Income-based Job Seekers Allowance (JSA);
- Employment and Support Allowance (Income Related) (ESA) ;
- Child Tax Credit, but not Working Tax Credit and where income is less than £16,105 (in 2019/20) as assessed by HMRC;
- Parent or Carer is in receipt of Working Tax Credit and/or Child Tax Credit with Annual Gross Earnings of no more than £11,288;
- Universal Credit, where your take home pay does not exceed £915, as shown on your monthly Universal Credit statement;
- An Asylum Seeker, receiving support under Part VI of the Immigration and Asylum Seekers Act 1999.

Pupils are eligible for a Clothing Grant in their own right if they are aged 16 – 18 and fall into any of the above categories.

Information and application forms for footwear and clothing grants may be obtained from schools and Customer Service Centre, Municipal Buildings, Clyde Square, Greenock PA15 1LY.

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.

More information around Education Maintenance Allowance and Clothing Grants can be accessed via the local authority website:

www.inverclyde.gov.uk/education-and-learning/schools



St Stephen's School Uniform "Dress for Success"

Here at St Stephen's High School, we place value on ensuring that all of our young people feel prepared to learn and have a sense of belonging to our community. A key feature of this is our school uniform.

There are a number of reasons for having a clearly defined uniform policy, in St Stephen's High School, our Dress for Success policy:

- In a large school, for safety reasons, it is essential that all pupils are instantly recognisable as St Stephen's High School pupils.
- We regard school as a 'place of work' for our young people and wearing school uniform creates the right climate and mindset required for learning.
- Wearing school uniform instils pride, a sense of belonging, a sense of purpose in class and projects an appropriate image to the local community and visitors to the school.
- Items of school uniform are significantly cheaper than branded items of clothing.
- School uniform removes the stigma attached to not wearing more expensive branded items and also reduces peer-pressure. I would like to thank you for your cooperation and support with this policy.

The recommended uniform is:

- black trousers / black skirt
- white shirt
- school tie
- black or green jumper / black or green cardigan (non branded)
- black shoes / all black trainers
- S1-5: Green blazer with school badge
- S6: Green blazer with Gold braiding and school badge.

The recommended PE kit is:

- Black PE T-Shirt
- black shorts / black leggings
- trainers

Please note that jewellery, watches, belts with metal buckles, etc may cause injury to the wearer or others taking part in PE and therefore must be removed. Jewellery as a result of body piercing causes a particular difficulty for a number of reasons. We would ask you to



give careful consideration to the implications of body piercing and request that you first discuss this with the Head Teacher. Where a pupil is having body piercing we would encourage you to ensure that it is done in such a way that the jewellery can be removed and it is carried out during a school holiday period so that the healing process is complete and your child’s participation in PE is not at risk.

 black shoes / all black trainers	
 White shirt and tie	 No polo shirts

	
 <p>black jumper / black cardigan</p>	 <p>No grey, logos or other colours</p>
 <p>black trousers / black skirt</p>	 <p>No jeans or skinny jeans No tracksuit bottoms or joggers No leather skirts No denim skirts No grey or other colours</p>



Communication with Home

Close partnership working with our parent body is essential in order to work together to support our young people to achieve the best whilst at school. Over the years, the school has established strong links with the home through our regular and transparent communication with home.

Although parents are always welcome to make an appointment to see their son/daughter's Guidance Teacher there are certain times during the school year when contact with parents is most advantageous. At these times parents may be requested to attend the school for meetings or for interview at the following stages of their child's school career –

- parents of Primary 7 pupils in associated primary schools
- key transition stages when pupils considering choice of subject
- S1/2/3 pupils after issue of progress reports
- Information Evenings regarding a range of school issues

There are a number of other structures in place for providing parents with information:-

NEWSLETTER – The school produces a newsletter once per term which captures the wide range of learning and activities taking place across the school.

MONTHLY HEAD TEACHER UPDATES – The Head Teacher communicates regularly with parents about events and issues which may be of interest to parents/carers about the school.

SENIOR LEADERSHIP TEAM DROP INS – There are opportunities for anyone connected with the school to drop in and meet with members of the Senior Leadership Team to share ideas to help improve the school or for families to discuss concerns relating to their individual child.

TELEPHONE - it is often extremely helpful for teachers to make immediate contact with the home – either to seek parent advice or to pass on information about matters affecting their child. It may also be helpful for parents who have busy work schedules to pass on information in this way. Often by talking on the telephone good, regular liaison can be maintained between the home and the school.

It is important that the school has an emergency contact telephone number (along with a home number, where available) of a responsible adult (preferably a relative) who can take appropriate action if the parent cannot be contacted. Each child is supplied with a request form for this information at the beginning of each session.

WEBSITE/TWITTER/GROUPOCALL – The school has a very active twitter feed which is updated regularly by the school and departments sharing the learning taking place as well as other activities relating to the life of the school. Parents can follow our twitter account



@StStephensHS. The school has a website providing a wide range of information about the school. The website address is – <https://blogs.glowscotland.org.uk/in/ststephenshs/>.

INTERVIEWS - in many instances there is no substitute for arranged meetings between parents and teachers, especially when the matter is confidential or requires greater understanding by either party.

Initial contact should be made by making an appointment to see your son/daughter's Guidance Teacher.



School Meals

There is a cafeteria system in operation for the serving of school meals. Hot meals, cooked on the premises by qualified staff, are available and a wide variety of snacks, sandwiches and filled rolls is also available. The provision of special diets e.g. for diabetics or those suffering from food allergies can also be arranged on receipt of a letter indicating the nature of the complaint. (As with all such information, these matters will be treated in strictest confidence). Snacks are also available at interval time in the morning.

Those who prefer to bring packed lunches will have accommodation set aside for them and they will be expected to keep such areas clean and tidy.

Children of parents in receipt of one of the following benefits are entitled to a free midday meal –

- Income Support (IS);
- Income-based Job Seekers Allowance (JSA);
- Employment and Support Allowance (Income Related) (ESA) ;
Child Tax Credit, but not Working Tax Credit and where income is less than £16,105 (in 2019/20) as assessed by HMRC;
- Parent or Carer is in receipt of Working Tax Credit and/or Child Tax Credit with Annual Gross Earnings of no more than £11,288;
- Universal Credit, where your take home pay does not exceed £915, as shown on your monthly Universal Credit statement;
- An Asylum Seeker, receiving support under Part VI of the Immigration and Asylum Seekers Act 1999.

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

Information and application forms for free school meals may be obtained from schools and Customer Service Centre, Municipal Buildings, Clyde Square, Greenock, PA15 1LY. You can also access this via the website:

<https://www.inverclyde.gov.uk/education-and-learning/schools/clothing-grant-and-free-school-meals-2023-2024>



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> or click on the following: [Privacy page link](#)

Transport - Pick-up Points

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 drop-off point to the school in any one direction, will not exceed the authority's limits. It is the parents' responsibility to ensure that their child arrives at the pick-up point in time. It is also the parents' 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 to free transport.

Placing Requests

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

In the case of under-age placing request if the child is offered a place in his/her catchment area school, transport will be provided in accordance with council policy stated above.



Medical and Health Care

MEDICAL EXAMINATION

The routine medical examination of children is undertaken at the ages of 10/11 years and 13/14 years by staff if the Inverclyde Health Board and parents may refer their child at other times to the Clinical Medical Officer for examination or advice.

BCG vaccinations are given in S2. Tetanus and polio vaccinations are given in S3 along with their routine medical examination.

Parents are given prior notice of these examinations and are welcome to attend.

ILLNESS DURING THE SCHOOL DAY

Please note that the school does not have the services of a qualified nurse although some teaching and auxiliary staff have been trained in first aid. It must be emphasised, therefore, that this service is for emergencies only and should you child show symptoms of illness or sustain cuts or bruises out with school he/she should be referred to his/her own doctor.

MEDICAL/EMERGENCY CONTACT FORM

Parents will be provided with a form on which they will be required to state any medical condition or physical disability affecting their child which might influence their education attainment. This also forewarns the school of medical provision or facilities which must be made available. Should parents wish to discuss health matters of a more confidential nature then it is recommended that an appointment be made with the appropriate Guidance Teacher or DHT.

EMERGENCY CONTACT

You will also be asked to provide the name, address and telephone number of at least one person who will be available immediately in case of an emergency (preferably a relation) since he/she may be asked to collect your child from school. If transport cannot be provided arrangements may be made to send the child home by taxi if there is someone at home to receive them.

If it is thought necessary to send the pupils to hospital the parent will be notified and asked to meet the child at the Casualty Department, Inverclyde Royal. Often the consent and signature of parent is required before further medical treatment can be carried out.



MEDICAL/DENTAL APPOINTMENTS

Permission to release pupils from school for medical or dental appointments will only be given when written notice from the parent/guardian is received. Notes should be presented to the Guidance Teacher on the morning of the appointment or at the Registration period of the preceding day of the appointment is early in the morning.

When a prolonged series of appointments is indicated parents are requested to contact the Guidance Teacher to ensure provision is made for missed schoolwork.

MEDICATION DURING SCHOOL HOURS

It is only on very rare occasions that children will require to take any form of medication during school hours. Most prescriptions allow for time adjustments so that parents can supervise the consumption/application of medicine at home.

In these cases where children need to take medicine in the school the parent must –

- advise the school of this;
- deposit the medication with the school via the child's Guidance Teacher

Arrangements will then be made to ensure that the child is released from class to receive medication under supervision. On no account must any child be given any medicine to carry around the school or be allowed to regulate his/her own consumption or application of medicine at school.



Parental Engagement

In St Stephen's we recognise that parents play an extremely important role in the education of their children. We believe that for the school to be successful we have to be committed to working in a genuine partnership with all parents.

This partnership is fostered in a number of ways –

- parents are involved regularly in stakeholder surveys about various aspects of the service provided by the school
- we provide parents with advice and support on how they can support their child's education through our Family Learning Programme and Information Evenings
- we regularly update parents on all aspects of their child's progress
- we have a very active Parent Council that meet regularly to discuss any aspect of school provision
- we keep parents regularly informed of what is going on in the school

Parents are encouraged to keep in close contact with the school to maintain and strengthen this partnership. A key aspect of this is shared through our Key Dates Calendar which we share with our parents.

St Stephen's High School: Parent Calendar and Key Dates 2023-24

Term Dates and Holidays

Term 1

Wednesday 16th August 2023
Thursday 17th August 2023
Friday 18th August 2023
Friday 22nd September
Monday 25th September
Friday 13th October

Pupil Holiday (**Stoff INSET**)
Pupil Holiday (**Stoff INSET**)
New Term Begins for pupils
Holiday
Holiday
Term Ends

Term 2

Monday 23rd October
Tuesday 24th October
Friday 22nd December

Pupil Holiday (**Stoff INSET**)
Term Begins for pupils
Term Ends at 14:30

Term 3

Monday 8th January 2024
Monday 12th February 2024
Tuesday 13th February 2024
Wednesday 14th February 2024
Thursday 15th February 2024
Thursday 28th March 2024

Term Begins
Term Holiday
Mid Term Holiday
Pupil Holiday (**Stoff INSET**)
Pupils return
Term Ends at 14:30

Term 4

Monday 15th April 2024
Monday 6th May 2024
Tuesday 7th May 2024
Friday 24th May 2024
Monday 27th May 2024
Friday 28th June 2024

Term Begins
Pupil Holiday
Pupil Holiday (**Stoff INSET**)
Public Holiday
Public Holiday
Term ends at 13:00

Contact Details

St Stephen's High School
Kilmacolm Road
Port Glasgow, PA14 6PP
T: 01475 715300
<https://blogs.glowscotland.org.uk/in/ststephenshs/>
X: @StStephensHS

Head Teacher: David Killin
Depute Head Teacher(S1+2): Robert Carroll
Depute Head Teacher (S3+4): Mark Parsons
Depute Head Teacher (S5+6): Clare McKinney

Reporting

S1-3 Progress Update 15th September
S1-3 Progress Update 8th December
S1-3 Progress Update 22nd March
S1-3 Progress Update 10th May

S4-6 Progress Update 6th October
S4-6 Progress Update 19th January
S4-6 Progress Update 19th April

Parents Evenings

S1 Thursday 15th April
S2 Thursday 22nd February
S3 Thursday 25th January
S4 Thursday 1st November
S4 Thursday 7th March
S5/6 Thursday 23rd November
S5/6 Thursday 14th March

Key Events

S1 Welcome Mass Thursday 31st August
P7 Information Evening Thursday 14th September
Celebration of Success Evening Thursday 12th October
S1 Showcase Evening Thursday 23rd November
Winter Wonderland Thursday 21st December
P7 Transition Evening Thursday 13th June
BGE Celebration of Success Evening Thursday 20th June
Senior Leadership Team 'Drop Ins'

- Wednesday 20th September
- Wednesday 15th November
- Thursday 16th February
- Thursday 2nd May

Key Information

School Day
Monday and Tuesday
08:50 – 15:45

Wednesday – Friday
08:50 – 14:55

School Uniform

- Blazer
- Black/Green Jumper or Cardigan
- White Shirt
- School Tie
- Black Trousers/Skirt
- Plain Black Shoes

In our school, we value

Fairness

Ambition

Inclusion

Trust

Humanity

Pupil Support Team

Mrs Corr
Principal Teacher of Guidance
St Andrew House Group

Mr McCole
Principal Teacher Guidance
St Bernadette House Group

Miss Magee
Principal Teacher of Guidance
St Catherine House Group

Mr Murray/Mr Renshaw
Principal Teacher of Guidance
St David House Group

Mr Stewart
Principal Teacher of Support for Learning working in collaboration across all years
Mr Forster
Principal Teacher of Targeted Support working in collaboration with all year groups

"In our school, we aim to provide high quality learning experiences in a loving, ambitious, inclusive and nurturing environment where everyone can achieve their potential"

Strive for SUCCESS

Strive for SUCCESS



For further information please visit the school website:

<https://blogs.glowscotland.org.uk/in/ststephenshs/parental-engagement/parent-council-2/>

PARENTZONE SCOTLAND

[Parentzone Scotland](#) is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education.

Parentzone Scotland also has details about schools, including performance data for school leavers from S4-S6 and links to the national, local authority and school level data on the achievement of Curriculum for Excellence levels.

READ, WRITE, COUNT

[Read, Write, Count](#) with the First Minister is a programme that aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all Primary 2 and Primary 3 pupils in Scotland by Scottish Book Trust. The gift bags contain literacy and numeracy materials to support children's learning, as well as advice and support to parents.

Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the activity booklet included in the bag Scottish Book Trust offers a range of hints, tips and advice to help parents engage in their child's learning on the website.

BOOKBUG

[Bookbug](#) is Scotland's universal early years book gifting programme and aims to inspire a love of stories, songs and rhymes from birth. Bookbug gives every child in Scotland four free bags of books as babies, toddlers, three and five year olds. The bags contain books and other resources for sharing songs and rhymes that are suited to their age. Gaelic Bookbug Bags are also available.

The **Bookbug Explorer Bag** is gifted to all 3 year olds at their childcare setting. It includes three lovely books, an activity book, pencils, and postcards to encourage mark making.

'The Bookbug Primary 1 [Family Bag](#) encourages families to share books and activities to inspire a lifelong love of reading, writing and counting. These are gifted during Book Week Scotland in November every year!'

Check out the [website](#) for booklists, book sharing videos, activity ideas and much more.



Parent Forum and Parent Council

The Scottish Schools (Parental Involvement) Act 2006 led to the establishment of Parent Councils primary, secondary and special schools. The Act recognises the vital role that parents play in supporting their children's learning. It places a duty on authorities to promote the involvement of parents in children's education and the wider life of the school. It aims to help parents to be –

- Involved with their child's education and learning
- Welcomed as an active participant in the life of the school
- Encouraged to express their views on school education generally

The Parent Council, as a statutory body, has the right to information and advice on matters which affect children's education.

Parents who are involved on a regular basis in schools should undertake an enhanced disclosure through Disclosure Scotland.

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 HMIE.

The Parent Council, as a statutory body, has the right to information and advice on matters which affect children's education.

Meetings of the Parent Council are held approximately every 6 weeks and minutes of these meetings are available from the school and are posted on the school website. Agendas are also available via the school website prior to the meeting.

The Parent Council is open to any parent or carer of pupils in St Stephen's. Parents/carers are regularly invited to join the Parent Council via the school newsletter.

Details of the St Stephen's High School Parent Council are included on the next page.

Parents who are involved on a regular basis in schools should undertake an enhanced disclosure through Disclosure Scotland.



St Stephen's Parent Council – membership

Chair Person: Cate McGeachy

Vice Chair: Elaine Murray

Treasurer: Elaine Proven

Secretary: Caroline Cassidy

Staff Members:

Mr D Killin

Miss C McKinney

Mr R Carroll

Mr M Parsons

You can contact the Parent Council on: sshsparentcouncil@gmail.com

You can also follow them on twitter: @sshsparents



Useful Addresses

Head of Education

Wallace Place
Greenock
PA15 1JB

01475 712850

Community Learning & Development

Enterprise Centre
Port Glasgow Community Campus
PA14 6PP

01475 714250

Skills Development Scotland

112 West Blackhall Street
Greenock
PA15 1XR

01475 745903

Local Councillors

The elected representatives to Inverclyde Council who serve the catchment area of the school are –

Stephen McCabe

Christopher Curley

David Wilson

Public Examinations

Schools in consultation with pupil / parents normally decide on presentation for examinations. However, in the final analysis the school will accede to the wishes of parents.

St Stephen's Curricular Model

Throughout the curriculum, departments will promote Literacy, Numeracy, Health & Wellbeing, Interdisciplinary Learning (IDL) and digital learning.

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Broad General Education	S1	English + Literacy (5)					Maths + Numeracy (5)					Modern Languages (3)			Science (3)			Social Subjects (3)			Technologies ICT (2) Design Technology (1)			Expressive Arts Music (2) Art (1)		Health & Wellbeing Core PE (2) HFTT (2) PSE (1)								
	S2	English + Literacy (5)					Maths + Numeracy (5)					Modern Languages (3)			Science (3)			Social Subjects (3)			Technologies ICT (2) Design Technology (2)			Expressive Arts Music (1) Art (2)		Health & Wellbeing Core PE (2) HFTT (1) PSE (1)								
	S3	English + Literacy (4)		Maths + Numeracy (5)			Personalisation, Choice and Depth (6 x 3 periods = 18 periods) Pupils will review their curriculum to provide more focus and engagement within each curricular area and an opportunity to enhance their options by selecting from 2 Electives from all curricular areas. <i>Modern Languages</i> entitlement will be delivered via 'Curriculum Conferences' with classes at key points in S3.																Health & Wellbeing Core PE (2) PSE (1)											
							Science		Social Subjects		Technologies		Expressive Arts		ELECTIVE		ELECTIVE																	
Senior Phase	S4	Column A English + Literacy (4)		Column B Maths (4)		Column C Elective (5)			Column D Elective (5)			Column E Elective (5)			COLUMN F Elective (5)			HWB CORE PE (2)																
						Pupils should be selecting courses to study in S4 which are linked to their intended destination beyond school. Opportunity for Wider Achievement and Skills Development will be developed through collaboration between HWB and RERC.																												
	S5	Column A English + Literacy (6)		Column B Elective (6)			Column C Elective (6)			Column D Elective (6)			Column E Elective (6)																					
		Pupils should be selecting their 5 strongest subjects in S5 linked to their intended destination beyond school however, all pupils should study English + Literacy to ensure they achieve SCQF Level 5 qualification in English + Literacy by the end of S5. Pupils indicating that they will leave school at the end of S4/Christmas of S5 are expected to achieve a minimum of 5 qualifications including Level 5 Literacy and Numeracy Award prior to the end of the Senior Phase.																																
	S6	The S6 Curriculum will align S5 with the addition of Advanced Highers as well as 'S6 Only' courses. <ul style="list-style-type: none">In order for S6 pupils to gain study periods they must be studying 3 Advanced Higher Subjects.It is anticipated that all pupils will have gained a Literacy and Numeracy Qualification prior to finishing school.																																
		All Pupils will study the Religious Education Roman Catholic (RERC) Curriculum through the This is Our Faith Curriculum from S1-S6 2 X 50 minute Periods per year																																

In S1-3, our pupils follow a Broad General Education and undertake planned learning activities linked to the Experience and Outcomes (Es and Os) up to and, for some, beyond fourth level.

As our learners progress through the curriculum, they will have the opportunity to undertake personalisation and choice exercises. These take place at the end of S2 into S3 and then from S3 into the S4, the start of the Senior Phase.

In S3 courses continue to be planned using Curriculum for Excellence experiences and outcomes. The courses are designed to support challenge for all pupils and to ensure transition into National Qualifications in fourth year.

In the Senior Phase, pupils have the opportunity to undertake learning in subjects linked to their chosen career pathways. These include a range of traditional National Qualification Subjects but also;

- Vocational courses at West College Scotland
- Foundation Apprenticeships
- Distance learning courses
- Open University courses (S6 only)
- Flexible Work Placements



SCHOOL IMPROVEMENT

Standards and Quality Report

A copy of St Stephen's High School's Standards and Quality Report is available on the school's website.

<https://blogs.glowscotland.org.uk/in/ststephenshs/policies/>

SQA Results

Details of the SQA performance in the New Qualifications are available from the school on request.

Literacy, Numeracy and Health & Well Being

Data for each of these areas will be made readily available and will be regularly updated on the school website.

Planning for Improvement

The following documents are available to view on the school's website:

- School Improvement Plan

<https://blogs.glowscotland.org.uk/in/ststephenshs/policies/>

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

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