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INTRODUCTION BY THE HEADTEACHER

Dear Parent/Carer

I would like to welcome you and your son/daughter to the community of St Aidan's High School. I hope that you will find the information in this handbook very useful in preparing to join us.

St Aidan's High school has a long and proud reputation within the local communities of Wishaw, Newmains, Shotts, Carluke and Lanark, serving the Catholic community well. The aims and values of our school are expressed in our School Mission Statement.

To provide education of the highest quality for all the students in our school community in order to meet their educational, personal and spiritual needs and to prepare them to make an effective contribution to society in their present and future lives.

For our Primary 7 pupils, the preparations for the transition into First Year are well underway. We have already had visits in Primary 6, the Partnership Evening in November and visits by our staff and pupils to each of our Primary partner schools. We look forward to the Primary 7 Induction Days in June.

In St Aidan's we have a very varied curriculum on offer inside and outside the classroom in order to meet the purposes of the Curriculum for Excellence in enabling young people to become

Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

This is achieved in an ethos based on the Gospel values such as respect, social justice, compassion and integrity. Developing in Faith and putting Faith into action are at the heart of what we do.

The school has gained success at National level in recent years. In 2012 we won a Scottish Education Award for Health and Wellbeing. In 2015 the school was nominated as UK secondary school of the year. In terms of attainment, our pupils consistently perform better than similar pupils across Scotland.

Our success is achieved as a result of working in partnership with parents, primary schools, local secondary schools, Parishes, New College Lanarkshire and many other external organisations.

We look forward to welcoming your son/daughter into our wonderful school community.

Claire Connelly
Head Teacher





ST AIDAN'S HIGH SCHOOL PRAYER

You inspired St Aidan with kindness
Help me to live like him
Give me also the gifts of knowledge and understanding
Help me always to respect other people
and treat them the way I wish to be treated
We ask this through Christ Our Lord.

Amen





School Improvement Plan 2017-2018

Priority 1 – To improve the quality of personalised support for learners

We will improve the support we give to all young people in achieving their learning targets. We will do this through improved support plans, more activities in lessons to meet individual needs and through one-to-one discussions during our Wellbeing and Personal Support classes.

Priority 2 – To raise attainment and to close attainment gaps

We will raise attainment of young people through improving the quality of learning experiences across the school and through tracking progress more closely in S1-S3. We will identify gaps in attainment and help young people and their families to overcome barriers in order to reduce these gaps.

Priority 3 – To improve the health and wellbeing of our young people

Our learners will experience a greater sense of wellbeing through

- activities to give them a greater voice in school improvements
- our new anti-bullying policy, based on our Gospel values
- understanding more about mental health issues
- greater participation in sport for targeted groups of girls

Priority 4 – To improve the employability skills of our young people

Our learners will develop more employability skills in order to help increase the opportunities available to them in achieving a positive destination after school. Learners in S1-S3 will gain a greater understanding of the employability skills they have gained. We will develop partnerships with a wider range of businesses in order to increase the number of work placements for pupils to choose from.





THE SCHOOL

| | | | |
|--------------------------------|--|--|--|
| NAME OF SCHOOL | ST AIDAN'S HIGH SCHOOL | | |
| ADDRESS | WAVERLEY DRIVE WISHAW ML2 7EW | | |
| TELEPHONE NO | 01698 522738 | | |
| E-MAIL ADDRESS | OFFICE@ST-AIDANSHIGH.N-LANARK.SCH.UK | | |
| WEBSITE | WWW.ST-AIDANSHIGH.N-LANARK.SCH.UK | | |
| TWITTER | https://twitter.com/staidanshigh | | |
| DESCRIPTION | SIX YEAR COMPREHENSIVE CATHOLIC CO-EDUCATIONAL | | |
| AREA SERVED | WISHAW, NEWMAINS, SHOTTS, LANARK, CARLUKE | | |
| AGREED CAPACITY | 1587 | | |
| CURRENT ROLL | 1019 (December 2017) S1: 187 S2: 172 S3: 190 S4: 186 S5: 189 S6: 100 | | |
| ESTIMATED INTAKE FOR 2018 | 205 | | |
| PROJECTED ROLL FOR AUGUST 2018 | 1060 | | |





SCHOOL CAPTAINS

"At all stages, almost all pupils were confident, self assured individuals who were considerate of others,"

- HMIE Report 2007.

The student body at St Aidan's High School is led by student elected Captains and Vice Captains. From nominations, a short list is drawn up and this group were interviewed by the Student Council, SLT and a representative of the Parent council. Niamh Giffen and Eamonn Kelly were selected as Captains for this school session with Allison Brawley, John-Paul Cahill, Ryhs Cassidy, Victoria Drain and Lauren McCulloch selected as Vice Captains.

The role of Captain involves many responsibilities and duties. The Captaincy Team outlined their duties

"We are there to set an example to younger students and we act as a link between the Senior Management and pupils. We're here to give students of all ages a voice within our school community. We have a strong presence within the school, often visiting year group assemblies to pass on information, and visible around the school by the yellow braiding on our blazers.

Each Vice Captain has been assigned to a Year Group and Chairs the Class Rep Meeting for that Year Group. The Captains Chair the Pupil Council and attend the Parent Council Meetings.

We aim to represent our school well, and in doing so when visitors come to the school we welcome them and guide them around the school as well as attending events in the local community and, for example, presenting cheques to charitable organisations.

We also play an important role in the Catholic Ethos of the school for example, encouraging students to attend school services and representing the school at community masses.

Additionally we have an active involvement in the production of the yearbook, the organising of school leavers hoodies, the arrangements for the formal dance, the organisation of the Victoria Park Christmas Party, and overseeing the various committees chaired by the S6 Captaincy Team

Although the role of Captain is demanding we enjoy the responsibility that it brings which we feel helps us to develop skills and grow as a person. We are passionate about our school and enjoy the chance to give back".





OUR SCHOOL ACCOMMODATION

The accommodation within our school makes us well placed to deliver education for students of the 21st Century. The refurbishment programme was completed in 2009.

A main entrance provides a warm welcome for parents and other visitors.

Students have their own entrance which leads directly into a large and attractive pupil social area which is an excellent addition to our school.

Our beautifully refurbished Oratory ensures that the spiritual life of the school is appropriately celebrated and our well used Assembly Hall provides an appropriate setting for year group assemblies, school functions, concerts and plays as well as being used as a trampolining venue.

The attractive Games Hall complex with its two gymnasiums offers good facilities for a wide range of games and sports. Standard classrooms which are used for English, Mathematics, Modern Languages, Religious Education and Social Subjects are all newly refurbished and all Mathematics classrooms are equipped with Smartboard technology.

Information Communication Technology (ICT) has, indeed, a high profile within our school with attractive Computing and Business Education facilities, whole school ICT suites, science labs all with ceiling mounted projectors and well equipped specialised areas for Music, Art, Food and Textile Technology and Design and Technology. The school now has its own music studio.

Further support for students is provided by our Group Room, our Inclusion Support Base and an attractive Support for Learning suite. Our Library Resource Centre houses a wide range of resources which support the delivery of the Curriculum and which encourage reading.

We believe that our school accommodation supports our young people in becoming successful learners and confident individuals.





SENIOR LEADERSHIP TEAM

The leadership and management of the school, the policy making, the long term planning, and the day to day administration are in the hands of a Senior Leadership Team which is composed of the Headteacher and 4 Depute Headteachers.

The Senior Management Team is:

| | |
|--|----------------|
| Headteacher | Mrs C Connelly |
| Depute Headteacher | Mrs S Devlin |
| Depute Headteacher | Mrs E Fagan |
| Depute Headteacher (Acting) | Mrs F Imani |
| Depute Headteacher (Pupil Equity Fund) | Mrs K Keeney |
| Depute Headteacher | Mr L McKague |

Mrs C Connelly

As Headteacher, Mrs Connelly has overall responsibility for the school community. Particular responsibilities include the Vision and Values of the school, the School Improvement Plan and Report, analysis of Attainment and Achievement data and staff welfare.

Mrs E Fagan

Responsibility for Health and Wellbeing, Child Protection and Safeguarding procedures, the P7 – S1 transition programme including liaison with partner Primary Schools and our Anti-bullying Policy. She has overall responsibility for Pupil Support and the Personal Support programme throughout the school.

Year group responsibility S1

Mrs F Imani

Responsibility for Learning and Teaching, Numeracy, the development of the Broad General Education, professional development of staff and Probationer and Student teachers.

Year group responsibility S2 and S3

Mr L McKague

Responsibility for Developing the Young Workforce through employability skills, work placements and positive destinations, ICT developments, SQA arrangements, Health and Safety, school transport and Behaviour Management Policy.

Year group responsibility S4

Mrs S Devlin

Responsibility for the curriculum rationale, literacy, senior phase curriculum including consortium and vocational arrangements, the school timetable, staffing and staff cover, UCAS, EMA and the Pupil Council.

Year group responsibility S5 and S6

Mrs K Keeney

Responsible for interventions and activities to close the attainment gap, using the Pupil Equity Fund.

Front row (left to right)

Mrs Devlin, Mrs Connelly, Mrs Fagan.

Back row

Mrs Imani, Mr McKague, Mrs Keeney





ST AIDAN'S HIGH SCHOOL

TEACHING STAFF LIST 2017-2018

| | | | | | |
|---------------------------|--|--|--|--|--|
| English | Miss F McGrogan Mr J Connarty Miss E Donnelly Mrs E Large Mr G O'Brien Mr R Stirling Mrs C Mullen Mr D McCrory Mr K O'Rourke | PT PT | Science Biological Science | B Mrs E Shuel P/C Mrs F Imani P Mr D McLindon P Mr R Yuile C Mrs S Cochrane C Ms N Halferty C Ms J O'Neill B Ms T Cushnan B Ms K Catherwood B Mrs A Quinn | Acting PT Sciences (Faculty) DHT |
| | | | | | PT |
| Mathematics | Mr A MacDonald Mrs M Harrity Mr T Callaghan Mrs E Fagan Mrs S Devlin Mrs E Murray Mr S Park Mrs C McNally Mrs E Grogan Mr J Cole | PT DHT DHT PT (PS) | Art & Design | Miss R Mohammed Miss N Sweeney Mr B McGurk (0.6) | PT (PS) |
| Social Subjects | H/MS Mrs A Gunning H/MS Ms J Gallagher H/MS Mrs P Farmer MS Ms C McHenry MS Ms C Black H/MS Mrs B Young G Miss V Kennedy G Miss L Kelly H Ms M Burke | PT P | ICT / Business Educ | Mrs M Telfer Mr L McKague Mrs R Graham Miss M O'Neill Miss K Jeffrey Ms S Jaswal Miss J Duncan | PT Technologies (Faculty) DHT PT (PS) |
| Modern Languages | Mrs C Macleod Miss G Foley Mr W Bradley Mrs E McKenna Mrs K Keeney | PT (0.6) PT (0.4) PT (PS) DHT | P.E. | Mrs A Smith Mr M Dunnery Mr J Craib Miss L Cairns | PT Healthy Lifestyles PT (PS) |
| Music | Mrs C McEachen Mr A Jenkins Mrs MC Carlin (0.6) Mr P Kennedy Mr C Johnston | PT Expressive Arts (Faculty) P | Technology | Mr M Henderson (0.6) Mr A Paterson Mr S Duffy Mrs P Brown | |
| Food / Textile Technology | Miss M Parvin Mrs C Hunter (0.6) Mrs V Britton (0.4) Ms M Brown (0.6) | PT | RE | Mrs M Barton (0.6) Mrs E Haldane (0.4) Mrs E Hynes | PT PT |
| | | | Support For Learning/ Promoting Positive Learning | Miss T Keating Mrs N Todd | PT |

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SCHOOL DAY STRUCTURE: SESSION 2017-18

Pattern for 3 Days

| | |
|------------------|----------|
| 8.55am - 9.45am | Period 1 |
| 9.45am-10.35am | Period 2 |
| 10.35am-10.50am | INTERVAL |
| 10.50am-11.40am | Period 3 |
| 11.40am-12.30pm | Period 4 |
| 12.30pm - 1.15pm | LUNCH |
| 1.15pm- 2.05pm | Period 5 |
| 2.05pm- 2.55pm | Period 6 |
| 2.55pm - 3.45pm | Period 7 |

Pattern for 2 Days (Wednesday and Friday)

| | |
|------------------|----------|
| 8.55am - 9.45am | Period 1 |
| 9.45am-10.35am | Period 2 |
| 10.35am-10.50am | INTERVAL |
| 10.50am-11.40am | Period 3 |
| 11.40am-12.30pm | Period 4 |
| 12.30pm - 1.15pm | LUNCH |
| 1.15pm- 2.05pm | Period 5 |
| 2.05pm- 2.55pm | Period 6 |

School holiday arrangements 2018/2019



August 2018

In-service day: Tuesday 14 August 2018

In-service day: Wednesday 15 August 2018

Pupils return to school: Thursday 16 August 2018

September 2018

September weekend holidays: Friday 21 September 2018 to Monday 24 September 2018

October 2018

October break: Monday 15 October 2018 to Friday 19 October 2018

November 2018

In- Service day: 19 Nov 2018

December 2018 – January 2019

Christmas and New Year Holidays: Monday 24 December 2018 – Friday 4 January 2019 (inclusive)

February 2019

Mid-term break: Monday 11 February 2019 and Tuesday 12 February 2019

In Service Day: Wednesday 13 February 2019

March/April 2019

Spring break: Monday 1 April to Friday 12 April 2019 (inclusive)

Good Friday 19 April 2019 and Easter Monday 22 April 2019

May 2019

May day holiday: Monday 6 May 2019

In-Service day: 7 May 2019

Mid-term holiday: Friday 24 May 2019 and Monday 27 May 2019

June 2019

School closes: Friday 28 June 2019





OUR PARTNER PRIMARY SCHOOLS

- | | |
|--|--|
| ❖ ST MARY'S PRIMARY SCHOOL, TEL NO. LANARK (01555) 663480 | WHITELEES ROAD, LANARK, ML11 7LE HEADTEACHER MRS J DROY |
| ❖ ST ATHANASIUS' PRIMARY SCHOOL TEL NO. (01555) 771418 | BELLSTANE ROAD CARLUKE ML8 4BG HEADTEACHER MR F FARRELL |
| ❖ ST IGNATIUS' PRIMARY SCHOOL TEL NO. (01698) 522736 | LOCHPARK WISHAW ML2 7EB HEADTEACHER MRS A PEARSON |
| ❖ ST AIDAN'S PRIMARY SCHOOL TEL NO. (01698) 381510 | COLTNESSE ROAD WISHAW ML2 7EY HEADTEACHER MRS S MACLEAN |
| ❖ ST THOMAS' PRIMARY SCHOOL TEL NO (01698) 376941 | CALEDONIAN ROAD WISHAW, ML2 0HY HEADTEACHER MRS M CRUICKSHANK |
| ❖ ST BRIGID'S PRIMARY SCHOOL TEL NO. (01698) 384967 | NEWTON DRIVE NEWMAINS ML2 9DE HEADTEACHER MRS C CORR |
| ❖ ST PATRICK'S PRIMARY SCHOOL TEL NO. (01501) 821859 | STATION ROAD SHOTTS ML7 4BJ HEADTEACHER MRS J STEEL |



ENROLMENT

Enrolment in the Secondary School is normally carried out from Primary School in January, when parents are given details of all schools in the area and are asked to state their intention either of sending their children to the partner Secondary School or of making a placing request for another Secondary School.

You have the right to make a placing request for your child to be educated in a school other than the local school. In December each year, the authority will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home, to a new area, parents are advised to time any placing requests so that they take effect from the beginning of a new school session. Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school.

Once a pupil has reached the school leaving age **the pupil, not the pupils parents** may choose which school to go to.

A placing request to Primary School does not necessarily ensure that your child will have a direct entry to the associated secondary. Advice on this must be sought from the Primary School Headteacher. Further information on placing requests and procedures is available from the school or the Council's website. Parents who are offered or who seek a place in this school for their children are most welcome to make an appointment to visit the school.

Parents and Young People have a right under the Additional Support for Learning Act 2009 to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school or special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The Act also enables parents and young people to make a placing request to attend a school/establishment belonging to another authority.

A full programme of Primary/Secondary liaison runs continuously throughout the year. In the first term, the parents of P7 children from the partner primaries are invited to attend a Partnership Evening in St Aidan's with their P7 sons and daughters. This event allows parents and students to take part in workshop activities which reflect the everyday classroom experiences of our First Year students.

During the school year P6 and P7 students take part in many workshops and activities such as Food/Design Technology workshops, Social workshops, Religious workshops, and Modern Language Workshops, Physical Education Competitions, Maths Challenge.

In the summer term, Depute Headteacher and Pupil Support Staff visit the Primary schools to meet with the incoming First Year students to discuss individual student needs with primary colleagues. Arrangements are also made for all incoming First Year students to participate in a Sports Day and also a two day induction programme in the school in the month of June.





CURRICULUM FOR EXCELLENCE

Secondary schools have restructured the Curriculum to reflect CfE aims, experiences and outcomes in line with 3-18 national guidelines which aim to ensure the educational provision is "coherent, continuous and progressive" from Primary through to the Secondary stage. This involves us working in cooperation with our Primary colleagues in order to enable all pupils to build on their prior attainment and therefore to make steady and continuing progress in their learning.



In order to ensure this continuing progress, we timetable staff from a range of curricular areas to liaise with P7 staff in our partner primary schools to identify the strengths and needs of pupils as they embark on the secondary stage of their education. Our Support for Learning Principal Teacher is also closely involved in this process.

The English and Mathematics Department have also established a programme which will ensure that all P7 will be able to progress smoothly into the S1 Mathematics and English language courses.

As part of developing skills for learning, life and work, young people will be offered careers information advice and guidance to ensure they leave school and enter a positive post-school destination of higher education, further education, pre-employment training, employment (including modern apprenticeships) activity agreement or volunteering.

A Primary/Secondary Liaison calendar of Events is given out at the start of each school year to the Head Teachers of our partner primary schools. This calendar not only lists P6/7 visits to the High School for workshops and events but also shows the visits of departmental staff, Pupil Support Staff and Depute Headteacher to the P6 and P7 classes throughout the course of the school year. Two of the highlights on the Calendar are the P7 Partnership Evening held every November for P7 students and parents and the P7 Induction Days in June.

Included in the calendar are a P7 Mathematics Challenge and an Athletics Championship run by the Physical Education Department in the last term for all P7 pupils. Our Home School Partnership Officer, Mrs Hyslop, also does transition visits to the P7 classes throughout the school year to help prepare the P7 students for the transition to High School. We also run an Enhanced Transition Programme for pupils who may require additional support to ensure a smooth and seamless transition from primary to secondary school. In addition Mrs Hyslop also runs our Peer Advocate Programme which involves every S1 class being "buddied" with a group of senior students. This is a highly successful programme which offers all S1 and their Peer Advocates the opportunity to meet at lunch time clubs.





What is Curriculum for Excellence?

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3 – 18. The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity. The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

What are the curriculum areas in Curriculum for Excellence?

There are eight curriculum areas:-

| | |
|------------------------|-------------------------------|
| Expressive Arts | Religious and Moral Education |
| Health and Well Being | Sciences |
| Languages (literacy) | Social Studies |
| Mathematics (numeracy) | Technologies |

Importantly literacy and numeracy are given added importance because these skills are so vital in everyday life. All teachers will have responsibility to teach literacy and numeracy.

Learning is divided into two phases.

The Broad General Education (BGE) is from nursery to the end of Secondary School Year 3.

Learning is divided into levels. The levels are as follows:-

| 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-S3 but earlier for some |
| Senior Phase | S4 – S6 and college or other means of study |

How will my child's learning be assessed?

There will be new ways of assessing each child's progress to make sure that potential is achieved. New qualifications are being developed:-

National 3, 4 and 5 qualifications were introduced in 2013/2014

Access, Highers and Advanced Highers are being updated to reflect Curriculum for Excellence. New highers in most subjects were introduced in almost all North Lanarkshire schools in August 2014

In playrooms and classrooms staff will be using improved ways of assessing children's learning taking account of national and local advice and guidance. Your child's progress will be reported to you so that you know how well your child is doing.

Each year your nursery/school will let you know what is being done to continue to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.





Food and Textile Technology Department

Health and Food Technology

When pupils study Health and Food Technology in S1 they undertake a programme of study which educates them about many aspects of food and health. In the kitchen pupils are taught life skills such as weighing, measuring and preparing various ingredients, and using a variety of equipment, including ovens and knives. In theory lessons they learn about safety and hygiene in the kitchen and cover a variety of different food topics. By the end of S1 pupils can prepare a range of basic dishes confidently and understand the impact of these dishes on their health.



Fashion & Textile Technology

During the first textile unit pupils at St Aidan's will learn about the various types of fabrics and fibres, safety measures used within the classroom as well as gain experience in the use of a range of sewing equipment.

Pupils design their own cushion and are taught how to hand and machine stitch them to a high standard.





Senior pupils who study Fashion & Textiles design and produce an article which must fulfil a very difficult brief set by the SQA; a variety of these are shown below.



Primary 7 Partnership evening

Primary 7 pupils and their parents visit the department and participate in a variety of activities that highlight some of the skills undertaken in the S1 course.





Senior pupils can choose a practical course in hospitality or cake craft where they must design and make a celebration cake.





THE CURRICULUM

Curriculum for Excellence has introduced a change in the structure of courses across the school:

S1-S3 Broad General Education, The Junior Phase

S4-S6 The Senior Phase

JUNIOR PHASE

Classes in S1 and S2 are arranged in mixed ability groups (with the exception of Maths and English) which reflect the advice and information given to us by our primary colleagues. A wide ranging and challenging curriculum is followed by pupils in S1 and S2. Subject studied are:

- English/Mathematics
- Social Subjects
- Science
- Modern Language (Spanish and French)
- Music/Art & Design
- Technical Education/Home Economics
- Business and Information Technology (BIT)
- Physical Education
- Religious Education
- Wellbeing and Personal Support (WPS)

At the end of S2 all pupils will choose to study 6 subjects in S3 ensuring that they still study at least one subject from each curricular area. In S3 they will continue to study English, Maths, PE, RE and WPS and will also study one period of Skills and Achievement.





St Aidan's High School Handbook 2018

Care is taken to ensure that each student chooses the subjects to which he or she is most suited and the programme of options procedures includes an opportunity for parents to come to the school to discuss their children's proposed courses.

It should be noted that all courses in the school are open to both boys and girls. Indeed, it is the firm policy of St Aidan's, in line with North Lanarkshire Council policy, to encourage students to consider full range of courses available, irrespective of traditional stereotypes.

In S3, the Curriculum is designed to offer a wide opportunity for every learner across the broad area specified by CfE Guidelines. Aspects of Literacy, Numeracy and Health and Wellbeing will combine to be taught by all departments. Deeper learning in S3 will allow students to continue the same courses into National Qualifications in S4 if selected.

Throughout S1 - S3 there will be careful monitoring of students progress and regular reports issued to parents.





SENIOR PHASE

FOURTH YEAR

At the end of S3 all pupils will select 5 subjects (from the subjects studied in S3). All pupils will continue to study Mathematics and English in S4. This means that all pupils will study seven SQA subjects in S4 as well as RE, PE, and WPS.

The level at which each pupil studies (Nat 3, Nat 4, Nat 5) will be determined by different forms of assessment carried out throughout S3 and S4. The final presentation level will be decided during S4 and parents will be kept fully informed at all times.

FIFTH AND SIXTH YEAR

In Fifth and Sixth Year, which are the post-compulsory years of education for most students, we offer a wide range of courses at different levels. These courses are tailored to suit the full range of needs and interests of the large numbers of students who now stay on at school to complete Fifth and Sixth Year.

At the Fifth Year stage, students are asked to select a course of study comprised of 5 subjects. The actual course they will follow in each of the 5 subjects will be determined by the level of award they attained in previous years and by their interests and future career intentions. The Option Form (see appendices) provides details of the subjects on offer to S5/6 students. Wider Achievement courses are also available for S6 students. It should be noted that the range of courses may be subject to change, reflecting staff availability and developments in the curriculum.

Prior to students finishing Fourth Year we provide an informative options booklet offering advice and information on the full range of courses available in S5/6. A well established Senior School Conference also helps to prepare all students returning for their last 2 years of secondary education and includes advice on career pathways and Further and Higher Education.

In addition to the subjects chosen by S5/6 students for presentation in external examinations, a timetabled allocation is made each week for Religious Education and Wellbeing and Personal Support.

Parents wishing to find out more about 'A Curriculum for Excellence' should log onto :
<http://www.ltscotland.org>





EDUCATION MAINTENANCE ALLOWANCE

Students who have reached the statutory school leaving age of 16 may be eligible for an Education Maintenance Allowance (EMA) to allow them to remain at school.

In session 2018/2019 students who are born before 1 March 2003 will be eligible to apply for an EMA.

The EMA guidelines explain the criteria which must be met in order to be eligible for an EMA and the rules which must be adhered to for the EMA to be paid throughout the year.

The following notes will be helpful in giving information about the EMA Guidelines.

ELIGIBILITY

All applications are individually assessed. Students must attend a school managed by North Lanarkshire Council, regardless of where he or she is resident.

The income used as the basis of the assessment is the gross household income for the preceding financial year. The income thresholds used in assessing applications in session 2017-2018 are as shown below. These levels may be subjects to change in session 2018-2019. For applicants in single student households - £30 per week is paid where the income is up to £24,421; where the income was above that level no award will be made. For applicants in multiple student households - £30 per week is paid where the income is up to £26,884; where the income is above that level no award will be made.

ATTENDANCE

Students in receipt of an EMA must attain 100% in any week to receive payment for that week. Where the student is absent through illness a medical certificate must be submitted. In addition, self certification forms are accepted for a maximum of 5 days sickness absence in the academic session. Any illness which would take the pupil over the 5 days self certification would continue to require submission of a medical certificate.

APPLICATION FORMS

A letter will be sent to the parent or guardian of all students who are in the eligible age-band to apply for EMA in May each year, providing details of the main eligibility criteria.

Application forms and guidance documents are sent to all secondary schools and some special schools in North Lanarkshire in June each year. The school is also given a number of posters and DVD's publicising the scheme and advertising the availability of forms. Students who may be eligible should obtain an application form and guidance document from the school. Application forms and guidance notes are available from schools, Municipal Buildings and First Stop Shops or they may be downloaded from the North Lanarkshire Council Website..

Students who are eligible for EMA for the full academic session should apply as early as possible. Students, who are eligible for EMA from January to June, should apply from November.

Any student who is unsure whether they meet the EMA criteria should contact the EMA Section for advice.

ASSESSMENT

The way that pupils are being assessed is changing as part of the wider changes in Scottish education under Curriculum for Excellence. More details on these changes will be available over the next few months.

Assessment is an important and integral part of the learning process. Teachers give students tasks which are challenging yet achievable and help develop the students' knowledge, understanding and skills. Good assessment helps both the teacher and the pupil identify and recognise achievement and plan next steps in the learning process.





In St Aidan's, our assessment approaches aim to improve classroom assessment and the way teachers share assessment information with learners and parents. As part of AifL, schools are developing personal action planning for all children, as a basis for discussing their progress with them and with their parents. All feedback should inform learners and parents of the learners strengths and next steps in learning. Learners are expected to focus on areas of weakness identified in feedback and their action plans to improve their performance.

When teachers believe pupils have a good grasp of a significant body of learning, they will confirm their judgement through summative activities, class tests and/or National Qualifications.

New National Qualifications

National 3,4 and National 5 will offer increased flexibility, provide more time for learning, more focus on skills and applying learning, and more scope for personalisation. They will meet the needs of all learners as they progress from their broad, general education through the qualifications framework to other learning and to employment.

SCHOOL POLICY ON SUPPORT FOR LEARNING AND SOCIAL INCLUSION

Equal Opportunities

The school is committed to assessing all policies and practices to ensure there are no negative impacts on any group of people.

The implementation of the Education, Skills and Youth Employment Equality Policy includes action taken to eliminate discrimination and promote equality of opportunity and good race relations.

The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland is the essential guide for the school community to promote equality. This can be accessed at <http://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

Support for Learning

St Aidan's High School complies with the Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009 and the Children and Young People (Scotland) Act 2014.

North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice 2", a copy of which is available in the School. The school has a Support for Learning Policy, available from the school on request which is consistent with North Lanarkshire Council guidelines.

The Support for Learning (SfL) Department, in accordance with the Additional Support Act (Scotland) 2009, supports all students who may require additional help at anytime throughout their school career and supports staff to ensure an appropriate curriculum is provided for all students. It is our aim to support students' educational needs by providing structures/strategies that enable all to access the curriculum appropriately and inclusively; to facilitate a broad, balanced curriculum which ensures progression, cohesion and continuity and to support all staff in delivering this. In accordance with A Curriculum for Excellence we strive to enable all students to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

The department consists of a Principal Teacher who manages the support, a support for learning teacher and Additional Support Needs Assistants (ASNAs) who assist students in class. The Support for Learning staff may work in class or in the SfL departmental area with individuals or groups of students as appropriate to help them access the curriculum and achieve their potential.

The department liaises closely with Pupil Support and subject departments as well as Educational and partner Agencies, such as Psychological Services, Health and Social Work to ensure students are fully supported. The department follows the Staged Intervention Process recommended in the Additional Support Act (Scotland) 2009, to identify and support students with additional support needs.





Level one - where education staff identify that a child or young person needs support or planning which can be met within the school using classroom and whole school resources.

Level two - requesting support from within Education Youth and Communities (services/resources outwith school) eg Educational Psychologist Community Learning and Development..

Level three - Requesting support from another agency (Joint working with partner agency / agencies including 3rd sector). When further planning is required to further develop the wellbeing of children and young people the Named Person may request assistance from colleagues in partner agencies.

Level four – Integrated and Compulsory working with other agency / agencies. Targeted interventions required to promote the wellbeing of the child would be identified by relevant agencies (child's Network of Support) and included in the Child's Plan. A Lead Professional would be identified. At level 4 there would be an expectation that a statutory Child's Plan with integrated assessment, integrated chronology and Lead Professional is in place.

Psychologist, then level four support would require involvement with Partner Agencies such as Social Work or Health.

Looked After Children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise.

Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought. Parents and young people can request of the authority to establish whether a child has additional support needs. They can also request an assessment at any time.

Getting It Right For Me Plans (GIRFEC) enable staff to plan effectively for children and young people with Additional Support Needs. Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary Agency to help them meet their learning targets. Where this support requires a high level or co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency.

Parents and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents will receive letters from the Education Authority throughout the CSP process. Parents and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan.

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground.

If the matter cannot be resolved with the Education Authority you have the right to request mediation. An independent mediation service is available to parents and young people through Resolve (see contact details at the back of this handbook). Mediation is free and independent of the Education Authority.

In the event that a disagreement cannot be resolved through mediation, then an application for Independent Adjudication (see contact details at the back of this handbook) can be made by parents free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.

The Additional Support Needs Tribunal has been set up to hear appeals made by parents or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, placing requests and post school transition. If you disagree with any decision relating to your child's Co-ordinated Support Plan, either the creation of a CSP, or the content of it, you may be entitled to refer to the Tribunal.

The Peer Advocates Programme is a personal development programme aimed at helping senior students to enhance their own skills and competencies by offering support to younger students who may be struggling with some areas of the curriculum. In the main, the Peer Advocates support S1/2 students both within and out with class in a one-to-one or group situation both in St Aidan's High and in the Partner Primaries. The programme provides an opportunity for participants to achieve three qualifications: Higher Personal Development Award, Youth Achievement Award (Bronze Level) and CLD Award (standards Council).

The PT SfL and PPL visits our Partner Primaries to discuss and gather information on students who require additional support or challenge. All relevant information is then communicated to staff such that they can do the necessary preparation to meet the learning needs of these students before they arrive.

To aid the transition of students with additional support needs, students identified are invited to participate in the Linking Up Group. This programme provides the afore mentioned students with the opportunity to attend sessions in the high school, aimed at ensuring a smooth and seamless transition from P7 to S1.





REPORTING TO PARENTS

Parents can expect to receive progress reports on their children's performance at least twice a year. In the case of S1 and S3 pupils two reports will be issued in order to monitor closely the progress of pupils during their first three years of the Broad General Education which is part of a Curriculum for Excellence. Pupils will receive a brief interim report (short version of the report) early in the session and a further report towards the completion of each session. Parents may request an update at anytime by contacting their child's pupil support teacher.

Due to changes in the curriculum, as part of the Curriculum for Excellence developments, reports are also changing. Explanatory notes will accompany the reports in an attempt to clarify the levels for the new courses which form part of A Curriculum for Excellence.

Less formal methods of reporting will continue to supplement this system and ensure parents are kept informed outwith the formal reporting dates. These may include telephone calls, notes in jotters, letters home etc.

The school remains committed to working with North Lanarkshire Councils Education, Youth and Communities Services to develop these reports.

See Appendices.





HOMEWORK

It is school policy that homework should be an integral part of a well-structured curriculum from S1-S6. Together with the parents, the school wishes to develop in students a positive attitude to study in school and at home.

There are many kinds of homework tasks which may be set, from the completion of classwork, to the study of more advanced aspects of courses to stimulate interest and to promote high achievement in students. In general S1 and S2 workloads will be lighter than homework set in the middle and upper school.

All students at St Aidan's High School are issued with a Personal Study Planner to enable them to plan and organise their homework tasks and develop planning and study skills from the beginning of their Secondary School career. The Planners contain important and helpful information both for students and parents. By consulting the information pages of the Homework Planner, parents of First Year students can find out more about the kind of homework given in different subjects and how much homework students can expect.

Parents play an essential part in ensuring the benefits of homework. Their cooperation in helping to monitor their child's progress with homework is highly valued by the teaching staff. FEEDBACK FROM PARENTS IS VERY MUCH VALUED AND USED TO HELP FORMULATE OUR SCHOOL POLICY ON HOMEWORK.





OUT OF HOURS LEARNING

Our Out of Hours Learning programme, supported by North Lanarkshire Council, continues to assist the students of St Aidan's High School to develop vital skills to assist in study and for lifelong learning. Mrs Devlin, DHT, and Mr McKague, DHT work with a wide range of tutors to provide an extensive programme of Out of Hours learning activities.

Activities which help to raise the self esteem of our young people and which help them to develop skills and to work together co-operatively in teams are a focus of the programme and they are delivered by a team of enthusiastic and dedicated staff at lunchtimes and after school.

Music, Art and Debating activities prove very popular alongside the successful ICT clubs which enhance the technological skills of many pupils. The PE department offer a large range of activities including football, badminton, gymnastics, dance and trampolining.

Older students also benefit from study support sessions and Easter School, which run for four days during the Easter holiday as part of the Out of Hours Learning programme. Together these allow students to concentrate on subject based work with the additional benefits of:

- ❖ expert help on hand
- ❖ access to resources and equipment which may not be available at home
- ❖ discussion with other students and teachers to set targets

First Aid courses are also offered to support the pupils working towards the Community Sports Leadership Award and the students also participate in the organisation of our Community Day for local residents. This particular activity helps to promote good citizenship on the part of our students.

With so many different activities on offer every student should be encouraged to become involved.

The programme aims to assist the students in acquiring skills to help them become more independent learners, not just for school, but for life.



Photograph from Easter School





RELATIONSHIPS

"Aspects of Ethos including the relationships amongst staff and pupils." – Key Strength

HMIE Report 2007

The standard of behaviour of our students 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 students see and respond to the very genuine interest that staff take in them and to the high expectations made of them. Exemplary behaviour and high attendance rates are confirmation of the high regard in which students hold the school. Certainly we are very fortunate in having an extremely good and happy relationship between students and staff, which makes for good 'tone' or ethos in the school, and creates a strong moral pressure against misbehaviour.

This is not to say that all students are always well-behaved or that cases of indiscipline never arise; cases of misbehaviour do occur from time to time and we try to deal with them as effectively and as positively as possible. As you know, St Aidan's High School has implemented a new 'code of conduct' endorsed by pupils and created in conjunction with our 'Promoting a Positive Climate for Learning' (PPCL) staff group. This policy provides clear guidelines of what is or is not acceptable in terms of a pupil's code of conduct. Merits are awarded to and celebrated with those pupils who consistently follow the code and to those where previously unsatisfactory behaviour shows considerable improvement. Reprimands and demerits are given to those who do not follow the code and such pupils are disciplined accordingly but supported thereafter to reduce the likelihood of future re-occurrence.

Students are encouraged to maintain good order within the school by consistently treating all members of the school community with respect. An adult presence is provided daily in social areas at break and lunch times in terms of the schools 'Safety and Supervision of Pupil, Scotland Regulations 1990'.





Code of Conduct to Promote a Positive Climate for Learning

What we expect from **all** pupils and be reinforced by **all** staff

Pupil Expectations – We treat others the way we wish to be treated.

1. Respect all staff and fellow pupils.
2. Respect all areas of the school by keeping it vandalism, graffiti and litter-free - including clearing your lunch table.
3. Respect all school materials, furniture and equipment.
4. Wear **full** school uniform every day as follows
 - Black: Blazer/v-neck jumper or sweatshirt/cardigan trousers/tights/appropriate length skirt/shoes (footwear)
 - White: shirt / blouse
 - Year tie
 - PE - Plain black shorts / plain white t-shirt / trainers suitable for both inside & outside activities
5. Stay on ground level before 8.50am, during interval and at lunchtime unless you have permission to go elsewhere.
6. Timekeeping will be monitored. Prompt arrival at all classes is expected.
7. Do not enter classrooms unless a teacher is present.
8. No eating or drinking is allowed in class except for water which may be drunk when permitted by the class teacher.
9. No pupil will be permitted to leave class to fill water bottles.
10. Smoking & use of a vaporiser are forbidden anywhere in the school building, grounds or immediately outside the school
11. A positive climate for learning requires appropriate behaviour at all times whilst in a class, during extra-curricular activities, in the community and when representing the school on external visits.
12. Remain in your seat or class unless instructed to do so by your teacher.
13. Work co-operatively with staff and fellow pupils.
14. Physical or verbal abuse of staff and fellow pupils will not be tolerated at any time.
15. Follow the instructions of **all** staff members without question, delay and with appropriate body language.
16. Mobile phones may only be used when permitted by the class teacher, on a period by period basis and for educational purposes only.
17. Earphone cables must not be visible during class time or between classes.
18. Follow **all** signs and notices displayed across the school to ensure the safety of staff and fellow pupils.

Following and **Promoting** the above code, ensures a **Positive Climate for Learning** is maintained and consistent application will be rewarded by a merit.

If this is not followed, teachers in the school will speak to you which may result in a demerit and referral to your Pupil Support Principal or Depute Head Teacher.





APPROACHES TO BULLYING – POLICY STATEMENT

We are committed to North Lanarkshire councils' vision and belief "that every child has the right to grow up free from bullying behaviour..." All those who play a daily role in the lives of our learners should be enabled to prevent bullying behaviour and respond effectively to incidents of bullying behaviour when they occur." (NLC Anti Bullying Policy).

In St Aidan's High School the approach to bullying is encapsulated within our School Mission Statement and our declared aims and objectives. We aim to develop a caring, supportive atmosphere, where every member of our school community feels valued and respected. This approach is reflected in classroom management, teaching methodologies and in staff-pupil relationships, both formal and informal. In striving to develop this caring ethos and a real sense of community within the school, we aim to minimise the occurrence of bullying.

An adult presence is provided in Social Dining Area at break times and lunchtimes in terms of the Schools (safety and Supervision of Pupils) (Scotland) Regulations 1990.

In addition to this whole school approach to developing positive relationships, and that no pupil should be anonymous in St Aidan's High School, we tackle the area of bullying in a number of very practical ways as indicated below. The role and contribution of various groups is also outlined.

The recording of bullying or alleged bullying incidents are recorded electronically as part of the schools monitoring system.

EXTERNAL PROVIDER STAFF

School disciplinary policy & procedures should be invoked when there is an incident involving any member of external staff (not employed by NLC) within a NLC establishment.

External staff with allocated classes in schools should be met by a school senior manager before the first lesson to confirm the policy and procedures on how disruptive behaviour will be managed.

Any misconduct should be reported to a member of the school SMT before the close of the business day.





1. PRIMARY 7 PUPIL INDUCTION

Prior to entry to High School in depth discussions take place between Depute Headteacher for S1 and the Primary 7 teacher about each pupil to assist the transition/settling in process and raise our awareness of vulnerable pupils at this early stage. The Pupil Support teacher also meets all P7 prior to their move to High School. Considerable care is taken in the formation of class groups to ensure an appropriate mix of pupils. We try our best to ensure each child has 1/ 2 or 3 members of their own P7 class (where possible). A summer Academy is also provided for identified pupils.

2. PERSONAL, SOCIAL AND HEALTH AND WELLBEING EDUCATION PROGRAMMES;

Wellbeing and Personal Support lessons focus on getting to know each other and developing positive relationships.

Anti-bullying themes and lessons are regularly addressed through curricular inputs and wellbeing and personal support lessons across all year groups. Respect for others is a regular item at year group assemblies.

All types of bullying behaviour are addressed – physical, verbal, emotional and cyber. In ICT/BIT lessons pupil focus on the positive use of social media.

All aspects of prejudice base bullying including – body image, disability, racial, homophobic, looked after young people and sectarianism – are unacceptable.

3. TEACHING/SUPPORT STAFF ROLE

ROLE OF STAFF:

To be vigilant and deal with suspected bullying or racial harassment directly and report this to Pupil Support Staff.

All staff have a particularly important role in the area.

All allegations of bullying behaviour to be taken seriously.

TRAINEE TEACHERS:

Part of induction support programme deals with developing positive relationships.

STAFF TRAINING:

This is based on developing classroom relationships and atmosphere. All staff have responsibility for the delivery of CfE Health and Wellbeing experiences and outcomes.





4. PUPIL SUPPORT

PROCEDURES FOR DEALING WITH SUSPECTED BULLYING AND RACIAL HARASSMENT

- ✧ 'victim' interviewed
- ✧ 'Alleged bullies' interviewed as soon as possible. Warned that all behaviour likely to be regarded as bullying stops immediately.
- ✧ Others interviewed, witnesses, bystanders etc.
- ✧ All involved directed to report any further harassment immediately to Pupil Support staff.
- ✧ Parents and carers when appropriate, informed and invited to school for interview.

EXAMPLES OF APPROPRIATE ACTION TO BE TAKEN:

- ✧ Support provided for all parties involved, the person experiencing the bullying behaviour and the person(s) displaying bullying behaviour.
- ✧ Warnings, exclusions etc.
- ✧ Involvement of other agencies if required.
- ✧ All involved meet together to re-establish relationship through restorative meetings.
- ✧ Pupil Support staff speak to other groups of pupils as required eg. Small groups, classes, year group assemblies. 'No Bullying' message reinforced.

Pupil Support staff monitor situations over a number of weeks/months by regular contact with pupil and parents.

Senior management staff involved in any, or all of these stages, as appropriate.

With the continued effort of all members of the school community and with a continuing emphasis on the promotion of a supportive and positive school ethos, issues of bullying should not be a frequent occurrence.

The school is committed to assessing all policies and practices to ensure there is no negative impact on any group of people.

Mrs E Fagan (Depute Headteacher)





"The school chaplain provided strong support in leading the school liturgy."

- HMIE Report 2007

"Staff strongly promoted Roman Catholic values across the work of the school."

- HMIE Report 2007

RELIGIOUS EDUCATION AND OBSERVANCE

St Aidan's High School is Catholic in its aims and philosophy, and in its way of life which is consciously cultivated at all levels throughout all departments and in relationships.

RELIGIOUS OBSERVANCE

Holy Mass is celebrated regularly in the Oratory. Class and year group masses and liturgies are held on a regular basis. Eucharistic Services are celebrated on those lunchtimes when the School Chaplain is not in attendance led by the Pastoral Team.

The Oratory is also used throughout the year for special religious services appropriate to the Church's calendar and it serves as a quiet place where students and staff can go to pray. A retreat day is offered to students at different points in the year where pupils follow a programme of workshops and spiritual reflection.

Provision is made for all children to attend Mass on Holy Days of Obligation and to receive the Sacrament of Reconciliation at Advent and Lent.

THE SCHOOL CHAPLAIN

Our school chaplain, Father McPhail, is involved not only in the area of religious instruction but essentially in the realms of spiritual and pastoral care and is available for consultation by staff and students. The link with parishes is maintained by inviting priests who serve the parish to come to school to talk to the children and through pupil involvement in the Mass ministries on Catholic Education Sunday. Father McPhail is regularly at St Aidan's High School and is assistant Priest in St Brigid's Church.

RELIGIOUS EDUCATION

All classes have two periods per week of Religious Education during which they study the appropriate syllabus for each Year Group based upon the Religious Education Programme devised by Motherwell Diocesan Advisorate, the national programme called This is our Faith in conjunction with some Courses offered by the SQA. The school's Religious Education Programme therefore meets the requirements of National Guidelines published by The Scottish Government in conjunction with the Scottish Catholic Education Commission All RE classes are taught principally by specialist RE Teachers and members of the school's extended Religious Education team.





St Aidan's High School Handbook 2018

Pupils are encouraged to put their faith into action by responding to the gospel message of love your neighbour. All year groups are involved in major fundraising efforts for various charities during the study of relevant topics in the RE programme.

The CARITAS award for S6 students is now well established in the school. This year 23 students are involved in exploring the meaning of their faith through work in parishes and in the school.

A continuing initiative for the school this year will involve all pupils in fundraising and curricular projects on India due to our partnership with SCIAF. Project Partnership has created a close relationship between St Aidan's and a charitable project in Bangalore which assists people with disabilities. Another initiative is to support the Back-pack appeal for Mary's Meals. This project is being organised by the S6 RE classes while the S3 Citizenship Group are taking responsibility for the Christmas Hampers project and Fair Trade. S5 pupils are supporting the Talbot Centre for the homeless as part of their charitable work to achieve the Religion, Belief and Values SQA Unit.

The role of the Principal Teacher is to oversee the total Religious Education Programme and facilitate the smooth running of the RE syllabus by supporting the class RE teachers in each year group.

In these ways the school seeks to implement the local authority policy statements on Religious Education and Religious Observance. It is recognised that the Education Act allows parents to withdraw their children from any instruction in religious subjects and from religious observances and any such students will not be placed at a disadvantage with respect to secular education.

However we feel certain that all parents, who have, after all, chosen freely to send their children to a Catholic school, will wish their children to attend all religious instruction and observance in the school.

Any parents who may wish to request the withdrawal of their children from such religious instruction or observances must, in the first instance, request a parental interview with the headteacher.

Parents/guardians 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.





A CHARTER FOR CATHOLIC EDUCATION SCHOOL 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 inner-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



Published by the Scottish Catholic Education Service on behalf of the Bishops' Conference of Scotland.





SCOTTISH CATHOLIC EDUCATION SERVICE

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.¹

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.

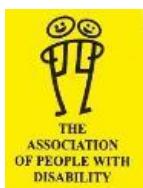
While Religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values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

¹ Curriculum For Excellence - Provision of Religious Observance in Schools, Scottish Government, 17 February 2011





Partners in Citizenship – The Association of People with Disability

St Aidan's High School has a partnership with the non governmental organisation The Association of people with Disability (APD) in Bangalore. This partnership has existed for 15 years.

The APD programme provides support to the physically and mentally disabled in Bangalore and has transformed the lives of many children and adults living with disabilities. The charity aims to provide assistance in education, training and employment.



Every two years pupils and staff from St Aidan's High school and four other Scottish schools visit Bangalore to work with APD for two weeks. To date seven different groups of pupils and staff have visited India. In June 2016 six students and two teachers went to Bangalore.

The exchange programme offers the experience of a lifetime as well as assisting with a very worthwhile cause. St Aidan's High school have donated thousands of pounds to APD over the years and this money has helped to transform the lives of many young people in Bangalore.



The partnership has also offered the opportunity for APD workers to come to Scotland. For example in October 2017 five APD workers visited St Aidan's to work with our young people and experience Scottish education. They took part in lessons and shared information about life in India. The guests also visited Victoria Park Primary school (Carluke) which specialises in working with children with additional needs. They were impressed with the resources available and will take some ideas back to their own school in Bangalore.





PUPIL SUPPORT IN ST AIDAN'S HIGH SCHOOL

PUPIL SUPPORT STAFF

| | |
|---------------------|----------------|
| Depute Head Teacher | Mrs E Fagan |
| Principal Teachers | |
| S1 | Miss N Sweeney |
| S2 | Mrs E Murray |
| S3 | Mr M Dunnery |
| S4 | Mrs M O'Neill |
| S5 | Mrs E Large |
| S6 | Mrs E McKenna |

| | |
|---------------------------------------|------------------|
| School Chaplain | Father B McPhail |
| Home School Partnership Officer | Mrs A Hyslop |
| Principal Teacher of Learning Support | Miss T Keating |

WHOLE SCHOOL SUPPORT FOR PUPILS

"Learning through Health & Wellbeing promotes confidence, independent thinking and positive attitudes and dispositions

It is the responsibility of every teacher to contribute to learning and teaching development in this area” *‘Building The Curriculum 1’*

All teachers have a Pupil Support role. All members of staff have an active Pupil Support role in that they show a wider concern for students than that associated with academic progress. They are involved in actively encouraging each child's personal and social development and health and wellbeing.





THE ROLE OF THE PUPIL SUPPORT TEACHER

The Pupil Support teacher is the principal contact between home and school and one of his/her more important functions is to offer support to the student and to the parent. They do this in the following ways:

SUPPORTING STUDENTS

The principal aims of each Pupil Support Teacher are to ensure that;

- ◊ Each child has a sense of truly belonging to the school community.
- ◊ Each child is aware of the personal interest taken in them to support their progress and general well being.
- ◊ Each child is encouraged to develop a mature, responsible and caring attitude through involvement in group activities e.g. at mass and other religious celebrations, assemblies, social events and involvement in charitable efforts.

SUPPORT GROUPS

Some of our students may require additional support from time to time for a number of reasons. To meet this need support groups are formed. These groups consist of six to eight pupils and focus on specific issues for those pupils, eg, building self-esteem, attendance issues, social skills etc. These groups will meet for one period per week over a six week period. The groups are led by a variety of staff including, Pupil Support staff, Teachers, Social Worker, Educational Psychologist, Home School Partnership Officer etc. In addition our Home School Partnership Officer offers a 'safe place' option once a week.

SUPPORTING PARENTS

Pupil Support Teachers offer general support to parents by:

- ◊ Being available through arranged interviews to meet with you at any stage, to discuss your child's welfare or progress.
- ◊ Providing reports to give an overall view of your child's progress.
- ◊ Working with partner agencies who may be involved with the home eg. Attendance Officer, School Nurses, Schools' Attendance Council, Social Work Dept, Psychological Services, Youth Counselling Service (YCS) etc.
- ◊ Home School Partnership Officer. (HSPO)
- ◊ Providing information on changes to the curriculum.
- ◊ Assisting you at the major transition periods:
 - a. Transition from Primary School to Secondary School. Parents will have the opportunity to meet members of the Pupil Support Team at the Partnership Evening and are welcome to arrange to meet to discuss issues prior to the start of S1.
 - b. Subject Option Decisions at Transition Points
At the various transition points in the Curriculum for Excellence programme the Pupil Support teacher is available to advise and discuss with parents their son or daughter's further course of study.





- c. Transition from School to Further Education/Training, Pupil Support teachers can arrange for parents to meet with the Careers Advisor to assist decision making about your child's future and they can also provide resources and advice on courses of study on offer at Universities and Colleges of Further Education.

Every effort is made to ensure that Pupil Support teachers remain with their year groups in successive years thereby providing continuity of contact for student and parent.

Parents are most welcome to come and talk to their child's Pupil Support teacher at any stage in their child's school career to discuss progress or any factor which they may feel is affecting their child's education. Please note, however, that Pupil Support teachers are also subject teachers and interviews must be fitted into non-teaching time. It is necessary therefore to make an appointment in advance by telephone or letter.

Parents should make full use of the Pupil Support service offered and they will find the Pupil Support Staff most approachable, helpful, informed and concerned about their child.

CHILD PROTECTION

Every adult in Scotland has a role in ensuring that all our children and young people are safe and protected from harm at all time and in all situations.

The Headteacher is responsible for the school actions in response to Child Protection concerns.

If there are any Child Protection concerns the Headteacher or the Child Protection Co-ordinators will follow North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection Co-ordinators are: Mrs E Fagan
 Mrs K Keeney
Telephone Number is: 01698 522738

ADULT PROTECTION

The Council has responsibility under the Adult Support and Protection (Scotland) Act 2007 for the protection and support of adults at risk of harm within North Lanarkshire. Its employees therefore have the responsibility to ensure the welfare of all adults at risk of harm with whom they come into contact, as well as providing the highest possible standard of care for some of the most vulnerable members of our society.

The Head Teacher is responsible for the schools actions in response to Adult Protection concerns.

HOME SCHOOL PARTNERSHIP OFFICER

The Home School Partnership Officer works to promote positive partnerships between the school, home and the community. The Home School Partnership Officer will work in a variety of ways to tailor support and programmes to best suit the needs of the young people and their families. In particular the HSPO will support those pupils who have educational, social and/or behavioural needs.

The HSPO will work with the existing Pupil Support provision to develop:-

- Meeting parents and families to provide support, advice and information.
- Meeting pupils on a one to one basis and also in groupwork, such as Seasons for Growth Groups, Self-Esteem and Positive Mental Health groups.
- Supporting and co-ordinating the Student Council throughout the year, this includes training, project planning, raising awareness of Student Council business and decisions among the student body and advising students within the Student Council Year Rep groups.





- Transition from Primary to Secondary, this includes running an enhanced Transition group from January to June (Linking Up Group), one lesson to the Primary 7 students on their emotional health and wellbeing in moving up to Secondary to all associated primaries. Co-ordinating and facilitating the Summer Transitional School for one week in the summer holidays each year.
- 16+ Transition work, HSPO will liaise with SDS and the 16+ Learning Activity Hubs to make appropriate referrals and to ensure that young people move on to a positive destination.
- The HSPO is timetabled to deliver the Achieve Programme to S4 students and also co-delivers the S6 Peer Advocate Programme with the PT Support for Learning Teacher. The Peer Advocate Programme involves S6 student mentoring and supporting through a variety of different methods S1 students. The S6 students receive three qualifications within this course, a Higher Personal Development, Youth Achievement Award and a Peer Education Certificate.
- Family Learning Opportunities, i.e. Summer School Family Learning Event, Seasons for Growth Adult Groupwork.
- Develop networks between young people, families, the School, Community and other Agencies.
- Run extra-curricular groups such as Duke of Edinburgh Award and links to other Youth work provision within the Community

Home School Partnership, A service committed to.

- Promoting Positive Partnerships
- Being Socially Inclusive
- Promoting Active Citizens
- Raising Achievement and Attainment

The Home School Partnership Officer for St Aidan's is Mrs Andrea Hyslop.



STUDENT VOICE

It is important that our students' views on a range of subjects are communicated clearly when decisions are being made, policies formed or feedback on activities is sought. In conjunction with the informal methods of expressing their views the student voice is represented formally through the School Student Council. The council consists of two representatives from each year group and is chaired and organised by the school captains. The School Student Council is consulted in relation to aspects of the school improvement plan and has an input to initiatives as they are developed as well as providing useful feedback on current activities.

In addition each year group has a year group council with two representatives from each class. The councils meet on at least three occasions per term and provide agenda items and feedback for the full Student Council members.





HOME-SCHOOL LINKS

The school has established strong links with the home over many years because we realise that the interest and support of parents is necessary for a complete and successful education.

It must be restated that every parent has the right to make an appointment to meet their child's Pupil Support teacher in order to discuss any matter relating to their child's progress. There are certain times throughout the school year however, when contact with parents is most advantageous and parents may be requested to attend the school for meetings or for interview at the following stages in their child's school career:

- ❖ Parents of Primary 7 students in partner primary schools.
- ❖ Within the broad general education of CfE junior phase - S1 – 3 students when choosing curricular pathways.
- ❖ S4/5/6 students to discuss continuing courses of study for NQ examinations.
- ❖ S1/2/3 students after issue of term reports.
- ❖ Information sessions, Raising Achievement Events and Parents' Meetings during the school day or in the evening to familiarise parents with the curriculum and the school's methods of delivering it.

Parents will be notified of meetings or request for interview by letter.





NEWSLETTERS

At least once per term each child is issued a newsletter to take home. This will contain information pertaining to previous whole school progress in many curricular and extra curricular activities and information concerning future events such as parent meetings, staff in-service days etc.

WEBSITE

The school has recently re-built its website which is now fully operational.

LOCAL PRESS

School events and activities regularly reported in the local newspapers.

PUPIL SUPPORT UPDATE

At each Year Group Parents' Meeting, the Pupil Support staff will provide parents with information related to school, work and sociable/charitable events which concern the particular year group. There may also be advice on homework/study expectations and submission dates for folio assessments or career/Higher Education applications.

TELEPHONE LINKS

It is often extremely helpful to teachers to make immediate contact in this way either to seek parent advice or acquaint them with matters affecting their child.

It is also helpful to parents who may have busy work schedules to pass on information in this way. Often by chatting on the telephone good, regular liaison can be maintained between home and school.

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

INTERVIEWS

In many instances there is no substitution for arranged meetings between parents and teachers especially when the matter is confidential or requires greater understanding by either party.

Initial contact, concerning any matter related to your child, is with your child's Pupil Support Teacher.

Since all Pupil Support Teachers have a teaching commitment it may not be possible to contact them directly to arrange an interview. The school office should be contacted on:

Tel No: 01698 522738





You should ask for the Pupil Support Teacher in person. If they are unavailable to answer at that time, please leave your telephone number which will be passed to them, with a message to contact you when they are free to do so.

Pupil Support Teachers can arrange for:

- Extra work or transport for your son or daughter if he/she is medically indisposed
- An update on your child's progress (two or three days should be allowed for this to contact subject teachers).
- An instant update on attendance
- A meeting with your child's subject teachers.

If initial contact with your child's Pupil Support Teacher cannot be arranged please contact Mrs E Fagan, Depute Headteacher.

ATTENDANCE AT SCHOOL

Section 30 of the 1980 Education Act places 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 or unauthorised: As defined by the Scottish Government.

We must therefore insist that a student who has been absent returns to school with a note signed by the parent / guardian explaining the reason for the absence.

If you are aware that your child is likely to be absent for some time – ie longer than a period of three days, please inform the school either by telephone or letter.

Family Holidays During Term Time

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time.

Parents / guardians should inform the school by letter of the dates before going on holiday.





Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include:

A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

A family holiday classified under the 'authorised absence' category **will not** include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experience during school holidays
- Holidays which overlap the beginning or the end of term
- Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

Family holidays with the above similar characteristics will be classified as unauthorised absence. Where the head teacher's prior agreement has not been sought the absence will automatically be classed as unauthorised.

Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday. Leave in such circumstances will be authorised under circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

Parents may request permission for leave in writing and the school may authorise such requests under the following circumstances.

- The period immediately after an accident or illness
- A period of serious or critical illness of a close relative
- A domestic crisis which causes serious disruption to the family home causing temporary relocation.





ABSENCE ALERT FOR PARENTS

At St Aidan's we will operate a text message system that will contact you directly if your child is marked absent at period 1. This will ensure that the reason for the absence is known as soon as possible and alert you if your child is not in school when he/she should be.

By introducing this service our school is able to reassure you that we are meeting the Government's recommendations in contacting you on the first day of your child's absence. It will also provide an early warning system should your child go missing from school. As always your child's safety is our main concern.

NORMAL PROCEDURE FOR DEALING WITH UNEXPLAINED ABSENCES

When unexplained absence is prolonged or absences occur on a regular basis the school will make contact with the home. Parents should regard this contact as concern for the student since many children can be tempted to truant and early warning may avoid this happening. If appropriate, where attendance problems persist the authority has the power to write to, interview or prosecute parents, or to refer a student to the Reporter to the Children's Panel if necessary.

GENUINE ABSENCE

Where a genuine absence through illness or disability is prolonged parents should contact the Pupil Support teacher, who will, if the child can cope, arrange for subject teachers to provide work. They may, in very prolonged absences, also arrange for the provision of tutors once permission has been obtained from the Education Authority.

SUSPECTED TRUANCY

Parents who suspect that their child may be truanting should contact their child's Pupil Support Teacher who will give them every support by counselling his/her child and monitoring their attendance.

All requests for permission to leave school must be in the form of a signed note from the parent which the student will give to their Pupil Support Teacher.

PROVISION FOR REGISTERING ATTENDANCE OF LATECOMERS

Should a student arrive late but before 9.05am, they will be marked late by their subject teacher. Thereafter they must report to reception to be signed in, explaining why they are late. They will then be issued with a Late Slip which they must take to the class teacher. Their recorded absence will then be deleted on the central computer database and replaced by indication of Late Entry. If a pupil arrives late their parent/guardian will be notified by text the same day.





INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by 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 informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio, on the school and North Lanarkshire Website and on Twitter.

SCHOOL DRESS

We regard St Aidan's High School as a community and encourage the wearing of its own smart, distinctive uniform including blazer to cultivate this community attitude. We recognise and are grateful for the strong commitment shown by parents over many years to the wearing of uniform. We believe it is advisable for the following reasons;

- It protects children from the effects of social distinction and competitive dressing.
- It identifies the school in the local community. Our links with the community, local business and industry are very strong and if the uniform commands respect it can only enhance our students' future prospects of employment.
- The wearing of uniform indicates a pride in the school and helps students take a pride in their appearance. This encourages self-respect and should lead to good attitudes towards school work.
- Students are not allowed to wear outdoor clothes (ie jackets, coats and scarves) in classrooms and in school corridors since this is not conducive to alert work practices or the general atmosphere of the school.
- It improves the security for pupils in and around school.





DETAILS OF ST AIDAN'S HIGH SCHOOL UNIFORM

BOYS

Black blazer with school badge
White shirt
Black trousers
Black pullover
Tie
Black Shoes

GIRLS

Black blazer with school badge
White blouse
Black skirt/trousers
Black pullover
Tie
Black Shoes

Outdoor garments to be worn over the blazer should be black or dark-coloured

UNIFORM STOCKIST

Parents may contact the school office for the telephone number and address of school uniform supplier. Uniform evenings are also arranged.

School ties are also available direct from the school.

Physical Education

| | | |
|-------------|--------------|---|
| Girls/Boys: | Black Shorts | White top |
| | White socks | Gym or training shoes |
| | Towel | Track suit or appropriate clothing for outdoors |

We will make every endeavour to maintain the high standards of dress throughout your child's school career from S1 to S6 and would ask for your continued support by seeing to it that they always wear it for the duration of their stay in St Aidan's.





NORTH LANARKSHIRE COUNCIL'S STATEMENT ON CLOTHING AND UNIFORM

All North Lanarkshire schools must have a dress code which encourages students to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents, students and staff were fully consulted. It is the expectation of the education authority that parents will be keen to support the dress code and written agreement may be sought.

CLOTHING WHICH IS UNACCEPTABLE IN SCHOOL UNDER ANY CIRCUMSTANCES

This would include items which:

- could potentially encourage factions (eg football colours)
- could cause offence (eg anti-religious symbolism or political slogans)
- could cause health and safety difficulties such as loose fitting clothing, dangling earrings and other potentially dangerous jewellery.
- are of flammable materials which may be a danger in certain classes
- could cause damage to flooring
- carry advertising, in particular for alcohol or tobacco, and
- could be used to inflict damage on other students or to be used by others to do so.

Parents in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Learning & Leisure Services. Information and application forms may be obtained from any school or First Stop Shop. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), universal credit, housing benefit, council tax rebate.

Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code may be deemed to be a serious challenge to the head teacher's authority and to be detrimental to the well being of the whole school community. In such circumstances a head teacher may justify the use of the school discipline procedure.

APPLICATION FOR F.M.E.

Applications are available from the school office or council offices. The school encourages all who are entitled to claim this to do so.





CARE OF PERSONAL PROPERTY

The Council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents/guardians are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery, etc, are not brought to school. Parents should note that any claims submitted to cover the loss of such things are likely to be met only where the authority can be shown to have been negligent.

All articles of uniform should be indelibly marked, since honest mistakes do arise. In addition, if by chance an article is stolen, it will be much easier to identify if it is clearly marked with the owner's name and class.

In addition, students should not bring to school articles of value such as ipods, MP3 players, mobile phones, electronic games or other expensive items as their safety cannot be guaranteed. Neither should students bring large sums of money to school, but if a bill has to be paid or a message gone, the money should be handed over to the Pupil Support staff for safe keeping, to be collected immediately prior to the student's going to use it.

SCHOOL-COMMUNITY LINKS

St Aidan's High School has always prided itself on its commitment to strengthening the links with the community in all the geographical areas which it serves. This is seen in the first instance in our strong and continuing involvement with our partner Primaries and with the local Parishes in all the areas which we serve.

This commitment is also reflected in our involvement in a wide range of fund-raising and charitable activities, such as Christmas parcels for the elderly and house-bound. We also have strong, well established links with Victoria Park School in Carluke. These links are reflected in Senior Students hosting a party for Victoria Park students each Christmas.

Many other charitable organisations in the Community benefit from fund raising by students eg. Hospitals and homes for the elderly. There are also groups of students who visit these organisations on a voluntary basis.

In addition, the evening hours and weekends of school term time are occupied by a very wide spectrum of leisure and recreational activities under the umbrella of Community Learning & Development.

Details of actual courses and pursuits available can be obtained by contacting the Community Learning & Development Resource Centre.

Skills Development Scotland – My World of Work

My World of Work is a web service for people to plan, build and direct their career throughout their lives.

Customers can see jobs in action, build their CV's, search for vacancies and explore training opportunities in a way that's personal to them. There are video clips of people explaining their job roles and a news magazine cover with some great up-to-the-minute tips on how to get a job or train for one.

Delivered by Skills Development Scotland, it provides information on the jobs market as well as offering help with things like tackling tough interview questions.

My World of Work complements SDS's current face to face and telephone services, as well as those provided to be partners, so customers have access to a range of channels depending on the level of support they need.

To explore My World of Work and the range of tools on offer, visit www.myworldofwork.co.uk





DEVELOPING THE YOUNG WORKFORCE (DYW)

In St Aidan's High School we are totally committed to further developing a sound basis for young people to develop skills for learning, life and work in relation to DYW – Scotland's Youth Employment Strategy.

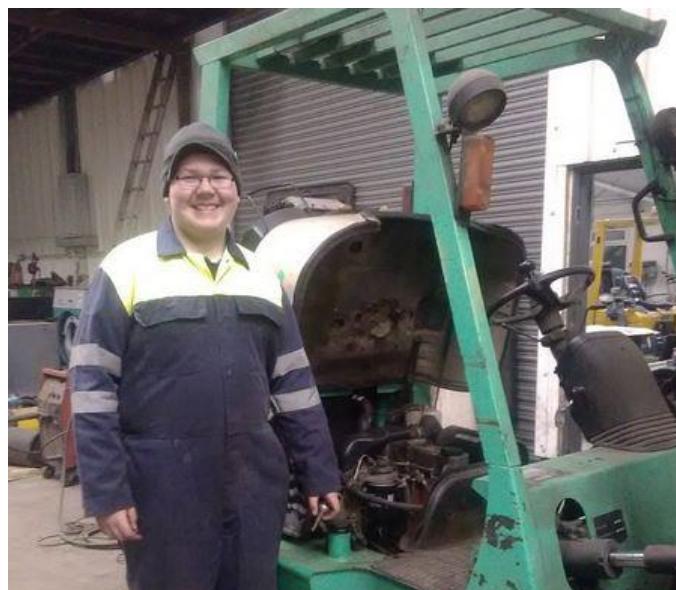
We have fostered strong partnerships with local businesses establishing which skills our young people require to increase their chances of gaining employment when they leave school. Our aim thereafter is to ensure our pupils have as many opportunities to gain these skills by offering as broad a range of curriculum option choices as possible. Our business partners offer support with CV writing, interview techniques, application filing and meaningful work experience opportunities.

Work experience is no longer restricted to one week in S4. Increasingly our S5 and S6 students are participating in work experience placements for half a day, a full day or one week to give them experience in possible career paths such as nursery education, primary schools, medicine and opticians to name but a few. Work experience opportunities are also now being organised for S3 pupils.

All pupils in S3-S6 are mentored by their WPS teacher in conjunction with our Skills Development Scotland (SDS) Officer, Mrs Eleanor Shields, offering advice and support discussions on their future aspirations when they leave school. Detailed records are established on each child and updated should a child decide on a different potential positive destination.

We also have very strong links with New College Lanarkshire through the School Liaison Officer. This partnership has afforded us the opportunity to expand our vocational education, apprenticeship and wider achievement programme to include: Construction, Hairdressing, Beauty, Child Care, Psychology, Automotive Engineering, Dentistry, IT Hardware.

2017 / 2018 will be our busiest year yet in supporting our young people with all of the above in achieving the best positive destination for them as they leave the school.





Extra Curricular Activities

These cover a wide range of activities including cross country, athletics, gymnastics, badminton, basketball, football, table tennis, trampolining and dance. The PE facilities are available every lunch-time to allow students to develop individual skills in badminton, basketball, table tennis, trampolining, dance and to enhance personal fitness levels.

The school has had success in many areas over the past year.

Athletics

In 2017 St Aidan's won 6 Gold medals, 5 silver medals and 6 bronze medals at the North Lanarkshire Athletics Championships



Swimming

A number of pupils entered the North Lanarkshire Schools Swimming Championships at the Sir Matt Busby Centre in Bellshill in November. Pupils returned with 1 Silver and 3 Bronze medal as well as a number of personal best times. Three of our swimmers have been nominated for the Scottish Schools Swimming Finals later this year

Basketball

A lunchtime basketball club run by students from our Sports Leaders class takes place every week to encourage enthusiastic basketball players. Inter area school competitions have taken place and were voted a great success. It is hoped to arrange more festivals with the other local secondary schools in the near future.





Cross Country

St Aidan's Cross Country Championships



First, second and third year pupils are selected from performances in class time to compete in this event. The competition is run by our senior students who are studying the Sports Leaders Award. Last year S3 boys went forward to the North Lanarkshire Cross Country Competition and won a bronze medal.

Badminton

St Aidan's pupils have the opportunity to play badminton most lunchtimes to help improve their skill level and meet new friends. Several friendly games have been played against neighbouring schools.

Football

Football teams, both boys and girls, continue to flourish in St. Aidan's. The teams are ably coached by both teaching and janitorial staff, with back up provided by S.F.A. soccer one coaching system

Our football teams are looking forward to the new season, ready for action in their new strips!





Football



Gymnastics



Pupils from the gymnastics club took part in the North Lanarkshire Gymnastics Competition in December. The girls all performed admirably on the day with the level 3 team winning a gold medal, level 1 team picking up a bronze medal and two individual bronze medals won at level 3.





Primary Athletics



In June we host the Primary Athletics Championships. Each primary school in our cluster participated in a variety of different activities, from hurdles to badminton, and a great day was had by all.

Sports Leadership Award



The Sports Leaders Award is a sports coaching course offered to S6 in St Aidan's High School. The course instils numerous values and responsibilities in the pupils as they are required to work on a voluntary basis within the cluster primary schools as well as lunchtime and after school clubs in St. Aidan's.





MUSIC

The Music Department offers a wide range of activities in which pupils can become involved.

All students who receive tuition on an instrument will participate in one or more of the school bands.

The Senior Band rehearses every Tuesday after school and is for pupils who have reached grade 3 in their playing. The band, led by Mr Fairley, has had outstanding success in national competitions in the past.

Entry to the Swing Band is by recommendation from an instrumental teacher. This band and its conductor, Mr Jenkins, rehearse once a week during lunchtime and their performances are enjoyed by all.

Both of these bands perform regularly throughout the year at a variety of events both within and out with the school. In the past they have given charity concerts, performed in various shopping centres at Christmas time to raise money for charity, entertained staff at HSBC bank in Hamilton, played for local church services as well as school concerts. The Swing Band was invited to entertain the audience at the Caritas Awards Ceremony in the Armadillo.

Every second year, the Senior and Swing Bands travel abroad to give concerts.

In the past they have performed to audiences in Holland, Italy and Germany however, this year, we ventured further afield to enjoy the sights and sounds of New York. A wonderful time was had by all.

The Junior Band, trained by Mrs Carlin, consists mainly of pupils from S1 to S3. They also rehearse one lunchtime per week and perform at school concerts and awards ceremonies.

The Samba Band, which is led by Mr Brown and Mr Kennedy, is open to percussion and woodwind players who have reached the appropriate standard. The band has performed at many events including the Lanimers' Day parade, Carlisle Jam and Ham Festival, the NL Primary Sports event and the NL school EU Conference. The very popular Drum Line is trained by Mr Brown.

Any student who enjoys singing is welcome to join the school choir, led by Mrs McEachen.

Drummers and guitarists are encouraged to rehearse together in the Music Department during lunchtime.

Every Friday, at 3.30pm, many pupils from our school are transported to Coatbridge High school where they meet up with several hundred other young musicians to take part in the North Lanarkshire Bands and Choirs. All pupils are welcome to join.





FUNDRAISING

Every year pupil from all year groups take part and contribute to a wide range of fundraising activities, both within and out with the school. For example S1 pupils climb Tinto Hill whilst S5/6 pupils complete the Ben Nevis Challenge in order to raise substantial funds for St Andrew's Hospice.



Also in September or each year a group of S4 – S6 pupils represent the school in the annual 6km run in Strathclyde Park. Many staff also took part with all funds raised forwarded to the hospice.

S5 & 6 pupils ran a Halloween disco which raised over £500 for the annual Christmas Party for the children of Victoria Park.

MODERN LANGUAGE

We are keen to encourage our pupils to enjoy using their languages in a variety of real and collaborative situations and so to celebrate and showcase our spoken French in S1 this year we came together one morning in December for a French Christmas Carol Concert. Each class sang a different carol in French and we were lucky to have accompaniment from senior pupils. We also had support and help from our senior linguists. It was a very peaceful and enjoyable experience and allowed us to share some Christmas Joie de Vivre!



*Douce nuit, sainte nuit
Dans les cieux, l'astre suit.
Le mystère annoncé s'accomplice.
Cet enfant sur la paille endormi,
C'est l'amour infini, c'est l'amour infini.*





Afterwards, we enjoyed Brioche and Chocolat Chaud served by the Hospitality students to round off our matinée à la française. We hope this was a memorable experience and one which allowed our pupils to enjoy French in a relaxed and seasonal context.

We have been really lucky this session to welcome Maria to St Aidan's. She is our foreign language assistant and she has been working with our pupils to build their confidence in spoken Spanish and to broaden their knowledge of real, up-to-date, Spanish culture.

Maria is an English teacher in her native Spain. She comes from Barcelona, and she is acclimatising to the Scottish accent and weather!

Maria is working with all of our partner primaries to deliver 7 language sessions to P6/7 pupils. She has tailored lessons to suit the needs and topics most suitable for each pupil group and we know that her insight into Spain and Spanish people has been lively and interesting for all involved. We hope to invite all Primary Spanish pupils down to St Aidan's HS again this session to share and showcase their work with Maria and to celebrate mass together in Spanish.





SCHOOL MEALS

There is a cafeteria system in operation for the serving of school meals. Hot meals are available, cooked on the premises by a qualified staff and a wide variety of snacks, sandwiches and filled rolls is also available. Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, food allergy or intolerance) can be provided in school. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed from the child's school or dietician, or from North Lanarkshire's catering service. Occasionally, parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with Head Teacher and school catering service to ensure the appropriate food provision.

Special diets required for ethical, religious or cultural reasons should be requested in writing to the head teacher, who will liaise with the school catering service.

Those who prefer to bring packed lunches will have accommodation available in the canteen/pupil social area and they will be expected to keep such areas clean and tidy.

All children are in receipt of a National Entitlement Card (YSC) which allows them to access purchase of food from the cafeteria.

Children of parents receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), universal credit are entitled to a meal without charge.

Information and application forms for free school meals may be obtained from schools, first stop shops and Municipal Buildings, Coatbridge

Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), housing benefit, council tax rebate.

The children in receipt of a free midday meal (Value £1.85) have money downloaded to their card.

(See addresses for offices in list of important addresses).

All others taking school meals will use their National Entitlement Card (YSC) to purchase meals, by topping cards up using the machines in school.





TRANSPORT

GENERAL

All matters relating to school transport should be referred to Mr McKague, Depute HeadTeacher.

The council has a policy of providing free transport to secondary students who live more than two miles from their local school by the shortest suitable walking route. This policy is more generous than the law requires. This provision may be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or from Education, Youth and Communities Services. These forms should be completed and returned before the end of **February** for those students beginning the 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. There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

PICKUP POINTS

Where free transport is provided it may be necessary for students 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 their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of the right to free transport.

PLACING REQUESTS

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

TRAVEL DURING THE SCHOOL DAY

St Aidan's has two main forms of transport arrangements

- (a) Contract buses for students from Shotts/Newmains and from Carluke, Lanark, Forth and Carstairs. The schedules are timed to suit our start time in the morning and our dismissal at night. (See page 11 for new times). These buses operate to and from the school bus bays.
- (b) Contract taxi or minibus transport for students with special needs or from outlying isolated areas of the bus-routes. Travel by this form of transport can only be arranged by prior agreement with the Authority.

Please note: Contract Bus Passes are not valid on buses other than those of the issuing contractors.

BUS BAY

The various pick up points, some ten in number, have been assigned to all buses and students should queue on the pavements in an orderly fashion.

SAFETY

Pupils must not stand up whilst the bus is in motion and seatbelts must be worn at all times. Noise levels should be kept to a reasonable level so as not to distract the driver. Pupils not adhering to the above will forfeit the right to this transport and may be asked to seek their own transport to school.





HEALTH AND MEDICAL CARE

MEDICAL EXAMINATION

The routine medical examination of children is undertaken at the ages of 10/11 years by staff of Lanarkshire Health Board and parents may refer their child at other times to the School Nurse for examination or advice,

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

VACCINATIONS

Each year, as part of the national campaign to prevent cervical cancer in young women, All S2 girls have been offered immunisation against the Human Papiloma Virus (HPV).

Diphtheria, Tetanus and Polio vaccinations are given in S3.





ILLNESS DURING THE SCHOOL DAY

Please note that the school does not have the services of a qualified nurse. In the event of a student becoming ill during the school day, members of staff are not authorised to issue any medication or advice on treatment. **If a child continues to feel unwell in school, parents will be notified and asked to collect the child from school.** Should your child show symptoms of illness or sustain cuts or bruises outwith school he/she should be referred to his/her 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 educational 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 Mrs E Fagan, Depute Head Teacher.

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 illness or in an emergency (preferably a relation) since he or she may be asked to collect your child from school.

If it is thought necessary to send the student to hospital the parent will be notified and asked to meet the child at the Casualty Department of Wishaw General Hospital. (Often consent and signature of parents is required for further medical treatment).

In the interests of safety it is absolutely essential that parents inform the school as soon as possible of any illness or other factor affecting their child's progress.

MEDICAL / DENTAL APPOINTMENTS

Permission to release students from school for medical or dental appointments will only be given when written notice by the parent is received. Notes should be presented to the Tutor teacher at Tutor time on the morning of the appointment or at Tutor time of the preceding day if the appointment is early in the morning.

When a prolonged series of appointments is indicated parents are requested to contact the Pupil Support 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 adjustment so that parents can supervise the consumption / application of medicine at home).

In these cases where children need to partake of medication in school the parent must contact the school to discuss how this best can be managed.

On no account must any child be given medicine to carry around school or be allowed to regulate own consumption / application of medicine at school.





THE PARENT FORUM

As a parent of a child at this school you are automatically a member of the Parent Forum. The Parent Forum is composed of all parents and carers of children at the school.

As a member of the Parent Forum you can expect to:

- get information about what your child is learning
- get information about events and activities at the school
- get advice/help on how you can support your child's learning
- be told about opportunities to be involved in the school
- have a say in selecting a Parent Council to work on behalf of all parents at the school
- be invited to identify issues for the Parent Council to work on with the school

THE PARENT COUNCIL

Parent Councils came into force on 1st August 2007.

The composition of the Parent Council was determined by the Parent Forum. The Head Teacher is the professional adviser to the Parent Council.

The Parent Council's rights and duties include:

- (a) supporting the work of the school;
- (b) representing the views of parents;
- (c) consulting with parents and reporting back to the Parent Forum on matters of interest;
- (d) promoting contact between the school, parents, pupils and the wider community;
- (e) fundraising
- (f) taking part in the selection of senior promoted staff
- (g) receiving reports from the Head Teacher and Education Authority; and
- (h) receiving an annual budget for administration, training and other expenses.

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school exceeds the number of places available.





The Headteacher has a right and a duty to attend all the meetings of the Parent Council. Meetings of the Parent Council are open to members of the public.

The procedures for election of Parent Council Representatives for St Aidan's High School are as follows:-

- Nominations invited from parent/carers
- Membership will be a minimum of 6 parents/carers of children attending the school. The maximum size is 12. (Currently under review to increase participation)
- The Parent Council will be selected for a period of two years after which they may put themselves forward for re-selection if they wish. All parents/carers of children at the school can take part in the election.

| Name | Post |
|--------------------|-----------------------------|
| Mr Stephen Blair | Parent Member Chair |
| Mrs Elaine Butcher | Parent Member Secretary |
| Mrs Lisa Hughes | Parent Member Vice Chair |
| Mr Peter Feeney | Parent Member Treasurer |
| Mrs Elaine McLaren | Parent Member |
| Mrs Roesia Nelson | Parent Member |
| Mrs Yvonne Lowe | Parent Member |
| Mrs Jacqui Lebida | Parent Member |
| Mrs Maureen Smith | Parent Member |
| Mrs Brenda O'Hara | Parent Member |
| Mrs Josephine Lowe | Church Representative |
| Mr Robert Nimmo | Co-Opted Member |

The Parent Council can also be contacted by email at office@st-aidanshigh.n-lanark.sch.uk





COMMUNITY FACILITIES

It is the policy of North Lanarkshire Council to make available school accommodation to a wide range of youth organisations and community groups. Such use will be in accordance with approved letting procedures and enquiries should be addressed to the Wishaw/Shotts Area Resource Centre. Staff there will give details of the letting conditions and costs involved.

Enquiries from approved youth organisations, playscheme groups, senior citizens' clubs, community associations, sports groups, art groups, woman's guilds, teachers' activity groups etc should be addressed to:

Community Learning & Development, Wishaw / Shotts Locality
Coltness High School
Mossland Drive, Coltness
Wishaw, ML2 8LY

Tel No 01698 274343

PUBLIC EXAMINATIONS

Policy with regard to entering students for public examinations

Schools in consultation with students/parents normally decide on presentation for examinations. Throughout the session, the progress of students across subjects will be reviewed, to ensure that individual students are not over-committed in the matter of presentations.

The school will offer to parents and students its best professional advice in the light of available evidence on an individual student's progress. In the event of any difficulties, parents will be invited to school to discuss the matter and to hear the reasons for the recommendations made.

However, in the final analysis the school will accede to the wishes of the parents, with a note of the parents' expressed wishes recorded in the student's personal record.

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

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





HEALTH IMPROVEMENT IN ST AIDAN'S HIGH SCHOOL

We have worked hard with the Health Service over several years to develop pupil, staff and parent awareness to health issues.

In session 2003/4 we were awarded a Health Promoting School Award at Bronze level, followed by Silver in 2004/5, and in Easter 2008 we were awarded the Health Promoting School Gold Award.

In June 2012 we were awarded the Scottish Education Award for Health and Wellbeing, at the Hilton Hotel in Glasgow.

We have produced a coherent Health Education programme that is delivered within our PSHE programme, and during various Health Promotion Days throughout the year e.g. S1 Healthy Heart Day and No Smoking Day. These are delivered by teaching staff, as well as Health Professionals and other partners. In consultation with our Student Council we have worked with North Lanarkshire Community Catering Service to improve awareness of Health Eating. The food and drinks served within the school complies with the national nutritional standards as set out in the Schools (Health Promotion & Nutrition) Act 2007.

Within the school, Mrs Elaine Shuel, Principal Teacher of Biological Sciences and Health Improvement, works closely with our Health Professionals to manage and improve our Health Development programme.





TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Freedom of Information

Freedom of information (Scotland) Act 2002 came into force in January 2005. The Act allows anyone to ask for information held by the Council and imposes a time-scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information and Records Coordinator can be contacted by telephone on 01698 302484.

Education authorities and the Scottish Government Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SGEP. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they are not passed to SGEP. The postcode is the only part of the address that is transferred. Data is held securely and no information on individual pupils can be published by SGEP.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SGEP and Learning & Leisure Services 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 exam results. Accurate and up-to-date data allows SGEP, Learning & Leisure Services and schools 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 that influence pupil attainment and achievement
- Target resources better

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 message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry our research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under strict control and prior agreement of the Data Access panel in SGEP, which 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.

The processing of your personal information by North Lanarkshire Council is carried out in accordance with the Data Protection Act 1998. The information you give is held securely, treated confidentially and only used for statutory educational purposes or to improve the quality of the service. Under the Data Protection Act 1998 you are entitled to access the information held. In terms of section 7 of the Act such requests should be sent to the Freedom of Information and Records Management Officer.

Concerns

If you have any concerns about the ScotXed data collections you can email school.stats@scotland.gsi.gov.uk or write to the ScotXed Support Office, SGEP, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, www.scotxed.net.





APPENDICES

1. Examination Results
2. Useful Names and Addresses
3. Glossary of Terms
4. S3 PDL Form
5. S6-Course Choices Form
6. Sample Reports





APPENDIX 1

Attainment in National Qualifications

The tables below show performance in National Qualifications of pupils in St Aidan's High against our Virtual Comparator. The Virtual Comparator consists of a sample group of pupils from schools across Scotland who have similar characteristics to the pupils in St Aidan's. All percentages are based on the number of pupils who were in S4 for that year group.

S4

| 5 or more passes at National 4 and 5 level | Nat 4 2015 | Nat 4 2016 | Nat 4 2017 | Nat 5 2015 | Nat 5 2016 | Nat 5 2017 |
|--|------------|------------|------------|------------|------------|------------|
| St Aidan's High School | 89.2% | 84.6% | 87.1% | 46% | 52.1% | 50.5% |
| Virtual Comparator | 81.4% | 82.2% | 74.8% | 39.6% | 39.0% | 38.8% |

S5

| 1 or more awards at National 6 (Higher) | 2015 | 2016 | 2017 |
|---|-------|-------|-------|
| St Aidan's High School | 53.4% | 56.9% | 57.6% |
| Virtual Comparator | 53.9% | 58.1% | 57.3% |

| 3 or more awards at National 6 (Higher) | 2015 | 2016 | 2017 |
|---|-------|-------|-------|
| St Aidan's High School | 32.6% | 38.5% | 37.2% |
| Virtual Comparator | 29.8% | 35.8% | 34.3% |

| 5 or more awards at National 6 (Higher) | 2015 | 2016 | 2017 |
|---|-------|-------|-------|
| St Aidan's High School | 14% | 12.1% | 16.2% |
| Virtual Comparator | 12.1% | 15.5% | 15.2% |

S6

| 1 or more awards at National 6 (Higher) | 2015 | 2016 | 2017 |
|---|-------|-------|-------|
| St Aidan's High School | 67.1% | 60.6% | 58.5% |
| Virtual Comparator | 57.1% | 58.7% | 62.3% |

| 3 or more awards at National 6 (Higher) | 2015 | 2016 | 2017 |
|---|-------|-------|-------|
| St Aidan's High School | 55.6% | 44.6% | 47.2% |
| Virtual Comparator | 40.1% | 40.0% | 45.3% |

| 5 or more awards at National 6 (Higher) | 2015 | 2016 | 2017 |
|---|-------|-------|-------|
| St Aidan's High School | 38.4% | 31.2% | 34.1% |
| Virtual Comparator | 26.1% | 25.8% | 30.5% |

| 1 or more awards at National 7 (Advanced Higher) | 2015 | 2016 | 2017 |
|--|-------|-------|-------|
| St Aidan's High School | 10.7% | 10.4% | 11.4% |
| Virtual Comparator | 17.1% | 16.3% | 19% |





The following wider achievement Awards were gained by pupils in the year groups shown below during academic session 2016-17.

| Year Group | Achievement | Level |
|-------------------|--|--------------|
| S6 | SQA Personal Development Award (Peer Advocate programme) | Higher |
| S6 | Community Learning Development Certificate in Peer Education (Peer Advocate programme) | |
| S4-S6 | SQA Employability Award | Level 3&4 |
| S6 | Sports Leader (2 x units) | National 5 |
| S2 | John Muir Award | Level 1 |
| S3 | John Muir Award | Level 2 |
| S1-S6 | Associated Board of Music exam passes | |
| S1-S6 | Saltire Award (Approach) | |
| S1-S6 | Saltire Award (Challenge) | |
| S2-3 | Dynamic Youth Award | |
| S5/6 | Bronze Youth Achievement Award | |
| S5/6 | Silver Youth Achievement Award | |
| S6 | Caritas Award | |
| S4-S6 | Duke of Edinburgh | Bronze |
| S4 | Work Experience SQA unit | Int 1 |





APPENDIX 2: USEFUL NAMES AND ADDRESSES

Education, Youth and Communities

North Lanarkshire Council

Municipal Offices

Kildonan Street

Coatbridge ML5 3BT

Tel No 01698 403140

Careers Officer

Dalziel Building

7 Scott Street

Motherwell, ML1 1SX

Tel No 01698 524900

Area Office

Civic Centre

MOTHERWELL, ML1 1AB

Tel No 01698 302511

Wishaw / Shotts Community Learning & Development, Locality Office

Coltness High School

Mossland Drive, Coltness

Wishaw, ML2 8LY

Tel No 01698 274331

Email: CLD-Wishaw@northlan.gov.uk

Area Social Work Officer (Wishaw/Shotts)

Kings House

King Street

Wishaw, ML2 8BS

Tel No 01698 348200

Continuous Improvement Officers

Jacquie Ballantyne / Barry McBride

North Lanarkshire Council

Municipal Offices

Kildonan Street

Coatbridge ML5 3BT

Tel No 01698 403140





Councillors for Catchment Areas

| | |
|---------------------------------------|--|
| Ward 13 Fortissat | Tommy Cochrane Martin McCulloch Kenneth Stevenson Sandy Thornton |
| Ward 20 Murdostoun | Robert McKendrick Cameron William McManus Louise Roarty Nicky Shevlin |
| Ward 21 Wishaw | Bob Burgess Angela Feeney Rhona Fotheringham Jim Hume |
| Ward 1 Law, Clydesdale West | Poppy Corbett Lynsey Hamilton Eileen Logan |
| Ward 2 – 7, 13 & 16, Clydesdale North | Richard Lockhart Catherine McClymont Julia Marrs |

Elected Members may be contacted at:

Members Services
Civic Centre
MOTHERWELL
ML1 1TW
Tel No 01698 302222

Contacts relating to Additional Support Needs

Help and advice on any matters relating to Additional support Needs are available from:

South Locality
Donna McCann
Bob Duncan

Additional Support Managers

Berryhill Primary School
Hillcrest Avenue
Wishaw, ML2 7RB
01698 274656

Bob Duncan may be contacted directly or through the school.

Enquire – the Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent confidential advice and information on additional support for learning. Enquire also provides a range of factsheets.

0345 123 2303
info@enquire.org.uk

www.enquire.org.uk for parents and practitioners
www.reach.scot for children and young people

Resolve
0131 313 8844
(Independent Adjudicator)





Scottish Independent Advocacy Alliance

London House
20/22 East London Street
Edinburgh
EH7 4BQ
0131 524 1975
enquiry@siaa.org.uk
www.siaa.org.uk

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS
4th Floor, 1 Atlantic Quay
45 Robertson St
Glasgow
G2 8JB
Helpline: 0141 302 5860

NHS Lanarkshire
Houldsworth Centre, Wishaw
01698 355511

Social Work
Wishaw / Shotts
Kings House
King Street
Wishaw
ML2 8BS
01698 348200





APPENDIX 3: GLOSSARY OF TERMS

COMPREHENSIVE SCHOOL

All North Lanarkshire Council secondary schools cater comprehensively for every range of ability in the secondary population. A wide range of courses are provided at a range of levels to suit the needs of all pupils.

CfE – Curriculum for Excellence. A national programme aimed at improving the learning, attainment and achievement of our young people.

CURRICULUM PROGRAMME

The total range of subjects available within the school.

PARTNER AGENCIES

Any outside body, eg. Community Police, Social Work Dept., Children's Panel, Careers Service etc., who work in partnership with the school in order to make full, caring provision for pupils.

3 - 18 (THREE TO EIGHTEEN)

A programme involving close collaboration between Primary and Secondary school to ensure appropriate, coherent and progressive learning and assessment for pupils between 3 and 18 years of age.

HMIe

Her Majesty's Inspectors of Education. The government body which has responsibility for inspecting standards in schools and all educational establishments.

SUBJECT OPTIONS

The range of subjects offered to pupils to be studied at transition stages.

PLACING REQUEST

The request made by the parent for his/her child to go to a school outwith the normal catchment area.

RESOURCES

All ancillary equipment such as ICT audio-visual material, hardware and software, print and non-print materials, used in the classroom to support the learning process.

SQA

Scottish Qualifications Authority. The agency responsible for running national examinations and accreditation Awards.

BGE

Broad General Education of Curriculum for Excellence

PSHE

A programme undertaken by all pupils designed at developing the skills they need to make informed choices in their daily life.





SGED

Scottish Government Education Department

NATIONAL QUALIFICATION COURSES

Courses offered at a range of levels from S3 onwards and certified by the Scottish Qualifications Authority (SQA).

MIXED ABILITY

Teaching groups which are composed of children who represent the full range of ability.

SCHOOL IMPROVEMENT PLAN

The priorities and targets the school sets on an annual basis.

SCES

Scottish Catholic Education Service

QUALIFYING STATEMENTS

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

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

Education Authorities are required by law to issue a copy of the school handbook to certain parents in December each year. It details the current policies and practices of both the council and the school.





Curriculum Choices for S3 in session 2017-18

All pupils will continue to study **English, Maths, PE and RE**. There will also be one period of **Wellbeing and Personal Support** and one period of **Skills and Achievement**.



Please select **6 more subjects** to study in S3. You MUST choose one from each of the columns below.

| Science | Social Studies | Expressive Arts | Technologies | Languages | Free Choice |
|-----------|----------------|---------------------|--|-----------|--|
| Biology | Business | Art and Design | Administration | French | Administration Art and Design Biology Business Chemistry Computing Science Design & Manufacture Fashion and Textiles Food Technology French Geography Graphic Communication History Modern Studies Music Physics Spanish Woodwork Music Technology |
| Chemistry | Geography | Music | Computing Science | Spanish | |
| Physics | History | Music Technology | Design & Manufacture Graphic Communication Fashion and Textiles Food Technology Woodwork Music Technology | | |
| | Modern Studies | | | | |

Choice 1

Choice 2

Choice 3

Choice 4

Choice 5

Choice 6

Please note that Music Technology now appears in 3 columns but it can only be chosen **ONCE**.



S5/6 Course Options: February/March 2017 – PUPIL COPY



PUPIL NAME: _____ CLASS: _____

Please note that the availability of all courses is dependent on sufficient pupil uptake and staff availability.

**ST AIDAN'S HIGH SCHOOL
Handbook 2018**

| Level | Column A | Column B | Column C | Column D | Column E |
|---|--|---|--|---|--|
| ADVANCED HIGHER:S6 ONLY | English | Mathematics | Biology | Computing Science Music | Chemistry |
| HIGHER | English History Human Biology Physical Education | Dance Practice (<i>Calderhead HS</i>) Geography History Mathematics Modern Studies | Business Management Chemistry <i>Dance Practice</i> (<i>Clyde Valley HS</i>) English Graphic Communication Health and Food Technology History <i>Legal Studies</i> (<i>Our Lady's HS</i>) Modern Studies Music Physical Education RMPS: S6 ONLY | Chemistry Computing Design & Manufacture Fashion & Textile History Human Biology Music Physics Physical Education Psychology: S6 ONLY Spanish | Administration Art & Design Mathematics Chemistry <i>Dental Studies (NCL)</i> French <i>Foundation Apprenticeship (NCL): Engineering or IT Hardware Systems Support</i> Human Biology Music Music Technology Physics Politics: S6 ONLY <i>Social Sciences [2-year HNC] (NCL)</i> |
| NATIONAL 5 | English History <i>Introduction to Vehicle Industries & Technology (Venue TBC)</i> Physical Education | Geography History <i>Introduction to Vehicle Industries & Technology (Venue TBC)</i> Mathematics Modern Studies | Business Management English Graphic Communication Health & Food Technology History <i>Introduction to Professional Cookery (Brannock HS)</i> Modern Studies Music Physical Education | Biology Computing Construction Design & Manufacture Fashion & Textile Technology History Music Physical Education Spanish | Art & Design Biology French Hospitality <i>Makeup Artistry (Our Lady's High School)</i> Mathematics Music Music Technology Practical Woodworking |
| NATIONAL 4 | <i>Engineering (NCL)</i> English | Mathematics Travel & Tourism | Beauty & Creative Skills <i>Early Education & Childcare (Our Lady's HS)</i> English | Hairdressing | <i>Early Education & Childcare (Clyde Valley HS)</i> Mathematics |
| WIDER ACHIEVEMENT: S6 ONLY | Creative Cake Making (National 5): 2 periods per week | Sports Leader Award: 6 periods per week | Journalism, Media & Communication (JMAC): 2 periods per week | Peer Advocate Programme: 6 periods per week | Duke of Edinburgh Award: 2 periods per week |
| <i>Please enter one subject/level in each column...</i> | | | | | |

Parent's Signature _____

Date _____



Our Ref: EF/KR
Your Ref:
Contact:
Tel: 01698 352555
Fax: 01698 386874
E-mail: ht@st-aidanshigh.n-lanark.sch.uk
Date: 5th December 2017

Claire Connelly
Head Teacher



Dear Parent

St. Aidan's High School
Waverley Drive
Wishaw ML2 7EW

S1 Tracking and Monitoring Programme

The enclosed tracking report is designed to let you see how your child has settled into their first year at high school.

This short report will give you a brief summary of how your child is progressing in terms of effort, behaviour and homework this session and the Curriculum for Excellence level he/she is working at.

In addition, the report will update you on your child's attendance and timekeeping to date.

The First Year Parents' Meeting takes place on **Tuesday 20th February 2018**. We hope that the Tracking report and the Parents' Meeting will keep you fully updated on your child's progress until the full report is issued in May. However if you feel that you would like to discuss your child's progress or indeed any other matter at any time please do not hesitate to get in touch

Please complete the enclosed parental response sheet and ask your son/daughter to return it to the school office by **Wednesday 13th December**. If you require any further information, do not hesitate to contact Miss Sweeney, PTPS, or myself.

Kind regards

Elizabeth Fagan
Depute Headteacher

St Aidan's High School

Tel: 01698 352555

Email: ht@st-aidanshigh.n-lanark.sch.uk



Name of Pupil:

Tutor Class: 1-01

Pupil Support Teacher: Miss N. Sweeney

Date: 05 December 2017



S1 CfE Monitoring and Tracking Report

December 2017

| Name | Class | Pupil Support | Attendance | No. of Lates |
|------|-------|-----------------|------------|--------------|
| | 1-01 | Miss N. Sweeney | 92.91% | 0 |

Curriculum for Excellence (CfE)

The following is a brief explanation of the CfE level which forms part of the report.

Second Level:

Building on experiences and outcomes in order to develop techniques required for successful progression through the broad general education. (Normally by the end of P7, but earlier or later for some).

Third and Fourth Level:

Enhancing and developing further skills (including knowledge and understanding) in order to pave the way to qualifications at the Senior Phase, S4 to S6. (Normally from S1 to S3 but earlier for some).

Pupils will progress from one level to the next after having acquired aspects of significant knowledge, understanding and skills within the subject/curricular area.

| Effort | Behaviour | Homework |
|---|----------------------------|-----------------------------------|
| Always works conscientiously | Always behaves well | Always makes a good attempt |
| Usually works conscientiously | Usually behaves well | Usually makes a good attempt |
| Making some effort but capable of more | Some improvements required | Occasionally makes a good attempt |
| Rarely puts in the effort to make good progress | Serious concerns | Rarely makes a good attempt |

| |
|------------------------|
| Curriculum Area |
| Languages |

| Sub Curricular Area | CfE Level |
|---------------------------------|------------------|
| English - Listening and talking | Third level |
| English - Writing | Third level |
| Listening and talking (French) | Third level |
| Writing (French) | Third level |
| Reading (French) | Third level |
| Listening and talking (Spanish) | Third level |
| Writing (Spanish) | Third level |
| Reading (Spanish) | Third level |

| Teacher | Effort | Behaviour | Homework |
|-------------------------|------------------------------|---------------------|-----------------------------|
| Mrs E. Large (English) | Always works conscientiously | Always behaves well | Always makes a good attempt |
| Mrs K. Keeney (French) | Always works conscientiously | Always behaves well | Always makes a good attempt |
| Mr W. Bradley (Spanish) | Always works conscientiously | Always behaves well | Always makes a good attempt |

| | |
|------------------------|--------------------|
| Curriculum Area | CfE Level |
| Mathematics | Third level |

| Teacher | Effort | Behaviour | Homework |
|----------------------------|------------------------------|---------------------|-----------------------------|
| Mrs E. Fagan (Mathematics) | Always works conscientiously | Always behaves well | Always makes a good attempt |

| | |
|------------------------|--------------------|
| Curriculum Area | CfE Level |
| Social studies | Third level |

| Teacher | Effort | Behaviour | Homework |
|------------------------------------|------------------------------|---------------------|-----------------------------|
| Miss M. Burke (CfE Social studies) | Always works conscientiously | Always behaves well | Always makes a good attempt |

| |
|-----------------------------|
| Curriculum Area |
| Health and wellbeing |

| Sub Curricular Area | CfE Level |
|----------------------------|------------------|
| Physical education | Third level |
| Home Economics | Third level |

| Teacher | Effort | Behaviour | Homework |
|-------------------------------------|------------------------------|---------------------|-----------------|
| Mrs C. Hunter (Home Economics) | Always works conscientiously | Always behaves well | - |
| Miss L. Cairns (Physical Education) | Always works conscientiously | Always behaves well | - |

| |
|------------------------|
| Curriculum Area |
| Expressive arts |

| | |
|----------------------------|------------------|
| Sub Curricular Area | CfE Level |
| Drama | Third level |
| Art and design | Third level |
| Music | Third level |

| Teacher | Effort | Behaviour | Homework |
|----------------------------------|------------------------------|---------------------|-----------------------------|
| Miss N. Sweeney (Art and Design) | Always works conscientiously | Always behaves well | Always makes a good attempt |
| Mrs E. Large (Drama) | Always works conscientiously | Always behaves well | Always makes a good attempt |
| Mrs C. McEachen (Music) | Always works conscientiously | Always behaves well | Always makes a good attempt |

| |
|-------------------------------|
| Curriculum Area |
| Religious and moral education |

| | |
|----------------------------|------------------|
| Sub Curricular Area | CfE Level |
| Catholic Christianity | Third level |

| Teacher | Effort | Behaviour | Homework |
|----------------------------------|------------------------------|---------------------|-----------------------------|
| Mrs E. Hynes (Religious Studies) | Always works conscientiously | Always behaves well | Always makes a good attempt |

| |
|------------------------|
| Curriculum Area |
| Sciences |

| | |
|----------------------------|------------------|
| Sub Curricular Area | CfE Level |
| Planet Earth | Third level |

| Teacher | Effort | Behaviour | Homework |
|-------------------------|------------------------------|---------------------|-----------------------------|
| Ms J. O'Neill (Science) | Always works conscientiously | Always behaves well | Always makes a good attempt |

| |
|------------------------|
| Curriculum Area |
| Technologies |

| | |
|----------------------------|------------------|
| Sub Curricular Area | CfE Level |
| ICT | Third level |
| Technological Studies | Third level |

| Teacher | Effort | Behaviour | Homework |
|--|------------------------------|---------------------|-----------------------------|
| Miss J. Duncan (BIT) | Always works conscientiously | Always behaves well | - |
| Mr S. Duffy, Mr M. Henderson (Technological Studies) | Always works conscientiously | Always behaves well | Always makes a good attempt |



Our Ref:
Your Ref:
Contact:

Tel: 01698 352555
Fax: 01698 386874
E-mail: ht@st-aidanshigh.n-lanark.sch.uk
Date: October 2017

Claire Connolly
Head Teacher

St. Aidan's High School
Waverley Drive
Wishaw ML2 7EW

Dear Parent

S2 Tracking and Monitoring Programme

The enclosed tracking report is designed to let you see how your child has settled into the second year of the Broad General Education.

This short report will give you a brief summary of how your child is progressing in terms of effort, behaviour and homework this session and the Curriculum for Excellence level he/she is working at.

In addition, the report will update you on your child's attendance and timekeeping to date.

The Second Year Parents' Meeting and Information Evening takes place on **Tuesday 6th March 2018**. We are hopeful that we will have in place a Parent's electronic booking system for you to make appointments for the parents' meeting. Further information will follow nearer the time. Please contact us if you have any feedback on the use of an online appointment booking system.

The S2 full report will be issued in February next year. We hope the tracking report and full report will keep you fully updated on your child's progress. However if you feel that you would like to discuss your child's progress or indeed any other matter at any time please do not hesitate to get in touch

Please complete the enclosed return sheet by **Monday 30th of October** and, if you require any further information, do not hesitate to contact Mrs E Murray, PTPS or myself.

Kind regards

Frances Imani
Acting Depute Head Teacher





St Aidan's High School

Tel: 01698 352555

Email: ht@st-aidanshigh.n-lanark.sch.uk



Name of Pupil:

Tutor Class: 2-04

Pupil Support Teacher: Mr M. Dunnery

Date: 03 March 2017



S2 CfE Monitoring and Tracking Report

March 2017

| Name | Class | Pupil Support | Attendance | No. of Lates |
|------|-------|---------------|------------|--------------|
| | 2-04 | Mr M. Dunnery | 97.11% | 0 |

Curriculum for Excellence (CfE)

The following is a brief explanation of the CfE level which forms part of the report.

Second Level:

Building on experiences and outcomes in order to develop techniques required for successful progression through the broad general education. (Normally by the end of P7, but earlier or later for some).

Third and Fourth Level:

Enhancing and developing further skills (including knowledge and understanding) in order to pave the way to qualifications at the Senior Phase, S4 to S6. (Normally from S1 to S3 but earlier for some).

Pupils will progress from one level to the next after having acquired aspects of significant knowledge, understanding and skills within the subject/curricular area.

| Effort | Behaviour | Homework |
|---|----------------------------|-----------------------------------|
| Always works conscientiously | Always behaves well | Always makes a good attempt |
| Usually works conscientiously | Usually behaves well | Usually makes a good attempt |
| Making some effort but capable of more | Some improvements required | Occasionally makes a good attempt |
| Rarely puts in the effort to make good progress | Serious concerns | Rarely makes a good attempt |

Strengths in French

always arrives to class on time and ready for work. He works well with those around him and answers out well in class. He is making good progress in French and has done well in recent class tests. is working well and, at times, can make a good contribution to class discussions.

Next Steps in French

is a very capable boy who with continued hard work should continue to show progress in French. He should continue to learn vocabulary and grammar at home as not everything we do in class can be learned in class. Well done | Keep up the good work!

Strengths in Spanish

is a pleasant, hardworking boy who turns up on time to class, always with homework done and to a high standard and always well-organised. has settled well into Spanish. He is able to talk about himself and his family in Spanish. In the Talking assessment on this topic (Me Presento) did very well. He has a very good memory for what he is learning and is a regular contributor to the work of the class. We are currently working on Spanish food and drink and is enjoying this. He will soon be able to order food and drinks in Spanish as his vocabulary and his confidence increase. did well in the recent Reading assessment on Food & Drink. We have been watching some Spanish from DVDs and the BBC sites and seems to be engaging with these. will ask a question when he needs to. Otherwise he is a good listener and absorbs a lot of information in the course of a lesson. is a pleasure to teach.

Next Steps in Spanish

Clearly learns some vocabulary and grammar away from the classroom. This is exactly what is needed. In S3 while the number of topics might not necessarily increase, the depth and complexity will change and so independent study will be more important, in terms of grammar in particular. is more than capable of managing this. He is an able boy who could make very good progress in Spanish if he applies himself both in class and at home. Well done so far | Keep up your hard work!

| | |
|------------------------|---------------------|
| Curriculum Area | CfE Level |
| Mathematics | Fourth level |

| Teacher | Effort | Behaviour | Homework |
|------------------------------|------------------------------|---------------------|-----------------------------|
| Mrs C. McNally (Mathematics) | Always works conscientiously | Always behaves well | Always makes a good attempt |

Strengths in Mathematics

is a quiet, well-mannered and hard-working pupil who always puts 100% effort into classwork and homework. He is currently working through Level 4 experiences and outcomes in Maths and I was pleased that he achieved 70% in his recent Unit 1 progress assessment. He performed particularly well in the Statistics, Time and Negative Numbers sections of the test, scoring full marks in those questions.

Next steps in Mathematics

With regard to the progress assessment, the Fractions and Percentages questions were not done quite so well, so it would be beneficial to look over his class notes and revise those topics at home (an excellent resource is www.mathsrevision.com). There are another two progress checks due before the end of S2 and I am confident that will perform well in both as long as he continues to work hard in class and at home. Lunchtime help is available if he needs any support with his Maths.

| Curriculum Area | CfE Level |
|-----------------|-------------|
| Social studies | Third level |

| Teacher | Effort | Behaviour | Homework |
|------------------------------------|------------------------------|---------------------|-----------------------------|
| Miss L. Kelly (CfE Social studies) | Always works conscientiously | Always behaves well | Always makes a good attempt |

Strengths in Social Studies

is working well in Social Subjects and is coping with the skills and content at level 3. He can engage and contribute well to class discussion. has a good general knowledge and can use this to produce good written work. He scored 17/22 in the USA test for Modern Studies and worked really hard on the JFK homework investigation for History. Well done!

Next Steps in Social Studies

is currently working on a group research assessment and presentation piece on the rainforest for Geography. He should continue to engage in all activities and discussion opportunities in class but also ensure he puts time into his written pieces. can sometimes become distracted and as a result, rushes through his work which then lacks detail.

| |
|------------------------|
| Curriculum Area |
| Health and wellbeing |

| Sub Curricular Area | CfE Level |
|---------------------|-------------|
| Physical education | Third level |
| Home Economics | Third level |

| Teacher | Effort | Behaviour | Homework |
|--|------------------------------|---------------------|-----------------------------|
| Mrs G. Allison, Miss J. McColl (Health and Personal Support) | Always works conscientiously | Always behaves well | Always makes a good attempt |
| Mrs G. Allison, Mrs C. Hunter, Miss J. McColl (Home Economics) | Always works conscientiously | Always behaves well | Always makes a good attempt |
| Mr J. Craib (Physical Education) | Always works conscientiously | Always behaves well | - |

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|--|
| Strengths in Physical Education |
| is a pleasant and well-mannered pupil who always arrives to PE with his kit ready to take part in the lesson that day. He has approached all areas offered within the S2 course with enthusiasm which has led to significant developments in his physical and personal qualities. I also feel that confidence has developed significantly since the start of the year and this is having a positive impact on his performance in PE. |
| has demonstrated a good understanding of tactical awareness in our volleyball and badminton blocks. He frequently identifies and selects the correct decision based on the situation presented, however at times his execution of skills let him down. |
| has also demonstrated a good standard of control in Trampolining, and has continually challenged himself by trying more complex skills. Even at times when found skills demanding, he was |

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| Next Steps in Physical Education |
| needs to continue to work hard and show the same commitment in the forthcoming activities. He is lacking in confidence in gymnastics but with a little more perseverance he would improve. |

| |
|---|
| Strengths in Home Economics |
| has achieved much of the breadth of learning across many of the Experiences & Outcomes in the Health in Food Unit. can apply what he has learned in familiar situations and is beginning to undertake more challenging learning and to apply learning in unfamiliar contexts. He offers clear responses which explain his ideas with some detail. is an enthusiastic pupil who contributes to class lessons regularly. During practical food lessons he works independently and confidently to produce dishes to a high standard. I am pleased with performance - keep up the good work! |

| |
|--|
| Next Steps in Home Economics |
| We have now finished the Health & Food unit and we are moving onto the Fashion & Textiles element of the course. I am confident that, with an increase in effort in class and studying at home, progress will continue to improve. |

| Curriculum Area |
|-----------------|
| Expressive arts |

| Sub Curricular Area | CfE Level |
|---------------------|-------------|
| Art and design | Third level |
| Music | Third level |

| Teacher | Effort | Behaviour | Homework |
|-------------------------------|------------------------------|---------------------|------------------------------|
| Mr B. McGurk (Art and Design) | Always works conscientiously | Always behaves well | Usually makes a good attempt |
| Mr C. Johnston (Music) | Always works conscientiously | Always behaves well | - |

| Strengths in Art |
|---|
| <p>has a breadth of learning across many of the experiences and outcomes for this level. He can apply what has been learned in familiar situations and is beginning to undertake more challenging learning in unfamiliar contexts.</p> <p>has increased his knowledge of colour and how to create these through colour mixing with paints. He has also developed his skills in drawing and painting techniques. learned about the artist Edvard Munch and his famous painting "The Scream", creating artworks inspired by his work. An important Literacy skill in Art and Design is the ability to listen to feedback and discuss progress. When talking about his work, listens to advice and confidently joins in discussions.</p> |
| Next Steps in Art |

| |
|---|
| will continue to consolidate his skills at this level through an increased understanding of the Visual Elements and the ways in which to use them to create artwork using a range of art materials. |
|---|

| Strengths in Music |
|---|
| is a pleasant, enthusiastic pupil and has worked well in each aspect of the Music course this year. |
| He has covered a variety of experiences and outcomes ranging from learning about each family of instruments found within an orchestra (gaining a result of 65 % in an end of unit test) in addition to developing skills in Music technology. |
| He is currently focusing on developing his skills on Guitar and is engaging with the work of level 3 successfully. |
| has indeed provided himself with a good foundation on which to continue with work found in S3 if |

| Next Steps in Music |
|---|
| should continue to develop his skills on Guitar at this level. He should aim to develop his fingering technique and always aim to play with a clear tone. |
| Keep up the good work - well done! |

| |
|-------------------------------|
| Curriculum Area |
| Religious and moral education |

| | |
|----------------------------|------------------|
| Sub Curricular Area | CfE Level |
| Catholic Christianity | Third level |

| Teacher | Effort | Behaviour | Homework |
|----------------------------------|------------------------------|---------------------|-----------------------------|
| Mrs E. Hynes (Religious Studies) | Always works conscientiously | Always behaves well | Always makes a good attempt |

Strengths In Religious Education

is working at Level 3
 Second year classes have been studying the units 'God Speaks to his People' 'God Prepares his People' and have recently started 'God Lives Among His People'. In these units has achieved a breadth of learning across all of the experiences and outcomes outlined in the This Is Our Faith curriculum for S2. The classes have also enjoyed the School Mission Week and been involved in various prayer services in the Oratory. The class has taken part in the Aspiring Purpose poster program which has allowed them to reflect on what and who inspires them and how they can best use their talents in their vision for a better world.

always responds well to the level of challenge set out in these units. He produces written work which clearly displays his knowledge and understanding of the topics and concepts being covered. contributes to class discussions in an informed and mature way, again displaying his learning well. He

Next Steps in Religious Education

will be moving forward to more challenging learning in some aspects of the next unit by reflecting on recognizing and using his own gifts and talents, looking at the importance of the Mass for Catholics, reflecting on the nature of God and studying the liturgy of Holy Week in the unit God Nourishes His People. He can apply what the class have learned by completing even more detailed pieces of work in class.

| |
|------------------------|
| Curriculum Area |
| Sciences |

| | |
|----------------------------|------------------|
| Sub Curricular Area | CfE Level |
| Biological systems | Third level |
| Materials | Third level |

| Teacher | Effort | Behaviour | Homework |
|---------------------------|------------------------------|---------------------|-----------------------------|
| Mrs S. Cochrane (Science) | Always works conscientiously | Always behaves well | Always makes a good attempt |

Strengths in Sciences

has responded consistently well to the level of challenge set out in these experiences and outcomes. - Secure Level 3
 has a very positive attitude towards his studies in science and contributes well to experimental work and class discussions regularly.

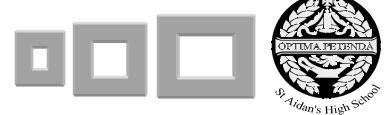
Next Steps in Sciences

has performed exceptionally well in science so far and he has the potential to perform well in any sciences in S3 and I would encourage to consider two science subjects next year.

| | | | |
|--|------------------------------|---------------------|-----------------------------|
| Curriculum Area | | | |
| Technologies | | | |
| Sub Curricular Area | CfE Level | | |
| ICT | Third level | | |
| Technological Studies | Third level | | |
| Teacher | Effort | Behaviour | Homework |
| Mrs R. Graham, Ms S. Jaswal (BIT) | Always works conscientiously | Always behaves well | - |
| Mr M. Henderson (Technological Studies) | Always works conscientiously | Always behaves well | Always makes a good attempt |
| Strengths in Technical Education | | | |
| <p>is working at level 3 Consolidating in Graphic Communication and level 3 Developing in Design and Manufacture.</p> <p>is making progress in the practical element of the course. He is nearing completion of the pot stand where he has gained knowledge and experience in the use of marking out equipment, cutting tools such as the tenon saw and bevel edged chisel as well as machine tools including the disk sander. Health and safety rules were always observed. has made better progress in graphics where he has been modelling the pot stand on the computer using 3D software.</p> <p>has applied himself in a positive manner and demonstrated a fair degree of independence.</p> | | | |
| Next Steps in Technical Education | | | |
| <p>should be aiming to move onto level 3 secure in Graphic Communication and level 3 consolidating in Design and Manufacture by continually applying himself in a positive manner and attentively listening to and following the teacher's instruction.</p> | | | |
| Strengths in ICT | | | |
| <p>is a polite, hard working pupil. He is making excellent progress in the S2 BIT course. In his study of Computing Science he used Scratch Programming to design and build small computer programs. He also designed and created a user database for his wedding planning project and demonstrated he is able to use a variety of layouts to present his information. In his study of Business he has learned the concept of needs and wants and the role of business enterprises in satisfying consumer needs and wants. He has also identified the skills required to be a successful entrepreneur and presented his information using slide shows and posters. He is learning the importance of managing finances by completing a cash budget.</p> | | | |

| |
|---|
| Next Steps in ICT |
| In Computing is currently learning how to create a Web Page and should continue to develop his Computing skills by designing a website to advertise his wedding planning business. In Business he is working on a business project to consolidate his learning. |





ST AIDAN'S HIGH SCHOOL – HMIE REPORT 2007

- Leadership across the school was very effective
- The school provided a very positive, caring environment for learners and morale was high.
- Parents supported the work of the school well, including through the active School Board
- Climate and relationships were very good. Pupils and staff had frequent opportunities to worship together as a community of faith.
- The school successfully promoted an atmosphere of equality and fairness.
- Pupil support staff were readily available to pupils including through the daily year group assemblies. Pupils felt safe and secure in school and were confident that any difficulties they encountered would be dealt with effectively.
- The curriculum was very good. Based on a sound rationale and appropriate consultation, it provided for a wide range of pupils' needs.
- The home-school partnership officer made an important contribution to supporting pupils and their families.
- The school had achieved a Health Promotion Silver award.
- The overall quality of provision for developing pupils' personal and social skills were excellent.





ST AIDAN'S HIGH SCHOOL – HMIE REPORT 2007

KEY STRENGTHS

HM Inspectors identified the following key strengths.

- The wide range of curricular provision.
- Pupils achievements in citizenship and enterprise and the extensive range of out of school activities.
- The way the school promoted the confidence and self assurance of pupils.
- Aspects of ethos including the relationships amongst staff and pupils.
- The commitment and success of staff in providing a high standard of pastoral care.
- Leadership of the headteacher, the senior management team and staff across the school.

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

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

Education authorities are required by law to issue a copy of the handbook incorporating current policies and practices of both the council and the school to certain parents in December each year for their use as appropriate. It details the current policies and practices of both the council and the school.





St Aidan's High School
Waverley Drive
Wishaw
ML2 7EW

Tel: 01698 522738
E-Mail ht@st-aidanshigh.n-lanark.sch.uk

MISSION STATEMENT

“To provide education of highest quality for all students in our school community, in order to meet their educational, personal and spiritual needs and to prepare them to make an effective contribution to society in their present and future lives.”

