



Cardinal Newman High School



Handbook

2020–21



CARDINAL NEWMAN HIGH SCHOOL PRAYER

God our Heavenly Father,
Draw close to us and our school community; shine
upon us so we may become a light to others.
Inspired by your saints, may we strive for holiness in
our lives.

Grant us the courage, humility and discernment to let
your work be completed in us each day.

By our example, may your infinite love shine on others.
As you have loved us from the beginning, so make us
love you until the end.

Amen.

Saint John Henry Newman

PRAY FOR US

*Canonised by Pope Francis
13th October 2019*





CONTENTS

4	School Information
5	School aims and vision
6	Accommodation
7	Associated Primary Schools
8	School Improvement Plans
9	A Charter for Catholic Schools in Scotland
10	Help us to help your child
11	About our School – Curriculum and Community Links
12	Caritas
13	Wider Achievement Recognition
14	Celebrating Success
15	Extra-Curricular Visits
16	Pilgrimage to Rome
17	School hours / School Calendar and Holiday Arrangements 2018-2019
18	Teaching Staff list
19	Non-Teaching Staff List
20	Promoted post roles/Pupil Equity Fund/40 th Anniversary
21	Pupil Support Team (Guidance) / Personal Support & Entitlement
22	Contact with Parents
23	The Home-School Partnership Project/Equal Opportunities/ Statement on Inclusion/School Photographs
24	Data Protection (GDPR)
26	Transferring Educational Data about Pupils
27	Your Data Protection rights/Child and Adult Protection
28	Liaison with Primary Schools/Placing requests/Transfer of Pupils from Primaries/Leaving Dates
29	Curriculum for Excellence
32	Courses available in school/DYW/SDS
33	Wider School Involvement
34	Homework, Our Priorities for Action, Homework Policy
36	Departments and their homework
37	Religious Education and Observance
40	Clubs and Out-of-school-hours Learning
41	Opportunities for all
42	STEM
43	Assessment and Reporting/Key Tracking, Assessment and Reporting Dates
44	Support for Learning/Additional Support Needs/Dispute Resolution/External Support Agencies
47	School Discipline
48	Code of Conduct/The Merit System/Head Teacher Awards
49	Mobile Phone Use / School Attendance
50	Family Holidays/School Registration System
51	Educational Maintenance Allowance/Clothing and Kit
52	School Uniform
53	PE Kit
54	Transport/Medical and Health Care
55	Information in Emergencies/School Meals/Special Diet/Parent Forum
56	Parent Council
57	Pupil Council
58	Public Examinations / Statistical Information for Parents
59	Attendance/Absence Data/Leaver Destinations/Gaelic Provision/Community Facilities
60	Qualifying statements/Names & Addresses of Councillors and other Officials
61	Additional Contacts
63	Glossary of Specialist terms
64	Appendix 1 – School Rules
65	Appendix 2 – Positive Behaviour



SCHOOL INFORMATION

Cardinal Newman High School

Main Street

Bellshill

ML4 3DW

Phone

01698 274944

Email

enquiries@cardinalnewman.n-lanark.sch.uk

info@cardinalnewman.n-lanark.sch.uk

Website

www.cardinalnewman.n-lanark.sch.uk

Parent Council Information

www.cardinalnewman.n-lanark.sch.uk

Twitter

@CN_HS

Cardinal Newman High School is a Roman Catholic S1-S6 comprehensive school serving the Bellshill, Mossend, Viewpark and Tannochside areas of central Lanarkshire. The school has the capacity for 1329 pupils and the current roll is approximately 930. There are 72 members of the teaching staff. All pupils are taught on one campus opened in 1977. Pupils are accommodated within the building from stages S1-S6.

The current roll for each year group session 2018-19 in the school is as follows:

S1	S2	S3	S4	S5	S6
148	150	167	172	166	126

Total 929

The likely roll for the next three years is as follows:

2020	2021	2022
930	925	925



SCHOOL AIMS & VISION



The overarching aim of Cardinal Newman High School is to help pupils to fully develop the skills, attitudes and values necessary for a fulfilled life in modern society. We believe that in Cardinal Newman High School we can make a real difference to the life chances of our pupils.

We are committed to:

- Maintaining an ethos of high attainment standards within a context of faith and learning
- Encouraging pupils to excel in all curricular areas including Literacy, Numeracy and Health and Wellbeing
- Pupils being safe and having high self-esteem, with respect at the heart of our caring and understanding school community
- Engaging parents as the first educators and promoting partnership for the good of all of our young people
- Providing opportunities to work with partner agencies in the world of work and our wider community to have a positive impact on learner experience leading to our young people having the best future possible.

We will continue to encourage Gospel values and to develop attitudes that will equip our young people with the skills and attitudes needed for success in a fast-changing society.

Kenneth Ross
Head Teacher



ACCOMMODATION

The school building is of a unique design. The main teaching block is curved and the Science/Social Studies, Technical, and P.E./Community/Music blocks are linked to it around its arc. The Ground Floor of the Main Block is given over mainly to the pupils non-academic pursuits. It contains four Year Group areas each with its own Discussion Room, toilets on the lower ground floor, and allocated Dining Hall. There are also separate Common Rooms for S5 and for S6. This floor is known as the Social Area. The first floor is known as the Resource Floor and contains a large spacious library and resource centre, the Business/IT Department, staff common room, administrative area and school leader offices. Both the library and the staff common room have one side constructed of glass enabling one to look down on the dining areas below. Indeed, glass panels are the dominant feature of the building and this, together with many other expansive, angular structures, makes the school attractive. Externally the school office is found in the reception area at the main entrance of the school along with the main theatre seating over 200 people and our Snapdragon restaurant.



The P.E. / Community / Music Block incorporates a large theatre, with a stage and a sophisticated lighting system, as well as Snapdragon restaurant and training kitchen which looks over a spacious games hall. It also houses the School Office and Reception area. Adjacent to the P.E. block is the newly opened Multi Use Games Area (MUGA). This new development enhances the school's outdoor sport area to include football, hockey, basketball and a 200m running track.

The Social Subjects and Science Block, added as an extension and built in the same style as the existing building, comprises five classrooms used for Social Subjects and one Science Lab.

As in many other comprehensive schools, there are some children who have additional support needs. These pupils and the nature of their needs are made known, in confidence, to all members of staff who teach them, by the Pupil Support Team and various measures are taken to assist them. There is also an accessible toilet and shower area in the building for pupils with additional support needs, as well as a lift to all floors.

The building is covered by security cameras and protected by security fencing. An adult presence is provided in the playground at break times in meeting with the terms laid out in the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. The school is within short walking distance of the Sir Matt Busby Sports Complex with its swimming pool, indoor sports facilities and all-weather pitch.

There is a continued programme of refurbishment ongoing in the school at the moment including refurbishments and a full rewire which is due for completion in at the end of 2019.



Snapdragon Restaurant



Pupils enjoying the MUGA



ASSOCIATED PRIMARY SCHOOLS

The associated primary schools which currently send pupils to Cardinal Newman High School are:

Holy Family, Mossend
H.T. Mrs F Wilson
@HolyFamily_PS

Hope Street, Bellshill ML4 1QA
Telephone (01698) 747108

John Paul II, Viewpark
H.T. Mr Kris Thomas
@JPPIPrimary

1 Laburnum road, Viewpark G71 5AB
Telephone (01698) 352560

Sacred Heart, Bellshill
H.T. Mrs Karen Sommerville
@sch_sacredbells

Liberty Road, Bellshill ML4 2EU
Telephone (01698) 274903

St.Gerard's, Bellshill
H.T. Mr. Ian Conaghan
@st_gerards

Fleming Road, Bellshill ML4 1LN
Telephone (01698) 274916

Other primary schools which currently send pupils to Cardinal Newman High School are:

St. John the Baptist, Uddingston
H.T. Mrs M Beacom
@stjohnthebapps

North British Road, Uddingston G71 6NW
Telephone (01698) 813540

Mossend PS, Mossend
H.T. Mrs Angela Paterson
@MossendPS

Calder Road, Bellshill, ML4 2RH
Telephone (01698) 274905

Lawmuir PS, Bellshill
Mrs Lorraine Hunter
@LawmuirPS

Footfield Road, Bellshill, ML4 2BY
Telephone (01698) 274930

Noble PS, Bellshill
Mrs Margaret Bruce
@Noble_P_S

Shirrel Avenue, Bellshill, ML4 1JR
Telephone (01698) 274907



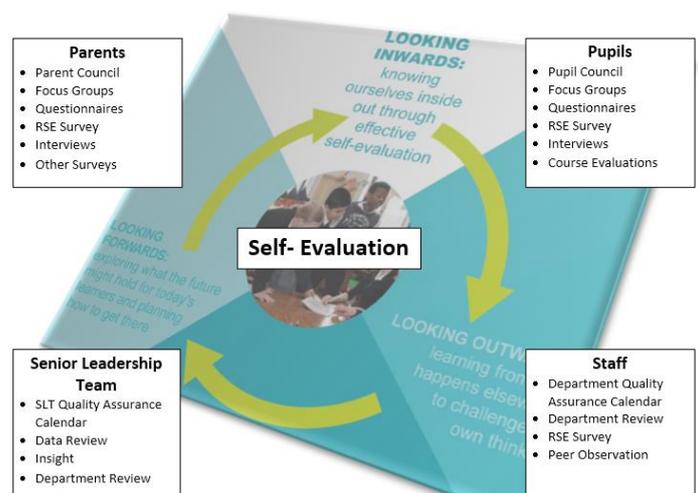
SCHOOL IMPROVEMENT

As a result of our continuous self-evaluation programme we have decided that we will:

- Review and update our School Improvement Plan 2019-20 in line with the principles of self-evaluation for school improvement
- Put in place appropriate interventions that will help address gaps in attainment related to disadvantage
- Continue to develop Literacies and to enhance the Numeracy entitlement for all pupils, improving attainment
- All pupils are able to access a challenging curriculum and qualifications and continue to cut the number of no awards
- Develop effective interventions to combat the impact of Adverse Childhood Experiences through increasing the resilience of our young people
- Develop effective interventions including, physical, emotional, social, active health and healthy lifestyle
- Ensure transition enhances children and young people's well-being and raises attainment
- Closing the attainment gap between our most and least disadvantaged young people and continue to improve mental health for all members of our school community
- Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing
- Use our tracking system to continue to monitor pupil progression through the BGE and Senior Phase
- Increase our range of tailored and targeted interventions in order to ensure equity and equality of opportunity for all pupils and to continue to identify and address barriers to learning
- Continue to closely involve parents in the daily life of the school and to involve them in important decisions which affect their children by face-to-face contact, letters, telephone calls, text message and social media
- Continue to streamline and enhance our reporting system using our new EDICT system
- Continue to improve parental involvement and engagement and develop methods of gathering parental views and working together to meet the needs of all learners.
- Support staff to enhance their professional skills through CPD and by providing good opportunities including work-streams in order to develop leadership across all staff
- Develop our provision of opportunities to develop skills in learning, life and work including Developing the Young Workforce (DYW) maintaining our effective approach to careers education which supports children and young people into sustained positive destinations
- Improved outcomes for our most vulnerable pupils
- Improve the creativity and employability skills of our children and young people by improving the quality of our partnerships with employers and local organisations to develop an effective approach to careers education
- Continue to enhance the curriculum we offer our young people
- Develop the faith life of the school further and provide opportunities for pupils, teachers and parents to receive the sacraments and to develop the links between our Catholic Faith and our School Values.

For more information:

<https://blogs.glowscotland.org.uk/nl/CardinalNewmanWebsite>





A CHARTER FOR CATHOLIC SCHOOLS IN SCOTLAND

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and 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 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 promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

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





HELP US TO HELP YOUR CHILD

HOW CAN YOU MAKE A DIFFERENCE?

1. Get to know your child's Pupil Support Teacher.
2. Talk to your child regularly about his or her studies. Get to know which subjects they like or dislike, and why. Make sure that you know which levels they are studying at, and what their plans are for future study.
3. Monitor your child's behaviour closely and let us know if you see a problem developing. To help you, use the Homework Diary, Tracking Reports and Annual Reports, and above all come to the Parent's Meetings.
4. Tell your child's Pupil Support Teacher about any concerns you might have about your child's progress. If you contact the school on any matter, please leave your name so that we can follow up any concerns you have.
5. Every child is given a new Homework Diary/Planner at the start of each session. Look at your child's Diary/Planner every week. Make sure that he or she is still using it, and sign it.
6. Check the Homework Guide in this Handbook. Let your child's Pupil Support Teacher know if your child does not seem to be getting enough homework.
7. Take a look at our School Aims, and let us know what you think.
8. Complete any questionnaire that you might be offered at Parents' Evenings. Your views will help us to get better.
9. Keep an eye on our Twitter Feed and the website so that you know what is going on.
10. Come along to all school events you can manage to, and give serious consideration to joining the Parent Voice Group (Mrs H McGhee Acting DHT, can give you full details).

SEE APPENDIX 1 – SCHOOL RULES



ABOUT OUR SCHOOL

While we pride ourselves upon the high standards of academic excellence that our youngsters achieve, Cardinal Newman High School is about a lot more than that! We aim to bring out the best in every child by offering a range of courses and experiences that will ensure pupils develop into responsible citizens. We also..... care support to challenges for young people.

CURRICULUM

Our curriculum has a clear rationale. It has been externally validated and praised by Education Scotland during their visit in October 2016. We were one of the first Schools of Ambition in Scotland and an NLC Enhanced Comprehensive since June 2005. As such we ensure that our curriculum is relevant and enterprising for young people. Key features of our curriculum include vocational awards in professional hospitality, construction and digital photography, interdisciplinary courses, primary-secondary liaison activities to build effectively on prior learning and innovative approaches to teaching and learning. Transition teachers visit our associated primaries delivering literacy and numeracy lessons, and build relationships with the Primary 7 pupils. The Maths department deliver a very successful maths challenge for our P7 pupils including twilight meetings between Primary and Secondary staff. The PE department organises a P7 Commonwealth Games style event, complete sports leadership activities involving S6 and managing conflict. The science department works with P7 pupils leading to a presentation at the Salters' Chemistry festival at the University of Glasgow at which our teams have won several awards. We have established Young Enterprise Groups; updated our school website (www.cardinalnewman.n-lanark.sch.uk); developed our Eco Schools Project to highlight to our pupils the benefits of re-cycling resources and established a school garden. In the past year we have further developed our School App and attracted over 3000 followers to our Twitter account with most faculties across the school having their own Twitter accounts. Every pupil in S2 and S3 takes part in our successful interdisciplinary learning programme called Creative Industries. By the end of S2 all students have carried out 4 different projects and enrichment tasks across many curricular areas which teachers have planned and delivered collaboratively. These projects have a strong curricular and subject-based focus. In S3 we continue with our creativity this time with an emphasis supporting students to enhance skills – an integral part of CfE – and on providing support and intervention strategies for students of all abilities. The programme also allows us to offer different groups of pupils in S3 opportunities for further specialism in different curricular areas; for example in modern languages where groups of pupils can continue to experience a second modern language.

COMMUNITY LINKS



Much of our community involvement centres on raising funds for charity. Our pupils respond magnificently to such ventures, and so develop in themselves a caring outlook and a sense of responsibility for others. The large sums that we raise allow us to respond quickly to local or international need. Among the charities which benefit are: CHAS, Brightest Star, Let Us Shine Africa, Aid to Church in Need, Let the Children Live, Mary's Meals, St. Andrew's Hospice, SCIAF, Clergy (Missions) and British Heart Foundation. We also successfully fill Ragbag textile recycling containers and make regular donations to the Cardinal Winning Pro-Life Initiative in Glasgow. We have strong ties of friendship and partnership with St Andrew's Hospice and support it in many ways. One example of

this is the annual 6k Run in aid of the Hospice, in which our pupils, staff and friends have participated for many years. We have raised over £55,000 for the St Andrew's Hospice since beginning a charity partnership with them. One hundred of our pupils brave the elements to climb Tinto Hill annually in a sponsored event to raise money for the Hospice. In these ways and others, we help the Hospice to continue providing care for the terminally ill and for those who need respite care in our local community. None of this would be possible without the fine efforts of our pupils who are prepared to make sacrifices and give of their time to raise this money or of our parents, who occasionally participate, always encourage, and are never slow to put their hands in their pockets to sponsor us.





CARITAS

In their final year at Cardinal Newman High School, pupils have the opportunity to participate in the Pope Benedict XVI Caritas Leadership Award. It encourages and promotes the ongoing faith journey of young people. It recognises that some are already active and committed within their homes, schools, parishes and dioceses and it invites others to respond to God's Call of Love. It supports and celebrates the faith witness which young people give within their communities. The Caritas Award has been established by the Bishops of Scotland as a way of keeping alive the legacy of Pope Benedict's historic visit to our country in 2010. Pupils are asked to participate within their own Faith Community and School Community completing 20 hours' worth of activities in each section. It involves activities and skills such as: team-work, leadership, written and oral communication and personal reflection. Activities that pupils can be involved with in their Parishes are altar serving, offertory, music and readings. School activities can involve organising events over the year, fund-raising and volunteering to help our younger pupils in their subjects. Pupils can also take the opportunity to be involved in a pilgrimage to Lourdes.

As part of the Caritas Award, pupils follow a curriculum based upon God's Love and upon putting the words of Pope Benedict into action. They represent the school at a variety of Parish and Diocesan events. The achievement of this award provides public recognition of the faith learning, witness and reflection completed by our S6 pupils throughout their time here in CNHS.

"My dear young Catholics of Scotland...this is the challenge the Lord gives to you today: the Church now belongs to you!"

Pope Benedict XVI, homily at mass, Bellahouston Park, Glasgow, 16th September 2010



Faith in Action 2019





WIDER ACHIEVEMENT RECOGNITION

Throughout the session, students are involved in activities both within the classroom and in a wider context where they experience skills which are not recognised formally in assessments or certification.

To enable us to address this in Cardinal Newman High School, we now have a system for recording wider achievements which are then stored in a live data base accessible to staff of all pupils in the BGE. Students are given opportunities throughout the term to up-date their personal e-portfolios by noting their wider achievements both in school and in their own time. Students detail their wider achievements within these online records which they access through GLOW and are encouraged to reflect on the impact of these achievements on their life. Where staff have knowledge or involvement with pupils achieving success in the wider life of the school, then they too can arrange to update the school database.

To celebrate these achievements information is updated on the school website and twitter account, and stage DHTs and PT Pupil Support staff share successes during assemblies. Wider achievement awards will also continue to feature in our school award ceremonies.

Wider achievements can also be accredited through various awarding bodies and national programs. In Cardinal Newman High School we have had over 1000 pupils accredited for such achievements. Examples include the Duke of Edinburgh Award, the Saltire Award and the BA Crest Award in Science. We will continue to build on this success throughout the current session.

Parents are asked to encourage their children to keep their e-portfolios up-to-date with wider experiences - that are relevant in terms of the four capacities-which the school may be unaware of e.g. sporting achievements, charity work, performing arts, etc. Personal achievements can also be logged through the website by parents, family and friends. Some parents have now begun to inform us of sporting achievements using our very successful twitter account.

All of the information entered onto the data base can ultimately be used to build a profile of each pupil which can then be used to generate a record of achievement given to each student when they leave school. We hope that this will help remind individuals about the skills they have developed and help them on their journey to successful and positive leaver destinations



**Sporting Success
Kick Boxing**



Sports Leaders



**Sporting Success
Badminton**



CELEBRATING SUCCESS

AWARD CEREMONIES - Special Awards

At both of the award ceremonies in session 2018/2019, we were given the opportunity to recognise and celebrate the achievement of a significant number of our young people. Recognition was given in three main categories namely, Achievement, Attendance and Citizenship. Pupil also received recognition for their contribution to the Faith life of the school through our Chaplaincy awards and a further 20 pupils were inducted into the Sporting Hall of Fame.

The students awarded special awards are listed below:

S4 Outstanding Achievement Award	-	Alex Beattie
Proxime Accessit	-	Kerry O'Connor and Anna Tuddenham
Dux	-	Ethan Kelly

Number of pupils gaining bronze Duke of Edinburgh awards 2019/20 = 34

Number of pupils studying for bronze Duke of Edinburgh awards 2020/21 = 29

Number of pupils gaining Caritas awards 2019-20 = 25

Number of pupils studying for Caritas awards 2020-2021 = 45





EXTRA CURRICULAR VISITS TRIPS AND EXCURSIONS

We have an active Outward Bound programme, and groups of S3 and S4 students regularly go on residential courses to Kilbowie or Loch Eil Outdoor Centres. This gives our young people a personal development opportunity with activities – ranging from raft-building to extreme slides and jumps – varied to suit individual needs and abilities. There are also regular educational school excursions to places both near and far. excursions this year include trips to the Scottish Parliament, Theatre, Lockerbie Manor, Sporting Events, London, New York, Madrid, Berlin, Poland and Rome. Through the use of the Pupil Equity Fund some of our most disadvantaged young people have been successful in gaining a place on trips both within the UK and abroad.



POLAND TRIP 2019

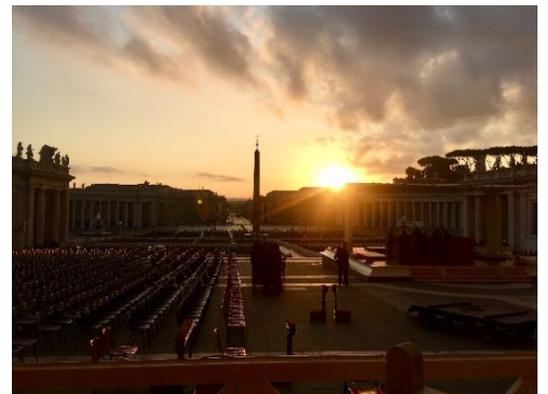
Annually since June 2013, 100 pupils have embarked on an outdoor education weekend which further enhances the personal and social skills developed through their Health and Wellbeing course. They take part in activities such as kayaking, zip wire, archery, abseiling and high rope course among others. The residential trip based in Lockerbie is run by Manor Adventure and the course is linked with our curriculum to raise ambition, develop self-confidence and increase motivation for learning through experience. It also provides an opportunity for our senior school Sports Leaders to develop their leadership skills.

Pupils and members of staff from Cardinal Newman High School participate in a biennial school pilgrimage to Lourdes. Throughout their time in Lourdes they participate in liturgical celebrations including the Torch Light procession, Stations of the Cross, washing in The Baths and our own moving and personal Reconciliation service. Each day includes Mass in one of the beautiful chapels located within The Domain at which pupils played a full and active role in the celebration of the Mass. During their days in Lourdes, pupils learn more about the story of Lourdes and journey along the path with Bernadette from that poor peasant girl to the young woman who was given the great gift of meeting the Blessed Virgin Mary face to face. Pupils come to Lourdes for many reasons, many to deepen or explore their faith, others to make new friends but everyone who leaves Lourdes is touched by the sincere atmosphere of prayer as well as caring for others which is prevalent throughout the town.





**THE CANONISATION OF
JOHN HENRY NEWMAN –
PILGRIMAGE TO ROME –
OCTOBER 2019**





SCHOOL HOURS

TIME –TABLE

Pattern for Mon Tues Thurs

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

Pattern for Wed Fri

Period 1	9.00am	-	9.45am
Period 2	9.45am	-	10.35am
Interval	10.35am	-	10.50am
Period 3	10.50am	-	11.40am
Period 4	11.40am	-	12.30pm
Lunch	12.30pm	-	1.15pm
Period 5	1.15pm	-	2.05pm
Period 6	2.05 pm	-	2.55pm

SCHOOL CALENDAR AND HOLIDAY ARRANGEMENTS FOR SESSION 2019-20

December 2019 - January 2020

Christmas and New Year holidays: Friday 20 Dec 2019 to Friday 3 Jan 2020 (inclusive)

February 2020

Mid-term break: Monday 10 and Tuesday 11 February

In-service day: Wednesday 12 February

In-service day: Thursday 13 February

March/April 2020

Spring break: Monday 6 April to Friday 17 April (inclusive)

Good Friday 10 April and Easter Monday 13 April

May 2020

May Day holiday: Friday 8 May

In-service day: Monday 11 May

Mid-term holiday: Friday 22 and Monday 25 May

School closes Wednesday 24 June

June 2020

August 2020

In-service day: Tuesday 11 August

In-service day: Wednesday 12 August

Pupils return to school: Thursday 13 August

September 2020

September weekend holidays: Friday 25 and Monday 28 September

October 2020

October break: Monday 12 October to Friday 16 October

November 2020

In-service day: Monday 16 November

December 2020 - January 2021

Christmas and New Year holidays: Wednesday 23 December 2019 to Tuesday 5 January 2020 (inclusive)

(School closes 2.30pm on Wednesday 23 December 2019)

(School returns on Wednesday 6 January 2020)

February 2021

Mid-term break: Monday 8 February and Tuesday 9 February

In-service day: Wednesday 10 February

April 2021

Spring break: Thursday 1 April to Friday 16 April (inclusive)

Good Friday 2 April and Easter Monday 5 April

May 2021

May day holiday: Monday 3 May

In-service day: Thursday 6 May

Mid-term holiday: Friday 28 and Monday 31 May

June 2021

School closes Thursday 24 June



TEACHING STAFF BY DEPARTMENTS

Mr K Ross Head Teacher
Mr J Brown (0.6) DHT-S3
Mrs H McGhee (0.4) DHT-S3
Mrs T Mc Dade DHT-S5 and S6
Mr R Smith DHT-S4
Mrs M Murray DHT-S1 and S2

FACULTY OF ART AND IT

Mr A Kennedy PT Subject
Mrs M Duffus Acting PT Business/Social Subjects
 Mr S Greer Art
 Miss N Ritchie Art
 Mr J Sloan Computing
 Mr K Polin Art
 Mr J McMillan Computing

FACULTY OF SCIENCES

Mrs E Love PT Subject (Acting)
Mrs M Murray DHT (Acting)
Mrs J Gilchrist PT Pupil Support (Acting)
Miss A McGinley PT Pupil Support
 Mrs L Anderson Biology
 Mr B McGhee Physics
 Mr S McGrory Biology
Mr A Reddick PT Pupil Equity Fund
 Mr S Smith Biology
 Mrs J Rogan Biology

ENGLISH

Ms R Scanlon PT Subject (0.6)
Mrs E Hamilton DHT Pupil Equity Fund / PT Subject (Acting)

Mrs M Keir
 Mrs D McEachran
 Mrs F McKendrick
 Mrs G. McKeown
 Ms L Rutherford
 Ms K Martin
 Ms A Morrison

FACULTY OF TECHNOLOGIES

Mrs L Mutlow PT Subject (Acting)
 Mrs L Muir Food Tech
 Mr M Brown CDG
 Mr C Conaghan Food Tech
 Mr J McKeown CDG
 Ms N Turner Food Tech
 Ms L Grant Food Tech

LEARNING SUPPORT

Mrs N Morrison PT Subject
Mr M Devlin PT Pupil Support

MATHEMATICS

Mrs K Campbell PT Subject
Mr J Brown DHT
 Mrs K Brown (0.6)
 Mrs K Reilly
Mr A Stevenson PT Pupil Equity Fund
 Mr M Hicks
 Mr B Laneres
 Ms De Rosa
 Ms A McIntyre

MODERN LANGUAGES

Mrs S Dolan PT Subject (0.6)
Mr R Smith DHT
Mrs L Fagan PT Pupil Support
 Mrs L Carreno

FACULTY OF MUSIC AND DRAMA

Mr J McLaughlin PT Subject
 Mrs C MacKay Music
 Ms E Dryburgh Music
 Mr D Bone Music
 Ms J Maguire Drama

PHYSICAL EDUCATION

Mrs L Chambers PT Subject
 Mrs L Ferguson PT Pupil Equity Fund
 Ms J Murciano PT Pupil Equity Fund
Mr M McCart PT Pupil Support (Acting)
 Mr D Moore
 Mr C Muir

RELIGIOUS EDUCATION

Mrs P. Barr PT Subject
 Mrs S. Trower
 Mr P. Stewart

FACULTY OF SOCIAL SUBJECTS AND BUSINESS

Mrs S Dickson PT Subject (0.6)
Mrs T Mc Dade DHT
Mrs H McGhee DHT (Acting)/ DHT Pupil Equity Fund
Mrs N Holloway (0.6) Acting PT Business/Social Subject (0.6)
Mrs M Duffus Acting PT Business/Social Subjects
 Mrs A McNeill Modern Studies
 Mr M Crawford History
 Mrs S Daly Geography
 Ms D Gallagher History/Modern Studies
 Mrs L Lynch History
 Ms M Beach Geography



SUPPORT STAFF

A.F.A.

Mrs L McLeod

SDS

Mr K Nolan

Education Psychologist

Mrs C Cruickshank

Janitorial Staff

J Lees

J Irvine

Catering Supervisor

Mrs Pauline McCarron

Librarian

Mrs R Skea

Office

Mrs A McGuire

Mrs R Dickson

Miss L Flemming

Mrs L Martinus

Mrs S Murray

Mrs G Rutherford

Senior Clerical Assistant

Partnership Officer

Mrs L MacCallum

Special Needs Auxiliaries

Mrs L Higgins

Mrs M Menzies

Mrs M Miller

Mrs E Sharkie

Mrs M A Tierney

Technicians

Mr M Gray

Ms E O'Neill

Mr A Pettigrew

Mr T Welsh

Senior Technician (Technical)

Science

ICT

Science

School Chaplain

Fr Paul Denney

Public Health Nurse

Mrs A Waldron



PROMOTED POST ROLES

DEPUTE HEAD TEACHERS

Each depute head teacher looks after their stage(s) as outlined in the staff page. Attainment responsibility for Behaviour Management, Tracking and Monitoring, Curricular pathways/choices as well as whole school initiative and events are decided by the Head Teacher.

PUPIL EQUITY FUND STAFFING

Money continues to be allocated from the Scottish Government as part of the Pupil Equity Funding directly to schools and targets closing the poverty related attainment gap.

Every council area is benefitting from Pupil Equity Funding and 95% of schools in Scotland have been allocated funding for pupils in S1-S3 known to be eligible for free school meals. This funding is to be spent at the discretion of Head teachers working in partnership with each other and their local authority. Schools will now have their plans in place for using their funding and will be implementing those plans.



Pupil Equity Funding is being provided as part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term to tackle the poverty related attainment gap.

Within Cardinal Newman Hugh School, we have a two Pupil Equity Fund DHT and four Principal Teacher posts. These staff are charged with working alongside Principal Teachers of Pupils Support, Stage DHTs and Partnership Officers to use the funding in appropriate ways to close the attainment gap. So far interventions have included working with parents and pupils in and out of school, helping financially with trips and events, as well as key aspects of attendance, late coming and behaviour.

BREAKFAST CLUB

REFURBISHMENT

Session 2017-18 saw the school celebrate its 40th Anniversary and also begin a period of major refurbishment across the school. This includes a full school rewire, the instalment of a new Multi Use Games Area (MUGA), state of the art fitness suite and dance studio as well as major refurbishment to the Art Department and other curricular areas across the school. Rewiring of the school is due to finish in session 2019-20.





PUPIL SUPPORT TEAM – PURPOSE AND AIMS

PURPOSE

Cardinal Newman High School places great importance on influencing and advancing the holistic development (intellectual, social, emotional, physical and spiritual) of all its young people. All staff contribute to this aim, but none more so than the members of the Pupil Support Team (PST). They provide the binding which enables all aspects of the child's development to be addressed and, by working closely with all staff and being supported and led effectively by the school's management, help in establishing the tone of the whole school.

AIMS

1. Each pupil within Cardinal Newman High will know and be known personally and in some depth by at least one member of staff
2. Each member of the PST will be involved in the provision for aspects of pupil's personal and social development, particularly within the context of this Catholic school.
3. Members of the PST will respond to, and indeed anticipate, specific individual needs.
4. Members of the PST will ensure clear and effective links with the home and with support agencies.
5. Members of the PST will communicate effectively information relevant to the pastoral, curricular and vocational needs of individual pupils and maintain accurate records on all pupils.
6. Members of the PST, in conjunction with Year Group Heads, will monitor the progress of all pupils.

REMITTS OF PUPIL SUPPORT STAFF

The school operates a 'Vertical' system of Pupil Support in which each member takes responsibility for a section of each Year Group from S1 to S6. This system can see siblings under the guidance of one single member of the PST, while continuing to meet the curricular and vocational needs of S5/6 students more effectively. Members of the PST undertake many different tasks on behalf of the pupils they are responsible for. These include attending to day-to-day problems, monitoring attendance and timekeeping, supporting pupils through all transitions, completing references for employers or colleges and universities and keeping an overview on pupil performance in class. They are generally the first point of contact for the pupil's home and at times may ask parents to visit the school to discuss particular matters. At the same time, parents are welcome to phone the school either to speak to or make an appointment with the member of the PST. Pupil Support staff also liaise with partnership agencies who support pupils in school, such as Social Work, Reporter to Children's Administration, Education Psychologist, School Medical Officer and the Home/School Partnership Officer.

PERSONAL SUPPORT & ENTITLEMENT

The Pupil Support Team is responsible for co-ordinating and developing the school's Personal Support Programme delivered through PSHE. This programme deals with a range of issues, at a level appropriate to the stage of development of each Year Group. Topics include: Relationships; Study Skills; Drugs Education; Equal Opportunities; Careers Education; Citizenship; and Sexual Morality and Health Education. When this last topic is addressed, the materials used conform to the moral teachings of the Catholic Church.

MEMBERS OF THE PUPIL SUPPORT TEAM

Mrs L. Fagan	Andrew House
Mrs J Gilchrist (Acting)	Columba House
Mr M McCart (Acting)	Kentigern House
Mr M. Devlin	Margaret House
Miss A. McGinley	Ninian House

The PST also includes a PT of Support for Learning and the Home / School Partnership Officers. This arrangement allows all pupil support staff to work more closely to support the personal, vocational and curricular needs of pupils and to establish co-operative links between the home and the school.



TIMES OF CONTACT WITH PARENTS

It is school policy that firm links be established between the home and the school, and parents are given every opportunity to meet staff both at formal meetings with other parents or through a personal appointment with one member of staff, be it the Head Teacher, a Depute Head Teacher or a member of the PST. Parents may seek an interview at any time – simply by telephoning or writing – to discuss concerns, educational or otherwise. We promise to respond to such requests in two working days. A calendar of key school events will be issued to each home at the beginning of each school session.

During the course of the year we issue a series of questionnaires to parents and we advise of the results in various publications, such as newsletters and an end of year improvement report.

Finally, it has been school policy for a number of years to send to parental newsletters with relevant information about school events, pupils' achievements, important dates, meetings, etc.

Plus:

TWITTER

Download Twitter and follow the school @CN_HS for up-to-date information and reminders.

WEBSITE

We have recently updated our school website and all such communications and information are regularly updated for all to see. The website is available at www.cardinalnewman.n-lanark.sch.uk.

ELECTRONIC CORRESPONDENCE

Opt in to the North Lanarkshire GovDelivery email scheme for regular newsletters and bulletins.

https://public.govdelivery.com/accounts/UKNLC/subscriber/new?topic_id=UKNLC_77

SCHOOL APP

Download the new School App for any smart phone using the google search Cardinal Newman. This allows you access to all areas in the one place.

THE HOME/SCHOOL PARTNERSHIP PROJECT

The Partnership Officer role has become part of our staffing within the school and with Mrs Lisa MacCallum based full time in Cardinal Newman High School. The HSPO's role is to support young people and their families who are experiencing difficulties at home, school or in the community. Support is offered through a variety of ways including one to one support, group work, home visiting, social activities in and out of school, holiday programmes and links to wider achievement opportunities such as Duke of Edinburgh and Saltire Award. In addition, the HSPO acts as a link with other agencies in order to fully support young people and their families. Examples of group work include Seasons for Growth (a loss and bereavement programme), Parents groups/information events, Young Carers support group, Confidence building, Managing Emotions, Princes Trust XL and Preparing for the World of Work programmes. Furthermore, the HSPO is responsible for Primary 6 and Primary 7 Transition programmes including summer school, P6 Easter Programme and October Week Activities. Parents can find out more by arranging to speak with the school's Partnership Officer, Lisa MacCallum by telephoning 01698 274944.

EQUAL OPPORTUNITIES

Cardinal Newman High School is committed to promoting equality and diversity, acting to eliminate all forms of discrimination including disability, gender and religions and promoting equality of opportunity and good relations. The school promotes equal opportunities for all its pupils and care is taken to ensure that the rights of all individuals and groups in the school community are recognised and respected. In R.E and Personal, Social and Health Education, pupils are encouraged to develop self-awareness and self-esteem and to develop an understanding of the need to care for and respect others. The school endorses the Equality Act 2010, the services Promoting Equality and Diversity Circular and the council's Equality and Diversity Policy and is committed to assessing all policies and practices to ensure there are no negative impacts on any group of people. Incidents of prejudice and discrimination, whether intentional or unintentional, are challenged, and referred where appropriate and in the first instance to the Year Head, from whom parents may also seek advice. Pupils' appreciation of their rights and responsibilities is actively developed.

The school is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued.



STATEMENT ON INCLUSION

The school aims to ensure inclusion for all pupils through positive attitudes to individual learning needs and an ethos which values diversity. In particular, the school tries to ensure an appropriate curriculum for all pupils and collaborative working practices to plan and review support provision to take account of individual pupils' significant additional needs. Consultation processes include the pupil's parent or guardian, school staff and relevant external agencies, and enable the school to meet pupils' rights and individual learning needs by prioritising additional support effectively.

SCHOOL PHOTOGRAPHS

During the course of the school year, a number of opportunities and events arise at which photographs are taken of pupils. On occasion, we use these photographs in Newsletters, on our school Website, Twitter, Handbooks, and in local press statements. Any parent who does not wish their child's photograph to be used in this way should contact Mrs H McGhee Acting DHT.

GENERAL DATA PROTECTION REGULATIONS (GDPR) STATEMENT FOR EDUCATION

Privacy statement for enrolment of pupils in a North Lanarkshire school

What is this statement?

This statement explains when and why we collect personal information about you, your child or young person and how this information is used, the conditions under which it may be disclosed to others and how it is kept secure.

Who are we?

North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education, Youth and Communities is located in Kildonan Street, Coatbridge ML5 3BT.

Why do we need your personal information and that of your child or young person?

The Council has a legal obligation to deliver an effective education service to all children and young people in North Lanarkshire. In order to do this we need to collect personal information about children, young people and their families so that we can help them to learn and keep them safe.

Legal basis for using your information

We provide this service as part of our statutory function as your Local Authority. Processing your personal information is necessary for the performance of a task carried out in the public interest by the Council. If the information we have asked for is not provided, then we will not be able to provide this service to your child or young person.

Your personal information

Education and families uses the national IT system, SEEMiS, to store personal information electronically. We ask parents/carers during registration and enrolment to provide us with their child's name, date of birth, gender, address, family contact details (phone/email). We will also ask you to update this information annually.

We may also ask you for information about medical conditions, additional support needs, religion, and ethnicity. We may also record information you might wish to provide about your family circumstances.

We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing.

During a child's journey through education a pupil's record is kept, this core record is mainly paper based and is stored securely in the child or young person's establishment. If the establishment has requested assistance from educational staff outwith the nursery or school, key staff from these services may also store information securely about your child or young person.



How will we use this information?

Your personal information will be used:

- to enrol your child or young person in nursery or school
- to provide your child or young person with an appropriate education
- for teaching, assessment and planning purposes and to monitor educational progress of children and young people
- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and young people
- to keep children and young people safe
- to maintain records e.g. of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school

- to enable schools and establishments to process personal data in support of SQA and Further Education
- to allow us to process Education Maintenance Allowance (EMA) applications
- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland
- when we require to contact you by post, email, telephone or text.

Who do we share information with?

To support your child or young person's access to appropriate education and meet our legal obligations, personal information may be shared internally between Services of the Council. From time to time, education staff may also need to share information about you, your child or young person with another person from another agency or service, e.g. Social Work, Health.

We also share information with Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people's learning.

When a child or young person moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school.

Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you, your child or young person's information. We care about the information we hold in respect to the education of children and young people. We will keep this information safe and secure.

How long do we keep your information for?

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law, but in most cases it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for. You can view this on our website at our website at <http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003> or you can request a hardcopy of this from Education, and Families, Kildonan Street, Coatbridge ML5 3BT.



Your rights under GDPR

You can:

- Request access to your information – you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.
- Request a correction to your information – we want to make sure that all personal information is accurate, complete and up to date. Therefore you may ask us to correct any personal information that you believe does not meet these standards.
- Request the restriction of processing – this enables you to ask us to suspend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it.
- Request the transfer – you can request the transfer of your information to another party.
- Deletion of your information – you have the right to ask us to delete personal information about you, your child or young person where:
 - you think that we no longer need to hold the information for the purposes for which it was originally obtained
 - you have a genuine objection to our use of personal information.
 - or, use of personal information is contrary to law or our legal obligations.

If you wish to update any personal information, retrieve it, or have it removed from records please contact your child or young person's head teacher or head of establishment in the first instance.

The Council's Data Protection Officer

If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself you can contact the Data Protection Officer.

Data Protection Officer (DPO)
Civic Centre,
Windmillhill Street,
Motherwell ML1 1AB
or by email to AITeam@northlan.gov.uk

The Information Commissioner

You also have the right to complain to the Information Commissioner about the way the Council has handled your rights, to enquire about any exercise of these rights or to complain about the way the Council has dealt with your rights (or any other aspect of data protection law).

Information Commissioner's Office,
45 Melville Street,
Edinburgh, EH3 7HL
or by e-mail to
casework@ico.org.uk



TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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

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 the school and the council 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 education authorities 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 educational outcomes. Accurate and up-to-date data allows SGEP, education authorities 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 GDPR RIGHTS

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the GDPR. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. GDPR 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 out 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 the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Further details are available on

<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

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, SEGP, 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, <http://www.scotxed.net>.



CHILD PROTECTION

Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations. The Head Teacher is responsible for the schools actions in response to Child Protection concerns. If there are any Child Protection concerns the Head Teacher or the Child Protection Co-Ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection Co-Ordinator is: Mrs Helen McGhee (Acting DHT)
Telephone Number: 01698 274944

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 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. If there are any Adult Protection concerns the head Teacher or the Adult Protection Co-Ordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines and Protection Procedures and Guidance.

Adult protection Co-Ordinator: Mrs Helen McGhee (Acting DHT)
Telephone Number: 01698 274944

LIAISON WITH PRIMARY SCHOOLS /PLACING REQUESTS

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/carers are advised to time any placing requests so that they take effect from the beginning of the 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' parent/carer** may choose which school to go to. Placing requests 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 Head Teacher. Further information on placing request details and procedures is available from the school or the council's website. Parents/carers 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/carers and young people to make a placing request to attend a school/establishment belonging to another authority.

TRANSFER OF PUPILS FROM PRIMARY SCHOOL

An Open Evening for P7 parents considering sending their child to Cardinal Newman is organised each session to allow those parents to visit the school. There are also two day visits for pupils to attend Cardinal Newman and follow their timetable for the day. The dates of these events and arrangements for them are made known to parents who have expressed an interest in their child attending the school. Parents who live out with the school's catchment area can make an appointment with the school to be shown round the school by a senior member of staff. A programme of enhanced transition is arranged by the PT Support for Learning. This is available for all pupils who are identified as requiring some additional support during the transition.



TRANSFER OF PUPILS AT OTHER TIMES

Parents/guardians of pupils wishing to transfer to Cardinal Newman High school at other time will asked to complete a school enrolment form and will be contacted by the relevant SLT member to arrange interview and visit.

SCHOOL LEAVING DATES:

1. If the pupil's 16th birthday is before 30 September, he or she may leave school at the end of June.
2. If the pupil's 16th birthday is before 28/29 February, he or she may leave school at Christmas.



CURRICULUM FOR EXCELLENCE

Parents will be aware from the press and parental newsletters that the Scottish Education has recently undergone major changes. The following information will help to set the context and the implications for your child within Cardinal Newman High School. In particular, those children entering Secondary Schools from August 2010 and beyond.

What is Curriculum for Excellence?

Curriculum for Excellence is Scotland's national curriculum. It provides a coherent and inclusive curriculum from 3-18 years wherever learning is taking place, including early learning childhood centres, schools, colleges and community learning. It places children and young people at the heart of Scottish Education. 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.

These four capacities govern the entire curriculum from age 3 to 18 and aim to raise the standards of achievement for all learners.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity.



Throughout Curriculum for Excellence there is a strong focus on Literacy, Numeracy and Health and Wellbeing across all aspects of learning and every teacher will support learners with the development of these, including digital literacy skills.

Curriculum for Excellence is defined as:

The totality of all that is planned for children and young people throughout their education’.

The opportunities for learning and teaching are governed by the Four Contexts for Learning, which ensure that the education your child receives is informative, interesting, relevant and fun.

These contexts are:

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement.

What are the Curriculum for Excellence levels?

There are five levels and these are flexible depending on pupils’ needs and abilities (some children and young people may achieve these levels earlier or later dependent on ability):

- Early level pre-school to P1
- First level to the end of P4
- Second level to the end of P7
- Third and fourth levels S1 to S3
- Senior phase S4 to S6 and other forms of study.

What is the Broad General Education?

The Broad General Education (BGE) is the first phase of two closely connected phases of education. The BGE phase stretches from age 3 until the end of S3 after which learners move into the Senior Phase which starts in S4.

Curriculum Areas and subjects

The BGE is delivered via 8 curricular areas which, in secondary school cover years S1 to S3, and may be subdivided further into individual subjects.

The 8 curricular areas are:

- Expressive Arts
- Languages and Literacy
- Health and Well Being
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences



- Social Studies
- Technologies.

The Senior Phase

The senior phase curriculum, from S4 to S6, follows a young person's broad general education, building firmly on the experiences and outcomes they will have experienced and achieved by the end of S3. It enables them to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development such as awards and wider achievements. It is designed to support young people in moving on to positive sustained destinations, whether that is college, university, training or employment. In the Senior Phase, schools and their partners (such as colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners – including pupils who might previously have become disengaged from education.

The school has been able to adopt a range of approaches to the senior phase and are able to offer greater personalisation and choice for young people in a variety of ways, for example by:

- designing the senior phase as a three-year experience rather than planning each year separately
- delivering qualifications over different timescales in response to young people's needs and prior achievements
- developing pathways for able learners, which bypass qualifications at lower levels to allow more time to be spent on more challenging learning at higher levels
- providing specific and appropriate programmes that maximise achievement and attainment for young people planning to leave after S4.

Personal Support/Career Planning

From 3-18 years, learners are supported to achieve their full potential and, as they progress through broad general education into senior phase, to plan and prepare for further learning, training or employment. 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. 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.

WW1 Displays from our History Department





COURSES AVAILABLE IN SCHOOL

Curriculum for Excellence has meant the structure of courses across the school has changed:

1. **First to Third Year** is known as a Broad General Education and a brief outline of what this means for your child is shown below.
2. **Fourth to Sixth Year** is known as the Senior Phase. This also takes account of college courses or other methods of study followed by students up to the age of 18.

Our first year students follow a new and exciting programme of education which is broad and general providing a wide range of outcomes and experiences. All of the eight recommended curricular areas are followed.

THIRD AND FOURTH PHASE

Children in First Year are now moving into the third phase of curriculum for excellence. In this phase, every child will be given opportunities to allow them to develop 'can do' attitudes in respect of each of the four capacities – Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. Personalisation and choice will ensure that we provide a curriculum for each child to meet their needs and lay down the foundations for a successful future and positive leaver destinations.

Our First Year curriculum is wide, broad and general and consists of the following subjects: English, Maths, Social Subjects, Spanish, Science, Religious Education, Physical Education, Health & Well-Being, Expressive Arts, Food Technology, Craft, Design, Engineering and Graphics and Enterprise (a collaborative course delivered by Business/IT and The Junior Hospitality Academy).

At the end of their first year, students will have an opportunity to specialise within the 8 curricular areas in their second and third year at Cardinal Newman High School –this is known as the fourth phase of Curriculum for Excellence. Again, the curricular structure will ensure that their curriculum is broad and general and allows for personalisation, choice and progression into the senior phase. Details of the courses are published to S1 parents in the spring term.

SENIOR PHASE

All Fourth Year students' progress into the senior phase which allows students to specialise in some of the subjects they chose to study in the fourth phase. Assessment will be an integral part of learning and teaching throughout all of the phases however, during the senior phase students will prepare to sit external examinations. These will be known as **National 4**, **National 5** and **Higher**.

Developing the Young Workforce (DYW)

We place a great emphasis on Developing the Young Workforce (DYW), along with our full time Careers advisors, DHT links and one of our PT PEF positions, there has been an additional focus on pupils learning skills for work. All year groups have time throughout the year to engage with local businesses, College and University staff. Some of our S5/6 pupils work as Ambassadors with younger pupils engaging in learning skills for work activities across the year. Pupils also have an opportunity to engage with the motivational speakers from Tree of Knowledge annually and this programme covers, skills for work, growth mindset and exam success.

SKILLS DEVELOPMENT SCOTLAND (SDS)

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 CVs; search for vacancies and explore training opportunities in a way that's personal to them. There are video clips of some 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.

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



UCAS Visit



S1 Gideon Visit



The Relics of St. Therese of Lisieux



Foodbank Collection

S1 pupils have the opportunity to operate a Scottish Café that is open to their families to attend. They prepare the invitations, menu, cook and serve the food and clear way after service. The café is always a huge success and encourages parental engagement in a relaxing atmosphere.

SCOTTISH CAFÉ





HOMEWORK

Homework is an important part of a child's learning and is given a high priority in Cardinal Newman H.S. Homework is given on a regular basis in order to:

- * consolidate work done in class.
- * provide preparation for new lessons.
- * encourage habits of independent study.
- * allow parents to judge how well their child is progressing.

The amount of homework given varies according to the pupil's age and the subjects being studied. There will be an increase in quantity, complexity and time needed for completion of homework as pupils progress through the year groups. Care is taken to ensure that the change in homework requirements, which takes place at the P7/S1 transition, does not cause pupils unnecessary difficulty; homework exercises set for First Year classes will therefore be a short duration (taking on average 10-15 minutes per exercise). In Third Year and beyond, some of the work done at home helps pupils to develop the techniques of individual study and research. All pupils will be issued with a Diary/Planner at the beginning of each session. They will be required to use this to note homework issued to them and to indicate its completion. Parents and staff may use the Diary/Planner as a means of communicating concerns or achievement in the area of class work or homework.

SHOW MY HOMEWORK

During session 2019/20 staff are piloting a new online app called Show My Homework. It will allow parents, students and staff to track the homework and deadlines given allowing a personalised experience for all, helping our young people stay organised.

PARENTS AND HOMEWORK

At the beginning of each session parents will be reminded of the school's policy on homework. For example, they will be informed of the types of homework they may expect their children to be doing. They will be asked to monitor their children's homework regularly, enquiring as to what has been set, checking on their progress and ensuring that the work is completed. The Diary/Planner, issued to all pupils, can be checked easily and quickly by parents, who should sign it weekly. Parents will be encouraged to give their children as much help as possible and, where the pupil encounters serious difficulty, to send a note to the teacher seeking assistance for the pupil. In addition they will be asked to provide pupils with a suitable working environment in the home, free from serious distractions (especially the television!). Involvement in the homework programme to this degree should give parents confidence to speak about relevant curricular matters when they come to the school to discuss their children's progress. Before allowing children to access the Internet from the home for homework purposes, parents should satisfy themselves that the 'firewall' installed on their home computer will block any unwanted sites or references that the pupil's search might throw up.

THE PLACE OF THE SENIOR LEADERSHIP TEAM IN OUR HOMEWORK POLICY

The Senior Leadership Team is responsible for overseeing the implementation – and evaluating the effectiveness – of the school's Homework policy. Homework practices are regularly monitored to ensure that pupils are not being overburdened with homework at certain times of the week or stages of their schooling. The Diary/Planner helps to identify and deal with this concern, if it occurs.

THE PLACE OF THE SUBJECT DEPARTMENTS

Subject Departments decide on the type, frequency and method of recording of homework for each year group. The frequency and duration of homework exercises vary from department to department but the time spent on homework becomes progressively greater as pupils move through the school and on to more advanced aspects of the subject. The pattern of homework is scrutinised from time to time to ensure that the work given takes a variety of forms and incorporates appropriate differentiation. The services of the Learning Support Department are called upon as required. The subject department operates an agreed strategy for dealing with pupils who fail or refuse to do homework, which may eventually involve parents, Pupil Support Staff and Senior Leadership.



THE PLACE OF THE SUBJECT TEACHER

The subject teacher will inform the class at the beginning of the session about the frequency, quantity and nature of homework to be given – the principle being that homework will be less burdensome for younger than for older pupils. The teacher will ensure that the type of homework varies in order to offer suitable challenge to each pupil. Tasks set could include completion of work, preparation of new work, memorising, summarising, problem solving and researching, using a range of sources of information. The work set will be differentiated if the class contains a wide ability range so that all pupils can gain success and fulfil their potential. Learning Support staff will have a part to play in this process. If project work is set, it will be based on resources that are available in most homes and will not be dependent on access to materials too specialised for the normal family home. All homework exercises will be corrected whether formally or informally, as circumstances of time and numbers permit, and appropriate records will be kept in accordance with departmental policy. Teachers' insistence on the importance of homework will raise pupils' expectations in relation to the school. Subject teachers will follow agreed Departmental procedures for dealing with pupils who fail to do homework without good cause and pupils are made aware of the sanctions that will be imposed in these circumstances. Nevertheless, confrontations in these cases can spoil relationships between staff and pupils, and teachers will use reasoned argument and persuasion to highlight the value of homework to the pupils.

THE PLACE OF THE PUPIL

At the beginning of each session, pupils will be informed about both "whole-school" and subject departmental homework policies. They will be made aware of the gradual increase in demands between S1 and later years and of the consequences of non-return of homework. Pupils will be encouraged to inform their parents about homework and to ask for their help and advice if this becomes necessary. Teachers will design homework tasks which pupils can accomplish successfully, as this raises self-esteem and increases self-confidence. Where they have problems with their homework, pupils will be encouraged to seek the help of the teaching staff and parents.

THE PLACE OF THE PARENT COUNCIL

The Parent Council is asked to examine and if necessary suggest amendments to the school's policy on homework. They are then asked to support the teaching staff in its implementation by providing publicity and support among parents.

THE PLACE OF LEARNING SUPPORT

Learning Support staff have a key part to play in helping subject teachers to provide differentiated materials for homework exercises and in making the subject teacher aware of any pupils with serious learning difficulties. This reduces the incidence of frustration and resentment arising from a pupil's inability to cope with the work set. Learning Support staff also work with Pupil Support Staff where it is felt that parental involvement is required. Parents can be advised on how best to help their children at home.

THE PLACE OF THE PUPIL SUPPORT TEAM

Members of the Pupil Support Team will be available for pupils who are having problems with subject areas or who regularly fail to complete homework. The Guidance teacher is in an excellent position to link pupil and parent with the Subject Department.

A copy of the school's Homework Policy is available from the school on request. This table indicates some examples of what sorts of homework departments will normally set, and the average time per week needed to complete this homework



DEPARTMENTS AND THEIR HOMEWORK

	S1	S2 and S3	Senior Phase
Art & Design	Observational drawing; Collecting photographs Weekly 30 mins	Collection of resources. Weekly 30 mins + S3 to complete classwork	Observational drawing: Research & preparation. Completion of folio, written pieces and sample exam questions.
Biology/ Science	Homework Booklet; Written Practice of classwork; learning by heart; Research. Weekly 15-20 mins	Weekly/fortnightly homework and revision/recap = 30-45 minutes each.	Written practice, Essay Questions; Revision; past Paper work. 1-3 times per week; 1-2 hours per exercise
Business	Weekly/ fortnightly homework given	Questions related to current Topic; Past Paper work. Weekly 30 mins	Past paper questions, learning terms: Research: weekly 60 mins – 120 mins
IT	(ICT – No homework given)	Written tasks: Learning new terms: Revision: 10 - 20 mins	Weekly: 30-60 mins. Past paper questions and scholar.
Chemistry	(As Biology/Science)	Weekly/fortnightly homework and revision/recap = 30-45 minutes each..	30 mins + 45 mins revision.
Craft Design & Technology	Learning & memorising. 2-3 times per session; 20 mins	Learning & Memorising; Past Paper work reinforcing exam technique. Monthly in S4; Variable	Learning & memorising; Past Paper work reinforcing exam technique Weekly from January: 60 mins.
Drama	Glossary sheets; Character Cards 1-2 times per unit: 45 mins	Vocabulary revision; Evaluation: K & U tasks Weekly: 45 mins	Reading & analysis; Essay-writing: Learning by heart; Past Paper work. Weekly: 4 hours
English	Variety of reading & writing tasks, most from classwork, some from homework booklets 60 mins per week.	As S1 Nightly: 60-75 mins	Reading for UAE, studying and learning literature. Essay writing, revision and past paper work. Weekly: 180 mins
Geography	Social Subjects (S1/S2) Written tasks; Viewing TV Programmes; Research. Weekly/fortnightly: 30mins.	Written tasks; Revision for Topic assessments. 30 mins weekly.	Written tasks; reading; Revision for Topic assessments. 3-4 times per week (Higher): 120 mins.
History / Mod Studies	Extended Writing for Topics; News reports; Revision work: 20-30 mins	Written tasks; revision & exam preparation; 30 mins weekly.	Essays 60-120 mins.
Food Technology	Literacy/Numeracy tasks, planning & learning 15-30 mins	Literacy/Numeracy tasks, planning & learning 15-30 mins	N5 30-60 mins weekly Higher 120mins weekly
Mathematics	Written practice of classwork; Study/revision; Reinforcement of key skills. 2-3 times per week; 10 15 mins per task	2-4 times per week (depending on level): up to 60 mins.	2-4 times per week (depending on level): up to 180 mins Past Paper work
Modern Languages	Written practice of classwork; Learning vocabulary. Most periods	Practice of language skills: Examination practice. Most periods: 20 mins	2 out of 3 periods; 60 mins.
Music	Instrument practice (if possible) 10 mins daily.	Notation exercise; Practise set pieces; Instrument practice 15 mins daily.	Inventing/notation; Practise set pieces; Listening revision; A' Higher essay. 30 mins. Instrument practice 30 mins daily.
Physical Education	Homework sheet. Every 5-6 weeks: 10 mins	Homework Booklet. Variable: 30 mins	Written tasks: Past Paper work. Weekly: 50-60 mins.
Physics	(As S1/2 Biology/Science)	Weekly/fortnightly homework and revision/recap = 30-45 minutes each.	Homework Booklet: Past Paper work: 60-120 mins
RE	Reflections on class lessons. Written and Presentations.	Reflections on class lessons. Written and Presentations.	Regular work given. Short answer and extended essay questions.



RELIGIOUS EDUCATION AND OBSERVATION

As Cardinal Newman High School is a Roman Catholic School, Religious Education and Religious Observance are defining elements and play a very important part in our work. Every form class is involved in the Religious Education programme, receiving two periods of this subject per week. In addition, the Liturgical Year is celebrated in all its diversity, with various class, year and school services at appropriate times. Such activities might include Masses, Retreats, Devotions, visits to religious sites and so on.

The school Chaplain, Father Paul Denney, is working closely with the Principal Teacher of R.E. who is responsible for the organisation of the subject. He is very involved in the Religious Education programme, offering pastoral support, advising teachers and pupils, celebrating the sacraments as and when appropriate, acting as a link to the wider community and organising religious events with the support of the extended Religious Education Team and Pastoral Team.



Religious Education and Observance form part of the religious tradition and ethos in a Catholic School and indeed play an important part in the education provided in this school. In view of the denominational nature of the school, parents do not normally exercise their right to withdraw their children from the Religious Education and Observance programme.

S1 RECEIVING THEIR GIDEON'S BIBLE

The Religious Education syllabus is determined by the Scottish Bishops' Conference and developed in conjunction with Motherwell Diocese and the Scottish Education Service. The programme of Religious Education forms an integral part of school life. All pupils cover the "Called to Love" sexual health and relationships materials provided by the Scottish Catholic Education Service. This serves as a reliable resource for instilling and upholding the dignity and gift of life in young people.

Religious observance provides pupils and teachers with opportunities for collective worship, assists pupils in their spiritual development, re-affirms the distinctive ethos of the Catholic school, and encourages and enables formation within our Catholic faith. As a result; the Oratory and Theatre are regularly used for mass, Services of Reconciliation and Liturgies and by guest speakers discussing matters relevant to young people. Prayer is also an important part of our school life. Daily prayers are said each day at the beginning of period one. These prayers are produced weekly by staff and pupils. Mass is said in the school oratory every Tuesday at 8.30am and Thursday at 12.30pm. All members of our local community are welcome to attend. Furthermore, there are three specialist teachers of Religious Education who work with an extended team of teachers to offer Religious Education to all our pupils using a variety of modern, up-to-date resources.

S1 ATTENDING MASS IN THE LOCAL PARISH



PATRONAL MASS



Parents/carers 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 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.

Nevertheless, it is recognised that the Education Scotland Act 1980 allows parents to withdraw their children from any instruction in religious subjects from any religious observance, and any such pupil will not be placed at any disadvantage with respect to secular instruction. Any parent wishing to exercise his/her rights to withdrawal should contact the Head Teacher and agreed alternative provision will be made. It should be noted that this policy has regard to national advice set out in S.E.E.D. Circular 6/91.



FEAST DAY CELEBRATIONS – OCTOBER 2019



Patronal Mass




CARDINAL NEWMAN
HIGH SCHOOL
INVITE YOU TO VISIT OUR NEW
ORATORY ON THE FEAST DAY OF OUR
PATRON FOR

*Devotions to
Blessed
John Henry
Newman*

*Ahead of his forthcoming
canonisation*

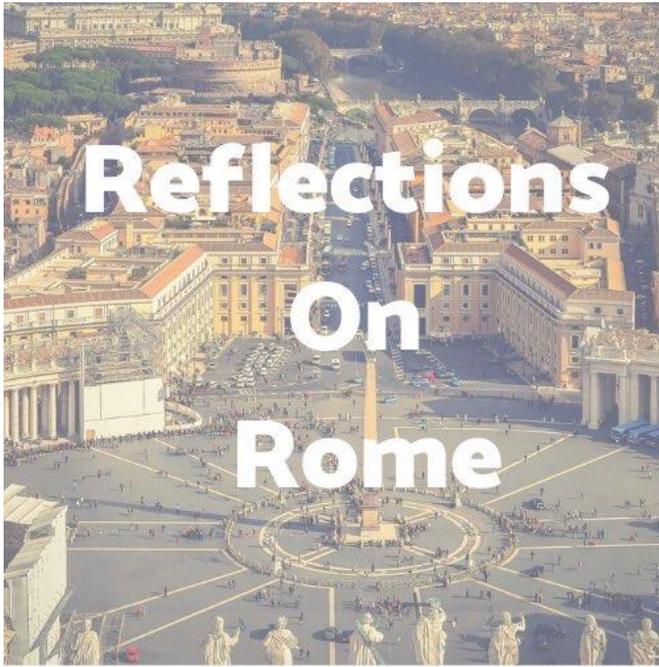
**WEDNESDAY 9TH
OCTOBER 2019**

THE ORATORY WILL BE OPEN
BETWEEN 3.30PM-5.30PM

FIRST CLASS RELICS OF THE SOON -TO-
BE SAINT WILL BE DISPLAYED FOR
PRAYERS & VENERATION



REFLECTIONS ON ROME



CANONISATION MASS OF THANKSGIVING





CLUBS AND OUT-OF-SCHOOL-HOURS LEARNING

Among the many **clubs** operating in CNHS are:

Badminton	Boy's football	Creative Writing	Eco Schools
Fair Trade	Football rules	Girl's football	Gymnastics
Netball	Rapid Readers Club	Short tennis	Chess club
Spanish Choir	Table tennis	Volleyball	Web Design
Homework Club	Craft Club	Summer School Show	DJ Club
Breakfast club	Cooking club	Family Craft day	Drama

Among the various **Out-of-School-Hours Learning activities** currently operating in CNHS are:

Easter School for P7	Run during the Easter break for identified pupils who may need enhanced transition.
Summer School for P7	Run during the last week of the Sumer holidays to develop confidence. Workshop-based. A small number of identified P7 pupils are invited to attend.
Easter School for S4/5/6	Structured classes to prepare for forthcoming SQA examinations. Open to all students S4/6. Classes typically include Art, Biology, English, History, Maths, Modern Studies, PE and Physics.
Exam Preparation classes	Tutorial classes offered at lunchtime and / or after school. These run from October through to May for S3-S6.
School Yearbook	A committee of S6 pupils produce and sell the Pupil Yearbook.
Charity Committee	A committee of S6 who collect, count and allocate charity contributions.
School Bands and Choir	A number of bands and choirs practise and rehearse during lunchtimes and after school and compete at local competitions

We also have a variety of **Out-of-School-Hours Supported Study opportunities** currently operating, the times of which are available from our web page which is updated regularly.

SPORTS DAY



CRAFTS

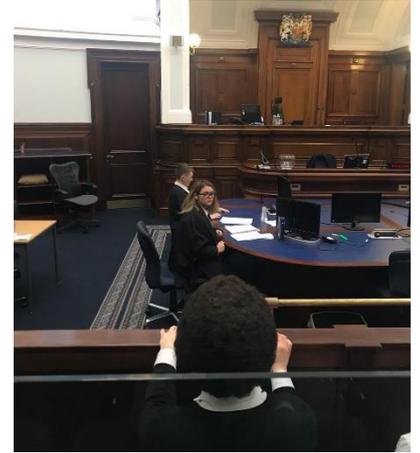


COOKING CLUB





OPPORTUNITY FOR ALL MOCK COURT



ATTENDING THE YOUNG SCOT AWARDS



ANTHONY NOLAN TRUST AMBASSADORS



UNIVERSITY OF GLASGOW STARS



OUR SUMMER SHOW



TINTO FOR ST. ANDREW'S HOSPICE



STEM

Cross curricular events begin with our associated primary transition events with Science, Maths and Technology leading the way. Our P7 pupils take part in the Salters' Chemistry Festival in Glasgow University with input from Science staff and use the problem-solving skills developed to complete a dragons den style activity during our Maths Challenges.

We have girls interested in engineering attending both the University of Strathclyde and the University of the West of Scotland at events building on work completed at Science club with the school.



P7 STEM

STEM AMBASSADOR VISIT



S6 pupils have represented the school at national STEM events and achieved recognised success in presenting at the Scottish Nuffield Science Research Placements.

Strong links with industry and higher education providers ensures that the education young people receive is relevant and they can appreciate the pathways open to them when they are successful.

Our annual S1 STEM day is supported by staff from Science, Maths and Technologies as well as local business companies and Universities.. Pupils are challenged to solve a problem with global significance and have to work together in teams competing for the awards of the day for success in the project as well as team work and problem solving.

STEM CLUB FUN



STEM SCOTLAND GLASGOW



Staff and pupils represented NLC at the STEM SCOTLAND event at the Scottish Learning Festival.

Visits to Amazonia and from the Zoolab keep our curriculum interesting and up to date!



ZOOLAB



AMAZONIA

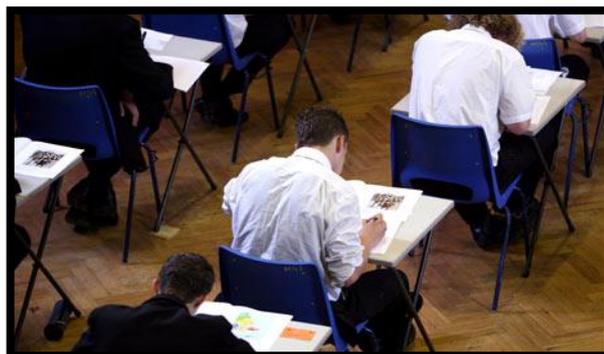


ASSESSMENT AND REPORTING

Assessment is an important part of the Curriculum for Excellence and, at all levels, pupils' progress is closely monitored by teachers and staff.

In turn, teachers and staff work with pupils to reflect on their results, looking at their strengths and learning needs, agreeing next steps and action based on these. As they progress, pupils become more involved in this process, as they develop the skills to make effective judgments on their own learning, developing personal expertise that will be important to them throughout life. Assessment also helps teachers plan learning experiences which are motivating and challenging. Children who may have additional support needs will be assessed using methods best suited to their individual requirements.

In Cardinal Newman High School, assessment is an integral part of the whole teaching and learning process. Assessment practices in departments are both summative (assessing pupils against course-work and awarding them a grade), and formative (used to diagnose individual pupil's strengths and needs and to determine the next steps in their learning). Assessment is a continuous process which provides encouragement and support for pupils and important feed-back for teachers, allowing them to continue to improve the teaching and learning process.



REPORTING

Communicating the outcomes of pupil's assessment to parents is a critically important task for teachers, and formal reporting events are scheduled for times which will provide the maximum amount of relevant advice for pupils and parents. Each Year Group will receive one formal written report and one parent/teacher meeting per annum. In addition, S1, S2 and S3 classes receive an Interim Report while S4, S5 and S6 receive a Target report. Parent's Meetings are announced in advance through newsletters, Twitter, the Parent Call System and the website and appointments are booked online. Within the Report booklet, subject departments and members of the Pupil Support Team make their individual analysis of pupils, commenting on progress, behaviour and effort, but also providing professional judgement as to the next steps pupils ought to be taking in the learning process.

KEY PARENT CONTACT DATES 2020 -21

	S1	S2	S3	S4	S5-6
Report 1 issued to parents	December	November	December	September	October
Parent's Evening	March	February	September	November	October
Report 2 issued to parents	June	May	March	January	February
Prize Giving	June 2021	June 2021	June 2021	September 2020	S6 Graduation June 2021 S5 Prize Giving Sep 2020

Note: This calendar is provided as an exemplar of a typical year's Tracking, Assessing and Reporting Calendar. Precise dates will change each year. Elements of the above calendar may be dropped or replaced, while new ones might be added.



SUPPORT FOR LEARNING

Support for Learning - Meeting Individual Learning Needs and Additional Support Needs

Aims of the Support for Learning Department

1. To work in partnership with staff, pupils and parents to identify learning needs and arrange appropriate support.
1. To identify and understand the nature of pupils' learning difficulties and/or learning disabilities.
2. To arrange support provision to meet the learning needs of a wide range of pupils.
3. To encourage all pupils to achieve their full potential.
5. To help pupils to take more responsibility for their own learning.
6. To identify priorities for support for learning, in consultation with school staff, and so help ensure an appropriate curriculum and appropriate learning experiences for all pupils.

PRESENT STAFFING

There are two full time Support for Learning teachers who are helped in providing support for pupils by a number of Additional Support Needs Assistants.

EDUCATION AND FAMILIES STAGED INTERVENTION

The process by which interventions are made takes the following steps:

- Level 1 Staff identify the needs of a young person and these needs are planned for and supported within the school using classroom and whole school resources.
- Level 2 Support can be requested from within Education and Families e.g. the Educational Psychologist or Community Learning and Development.
- Level 3 Support can be requested from another agency where further planning and support is required to further develop the wellbeing of the young person from partner agencies expertise.
- Level 4 At this level, we would see integrated and compulsory working with other agencies. There would be targeted interventions required to promote the wellbeing of the young person and a lead professional identified. There would be an expectation that a statutory Child's Plan with integrated assessment would be in place.

CONSULTATION WITH STAFF

The Principal Teacher of Support for Learning is a member of the Pupil Support Team, and works with subject teachers, management, the associated Primaries and various external support agencies to identify and meet pupils' learning needs. Every effort is made by the school to make sure that staff work together to plan and review support for pupil's learning to ensure that it is effective, timely and the least intrusive form of support. Both the PT Support for Learning and the Pupil Support staff are the key points of contact for parents having a overall picture of how a pupil is progressing

Information is shared with subject departments to help ensure that pupils are given appropriate support for their learning. Learning Support and subject staff work together to plan and develop teaching and learning approaches to help all pupils achieve their potential.

The Support for Learning department works closely with the Pupil Support Team and Home/School Partnership staff to share information to ensure effective support for pupils.

SUPPORT IN CLASS

Support for Learning can work with subject teachers in class, in any subject area, and with pupils in any year group from S1 to S6. In line with school policy, support for S1 in English and Maths is a priority, especially in the period August to December when every pupil in the class can benefit from the extra support provided. In S3/4, some departments have smaller sections for pupils experiencing learning difficulties, while other departments have co-operative teaching where an extra teacher is in the class. This can be a Support for Learning or subject teacher.



ADDITIONAL SUPPORT NEEDS

Cardinal Newman High School complies with Learning (Scotland) Act 2004 as amended by the Education Additional Support for Learning (Scotland) Act 2009. This framework provides support for children and young people in their school education, based on the idea of additional support needs. Through a process of staged intervention and, where appropriate, in conjunction with other appropriate agencies, the school will work to support these pupils and their families within the framework of this legislation and in line with the Code of Practice.

Pupils who are identified by Primary schools as having English as an additional language liaise with Nicola Morrison our Support for Learning PT who, in turn, can request support from the available EAL team to come to the school to provide appropriate levels of support and advice. 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. Acting Depute Head Mrs Helen McGhee works closely with Nicola Morrison to ensure the needs of all children with ASN are met.

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.

Pupils who have been identified as having additional support needs may receive help through individualised homework programmes and/or individual or small group tuition in or out with class. Such tuition would be short term and would only take place with the agreement of the pupil and their parent. 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 the authority to establish whether a child has additional support needs. They can also request an assessment at any time

PLANNING

Getting it Right for Me plans (GIRFMe) 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 of 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\carers and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents\carers will receive letters from the Education Authority throughout the CSP process. Parents\carers and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan.

As stated previously, 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 and this information is coordinated by Mrs Helen McGhee (Acting) DHT.

DISPUTE RESOLUTION

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\carers and young people through Resolve (see contact details at the back of this handbook). Mediation is free through Resolve 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\carers 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\carers 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

EXTERNAL SUPPORT AGENCIES

When further planning is required to further develop the wellbeing of our young people the Support for Learning PT along with Pupil support colleagues will request assistance from colleagues in partner support agencies such as:

- Educational Psychology;
- Behaviour Support;
- Network Learning Support;
- School Nurse;
- School Medical Officer;
- Speech and language Therapy;
- Occupational Therapy;
- Community Paediatrician ;
- Physiotherapy;
- Hearing Impairment;
- Visual Impairment;
- Early Learning Language and Communication and Transition (ELCaT);
- Support with Assistive Media (SAM group);
- English as an Additional Language Service



SCHOOL DISCIPLINE

As in any other institution, good discipline in school results in the smooth running of the school and, it is hoped, in an atmosphere where pupils and staff can go about their work and enjoy their leisure breaks, without disruption. In Cardinal Newman High School, the positive development of good discipline is emphasised through our promoting positive behaviour being at the heart of all that we do. Pupils are encouraged to develop self-discipline in their work and play, and this in turn should lead to sound and lasting relationships between pupils and also between staff and pupils. The value of school rules is firmly emphasised and pupils are urged to abide by this. Each breach of school rules is judged on the circumstances and may be dealt with by any member of Staff including the Head Teacher. The misdemeanour is recorded by the Principal Teacher of Subject or Pupil Support and if the pupil continues to break school rules the parent may be asked to come to the school concerning the matter. It is the experience of the school that most parents respond favourably to this type of interview, which often results in an improvement in the behavioural pattern of the pupil in question. It is also pointed out to the parent that persistent indiscipline could eventually lead to the exclusion of the pupil. This is a particularly serious course of events, as the matter may eventually have to be brought to the attention of the local authority. Serious disruption in class may lead to the pupil being referred to the school's Restorative room, a classroom where he or she does meaningful written classwork under the supervision of a member of staff but away from his or her own class group, for a maximum of one teaching period. This system has been in operation for many years now and has proved to be a successful deterrent to recurring disruptive behaviour in the great majority of cases. A number of our staff have been trained in 'Restorative' discipline practices, and these are being rolled out across the school. We have extended our approaches to restorative discipline with those of our Associated Primaries. We will support parents in establishing a healthy code of discipline at home as this makes the task of implementing sound discipline in school much easier.

SEE APPENDIX 2 – PROMOTING POSITIVE BEHAVIOUR SUMMARY

EXTERNAL PROVIDER STAFF

1. School disciplinary policy and procedures should be invoked when there is an incident involving any member of external staff (not employed by NLC) within an NLC establishment.
2. 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.
3. Any misconduct should be reported to a member of the school SLT before the close of the business day.

ANTI-BULLYING

The school has an anti-bullying policy in place which it actively operates. If pupils genuinely feel that someone is bullying them, they must speak to a member of staff who will investigate the situation. Copies of the policy are available from the school. The recording of bullying or alleged bullying incidents are recorded electronically as part of the schools monitoring system. The school promotes positive behaviour and encourages a positive school ethos and relationships between pupils.

SUPERVISION IN NON-CLASS TIME

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

Staff volunteer to be a presence within the pupil social areas and lunch halls to aid good behaviour and positive transition between interval/lunchtime and classes. There are arrangements in place for pupils who have any ASN to work with others during non-class time.



CODE OF CONDUCT

In Cardinal Newman High School we are committed to ensuring that effective learning and teaching take place in a happy, secure and Christian environment. To this end, it is most important that pupils, parents and teachers – working in partnership – be aware of their separate responsibilities in maintaining a community where respect is shown for self and others. We believe that this awareness can be promoted clearly by stating a set of Christian values and attitudes which are essential if this common good is to be attained.

PUPILS – are expected to:

- treat all persons and property with respect
- in all areas of the school, conduct themselves in an orderly manner for the safety of everyone
- bring appropriate equipment to class and try to achieve the highest possible standards
- ensure all written communications reach home and/or school
- complete homework by the set date
- respond to bells promptly and arrive in time for all classes, entering in an orderly fashion
- refrain from eating, drinking and chewing in class and Place litter in the bins provided
- wear school uniform.

PARENTS – are expected to:

- encourage their child to treat all persons and property with respect
- encourage their child to reach the highest possible standards
- support all school policies and discipline procedures
- show an interest in all communications
- liaise with the school regarding any support which can be given concerning the education of their child
- ensure that their child leaves home in time for the beginning of the school day at 9.00 a.m.
- encourage the wearing of school uniform.

TEACHERS – are expected to:

- treat all persons and property with respect
- arrive in time for class, have all lessons well prepared and promote high standards of work
- implement all school policies
- liaise with and report to parents
- encourage the wearing of school uniform.

THE MERIT SYSTEM

We have a new 'Merit' system for all year groups, which will allow us to recognise and reward positive behaviour. The system will allow staff to award Merits to pupils who consistently perform well against the 5 key qualities of being Prepared, Responsible, Caring, Positive and Consistent. Pupils will receive a Merit each time one of their teachers notes excellence performances against these criteria, and pupils who do particularly well during each Merit period receive a reward.

Look out for your child receiving Merits, and help us to encourage positive behaviour.

HEAD TEACHER BADGE

This badge is awarded to young people by the Head Teacher for outstanding contribution to the school including:

- Wearing uniform consistently
- Excellent behaviour and effort
- Participating in and organising school events
- Supporting the community, particularly vulnerable young people and the elderly



USE OF MOBILE PHONES AND PERSONAL ELECTRONIC EQUIPMENT IN SCHOOL

The possession and use of mobile phones and other personal equipment by school pupils is now extensive. Use of mobile phones and other handheld electronic devices (particularly with the advent of increasingly sophisticated equipment and camera phones) presents a number of problems, including:

- (i) These can be valuable items and might render a pupil vulnerable to theft;
- (ii) Equipment (and their cost and level of sophistication - or otherwise) can make pupils objects of envy and could have implications with regard to discipline and potential bullying;
- (iii) Even when apparently silent, their use is potentially undermining of classroom discipline; and
- (iv) Use of devices with integrated cameras can lead to child protection and data protection issues and other legal issues with regard to photographing of individuals without their knowledge or permission, or the use or distribution of such images.

In Cardinal Newman High School we have amended our behaviour policy which includes a section prohibiting the unauthorised use by pupils of mobile phones and other handheld electronic equipment while on school premises, grounds or during off-site activities under the direction of a member of staff. You will wish to note that it is not regarded as realistic to have a policy which prohibits pupils from bringing phones to school. Not only would it be impractical to forbid pupils from carrying them when the latest phones are so slim that they could be hidden easily, but we understand that a number of parents would be concerned for health and safety reasons if their child were not allowed to carry a phone at all and might therefore be unable to contact their parents in respect of any situation that might arise on the way to or from school. During the school day, parents are able to contact their children in an emergency via the school office and, of course, pupils are able to speak with staff if any emergency arises. Where a pupil does bring a mobile phone or other electronic device to school, these should remain switched off and in bags during class time and may not be used for any purpose in class unless under instruction from the class teacher. During interval and lunchtime pupils have permission to use their mobile devices appropriately. Pupils are aware that they should not take photographs or post on social media while on school premises, grounds or during off-site school activities (such as sports activities). Where a pupil is found by a member of staff to have broken these regulations, it could be treated as a serious breach of our school behaviour policy and the pupil dealt with accordingly and parents informed.

SCHOOL ATTENDANCE

Section 30 of the 1980 Education Act lays a duty on every parent/carer 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.

Parents/guardians should inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence. Unexplained absences will be investigated by the pupil support team and our Community Learning Development (CLD) worker. The school uses a Parent Call System to alert parents to absences that are causing concern. The Authority has the power to write to, interview or prosecute parents or refer pupils to the Children's Panel if necessary.

Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence. Failure to do so will result in school staff accessing all contact numbers provided for the school. In the interests of child safety, the police will be contacted if all attempts to locate the child have been exhausted.

Parents/guardians should be asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence.



Parents/carers are asked to provide an up to date record of home contact information at the start of each school year. It is requested that any changes that occur throughout the year are supplied by parents to update our records.

The school will investigate all unexplained absence with parents and the authority has the power to write to, interview or prosecute parents/carers or refer to the Reporter of the Children's panel if necessary.

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/Carers should inform the school by letter of the dates before going on holiday. Absences will be classed 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 reasons such as:

- The availability of cheap holidays.
- The availability of desired accommodation.
- Poor weather experience during school holiday.
- Holidays which overlap the beginning or 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 reason).
- Leave in relation to the children of travelling families.

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

- 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.

SCHOOL COMPUTER REGISTRATION SYSTEM

A computerised registration system is in operation in the school as it is in all other North Lanarkshire Council Secondary schools. As well as recording attendance/absence, the system notes late-coming and overall provides a valuable aid to providing readily-available information regarding these matters, which, if needed, can be followed up quickly by the school. When a pupil is marked absent periods 1 and 2, this is picked up by the Pupil Support Teacher who will arrange for a text message to be sent to the parent/guardian to inform them that this is the case, and ensure that their child's safety is at the centre of our practice.

LATECOMING

Not only poor attendance can have an impact on attainment and achievement, also late coming. The school operates a 'Late Desk' during Period 1 and Period 5 in the school day. Any pupil who arrives to school late must register here. This has had a dramatic effect on decreasing the number of pupils coming late to school.



EDUCATIONAL MAINTENANCE ALLOWANCES (EMA)

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 2020-2021 students who are born before 1 March 2004 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

(i) 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 2018-2019 are as shown below. These levels may be subject to change in session 2020-2021.

For applicants in single student households - £30 per week is paid where the income is up to £24,421; Where the income is 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.

(ii) Attendance

Students in receipt of an EMA must attain 100% attendance 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

(iii) 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 special schools in North Lanarkshire in June each year. The school is also given a number of posters 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. Applications forms and guidance notes are available from Schools, Council Offices Kildonan Street 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.

CLOTHING AND KIT

All North Lanarkshire schools must have a dress code which encourages pupils 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/carers, pupils and staff were fully consulted. It is the expectation of Education and Families that parents/carers will be keen to support the dress code and written agreement may be sought.

Clothing which is unacceptable in school under any circumstances includes items which:

- could potentially encourage factions (e.g. football colours).
- could cause offence (e.g. 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 (e.g. shell suits).



- could cause damage to flooring.
- carry advertising, in particular for alcohol or tobacco.
- could be used to inflict injury to other pupils or to be used by others to do so.

Parents in receipt of a grant for footwear and clothing 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 Assistant Chief Executive, Education, Youth and Communities. Information and application forms may be obtained from any school or First Stop Shops. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Universal Credit, Housing Benefit, and 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 wellbeing of the whole school community. In such circumstances a head teacher may justify the use of the school discipline procedure.

The council wishes to minimise claims arising from the loss of pupil's clothing and/or personal belongings. Parents/carers 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/carers 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.



SCHOOL UNIFORM AT CARDINAL NEWMAN HIGH SCHOOL

Cardinal Newman is a uniform school, and staff continue to insist upon proper uniform, including blazer. Unfortunately, pupils themselves often prefer to wear the various items of clothing that come into fashion (belts, leggings, sports tops, etc). Such items are definitely not uniform, and we will strongly discourage pupils from wearing them. We would appreciate your help. Please check your child each morning to ensure that the uniform as described below is being worn. The uniform is:

- the school blazer
- a plain white school shirt
- a school tie (S5/6 also have their own tie design)
- plain black tailored trousers (not jeans, track-suit, jogging pants, leggings or other leg-hugging trousers) or skirt
- an optional **plain, black V-necked jumper**. No other sweatshirts, cardigans, jumpers etc. are permitted. No outdoor clothing other than the blazer is allowed within the school building
- black shoes (no white soled trainers)



P.E. KIT

- a school polo shirt, shorts, socks and indoor training shoes. When working outdoors, pupils may also consider bringing a track suit or sweatshirt and towel and may use outdoor footwear.
- Pupils should not wear football team colours.
- P.E. kit should be carried in a bag and should be changed into before a lesson and changed out of immediately after the lesson.
- Pupils should avoid bringing especially expensive kit, and should not bring valuables to P.E. (Any such items should always be given to P.E. staff, before the lesson, for safekeeping).
- No jewellery is to be worn during P.E.

Through our PEF funding all pupils in S1, S2 and S3 have been provided with a PE t-shirt.

NOTE

It is our aim to develop all pupils' ability in PE, and if a child is unable to take part fully in a PE lesson through injury, they are asked to bring a note from their parents. It is our experience that, when pupils have a minor injury that has not prevented them from attending school, they can change into PE kit and continue to be involved with the lesson in an alternative role (for example, coaching, refereeing, scoring or measuring). We therefore ask that pupils bring their PE kit at all times. If a child should forget to bring kit, he or she is asked to wear washed kit available in the Department or to participate in another physical activity identified by the class teacher and which does not require kit. Alternative arrangements will be made for pupils who are unable to take any part in PE because of a serious injury and whose parents notify the school in advance. All of the above is in line with NLC policy (copies available on request). Thanks to parental co-operation and support, we achieve extremely high standards of participation and performance.





TRANSPORT

The Council has a policy of providing free transport to secondary pupils who live more than two miles from their catchment 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/carers who consider they are eligible should obtain an application form from the school or from Education and Families. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. 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.

PICK-UP POINTS

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from 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/carers responsibility to ensure their child arrives at the pick-up point in time. It is also the parent's/carers 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.

INTERSCHOOL CURRICULAR TRAVEL

In the senior phase it may be appropriate for pupils to travel to other schools within the authority for specific subjects that maybe on offer. In these circumstances a taxi transfer to and from the schools will be provided.

TRAVEL BY BUS

Buses carry large numbers of pupils to and from the school. These is a large purpose-built bus bay beside the school but away from the main road. When pupils are boarding their buses after school to return home they are supervised by members of staff who volunteer to carry out this task.

MEDICAL AND HEALTH CARE

The medical examination of children is undertaken during each child's school life, normally in the first year of primary schooling and then at ages 10/11 years and 13/14 years by staff of Lanarkshire Health Board and parents may refer their child at other times to the School Medical Officer for examination or advice. Dental inspections are also carried out on a routine basis in primary schools and parents are offered any necessary treatment for their children although they may choose to go instead to the family dentist; secondary school pupils receive examinations and treatment at the local community dental clinic, on request. If a pupil has to be sent home, it will be ascertained first of all if a parent or older responsible relative is in the house. When this is done, arrangements will be made for the child to go home. Where a taxi is necessary, this will have to be paid for by the parents. If, on the other hand, a serious accident at school requires an ambulance, one will be sent for and the child despatched to the local hospital. At the same time, word is sent by telephone to a parent to alert him/her to this. The school normally follows this up by keeping in touch with the family to follow the progress of the pupil's recovery.

At the start of each school session, parents will be asked to provide contact details including at least one emergency contact number. Parents are required to inform the school if these contact details change during the course of the school year. It is important that at least one number provided will accept s text message.

It is of the utmost importance that parents make the school aware of any particular medical requirement or medication required by their children during the school day. These matters are treated seriously by members of staff who ensure that the pupil receives the proper attention at the stipulated time(s) and are naturally treated in great confidence. It is also essential that the school is made aware at the start of the session of someone who can be contacted in cases of emergency when the parent is not available.



If a young person is unable to attend a suitable educational establishment as a result of prolonged ill-health, North Lanarkshire Council must make special arrangements for the pupil to receive education elsewhere, other than that at an educational establishment

INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, but on some occasion's 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 re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press on local radio, on the NLC website and twitter.

SCHOOL MEALS AND CLOTHING GRANTS

Children of parents/carers receiving income support, job seekers allowance (income based), Employment & Support Allowance (income related), universal credit are entitled to a meal without charge. Students aged between 16 and 18 and who are in receipt of any qualifying benefits can apply for free school meals in their own right. Information and application forms for free school meals may be obtained from schools, first stop shops and Municipal Buildings, Coatbridge. Parents/carers 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. The school readily supply application forms and offer opportunities for parents/carers to come into school to gain help in completion of the applications.

are set aside in the school's "Social Areas" for those pupils who bring packed lunches. A cashless cafeteria system operates so that pupils can buy any snacks, etc. before school, at the morning interval and during the lunch break. All pupils are issued with a cafeteria 'swipe-card' and personalised pin code, and the swipe-cards of those pupils entitled to a free mid-day meal are pre-credited to the value of the meal. They may purchase anything else in excess of this value by adding credit at the machines in the Social Areas. Where a pupil requires a special diet, this will be catered for.

THE AVAILABILITY OF SPECIAL DIET

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. 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.

PARENT VOICE

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

As a member of the Parent Voice 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/carers at the school
- be invited to identify issues for the Parent Council to work on with the school.



PARENT VOICE

The Parent Voice's rights and duties include:

- supporting the work of the school;
- representing the views of parents/carers;
- consulting with parents/carers and reporting back to the Parent Forum on matters of interest;
- promoting contact between the school, parents/carers, pupils, and the wider community;
- fundraising;
- taking part in the selection of senior promoted staff;
- receiving reports from the head teacher and education authority; and
- receiving an annual budget for administration, training and other expenses.
- improving home school partnership and facilitating parental involvement

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents/carers 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.

Contact via Twitter @CNHSParentvoice

The current parent members of the Parent Council are:

Jon	McLeish	Chair of Parent Council
		Parent Member
Maureen	Tuddenham	Parent Member
Maureen	Boyle	Parent Member
Anne	Beattie	Parent Member
Eileen	Wilson	Parent Member
Lena	Waring	Parent Member
Sharon	Boyle	Parent Member
Margaret	Clarke	Parent Member
Gillian	McWilliams	Parent Member
Vicki	Kinney	Parent Member
Maureen	Devlin	Parent Member
Clare	McMahon	Parent Member
Elizabeth	Cunningham	Parent Member
Tracey	Bairstow	Parent Member
Louise	Healy	Parent Member
Elaine	McDade	Parent Member
Elizabeth	Hoey	Parent Member
Stephen	Walsh	Parent Member
Kenneth	Ross	Head Teacher CNHS
Helen	McGhee	Co-opted member (Staff)

Any parent wishing to find out more about the Parent Council, should contact Mrs H. McGhee DHT (acting), at the school. New members are always welcome. The Head Teacher is the professional adviser to the Parent Council and has a right and duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to members of the public. The election of parent representatives takes place at the AGM at the beginning of the school term



THE PUPIL COUNCIL

The Pupil Council is a key component of pupil voice. They are the representatives of all pupils in leading change in our school. Anyone can volunteer to join the Pupil Council. The Pupil Council elects their own Chair, Vice Chair, Secretaries and Publicists.

The Pupil Council meet on the first Thursday of every month and the agenda will have been agreed by the Chair and staff link, and may include items raised by pupils or items the Head Teacher or teacher link may suggest. Minutes of these meetings are available to view in all Social Areas and councilors will also disseminate this information in classes.

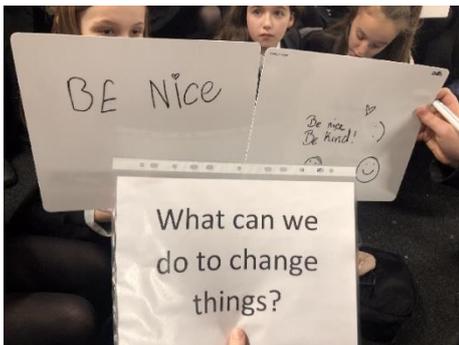


S6 MVP PUPILS IN CLASS

Over the course of a school year, the Pupil Council carries out at least one general consultation to identify the issues concerning the school community. Any concerns out with this event can be passed directly to a member or via the Suggestions box outside the Pupil Support Base. The council also run other specific consultations as requested by the Head teacher, the local authority, Scottish Government or other organisations. Members of the Pupil Council also represent our pupils at the North Lanarkshire Pupil Council Conference which takes place twice a year, and in the past two years their representation has ensured we have had an input into Scottish Government consultation on the environment, health and the National Improvement Framework.

Within the school, the Pupil Council has been instrumental in raising pupil concerns about the fabric of the building, many of which have been successfully addressed, or will be in the upcoming improvements. They also led on a whole school consultation on the vision and values of the school, the results of which have now been adopted. They have been tasked with adapting the School Improvement plan to a pupil friendly version, which will ensure greater ownership of the process by the entire community. So far this year, they have consulted on healthy eating options in school, organised the whole school will continue to be involved in the continued consultation on Learning and Teaching across the school.

#CHANGESTARTSWITHUS



#ANTIBULLYINGWEEK



MENTAL HEALTH AMBASSADORS





PUBLIC EXAMINATIONS

The main external examinations in which the school currently participates are those for the Scottish Qualifications Authority (SQA): National Qualifications grades 3, 4, 5 and 6, and Advanced Higher exams.

POLICY WITH REGARD TO ENTERING PUPILS FOR PUBLIC EXAMINATIONS

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

PUBLIC EXAMINATION RESULTS: ANALYSIS

For fourth Year SQA results the “percentage of pupils achieving” under any heading is calculated by expressing the number of pupils achieving as a percentage of the S4 roll in September, at the start of the school year. The percentage shown under the Fifth and Sixth Year headings is calculated by expressing the number of pupils achieving in S5/S6 as a percentage of the original S4 roll. For National Certificate results the “percentage of pupils achieving” under any heading is calculated by expressing the number of pupils achieving as a percentage of either the combined S3/S4 roll or the combined S5/S6 roll as appropriate at September. The S4 to S5 staying-on rate is calculated by expressing the S5 roll at the start of the second term (January) as a percentage of the roll of the same group of pupils when they were in S4 at September of the previous school year.

Information for parents 2018/2019

Examination Results

School: Cardinal Newman High School	ID No: 320 - 8518637
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Percentage of relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2016/2017	2017/18	2018/19	2016/2017	2017/18	2018/19	2016/2017	2017/18	2018/19
	87.4	86.4	84.4	85.1	85.9	78.5	40.8	37.3	31.6
Percentage of relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2016/2017	2017/18	2018/19	2016/2017	2017/18	2018/19	2016/2017	2017/18	2018/19
	64.9	56.0	63.6	34.6	26.3	33.5	10.0	6.3	13.6
Percentage of relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2016/2017	2017/18	2018/19	2016/2017	2017/18	2018/19	2016/2017	2017/18	2018/19
	33.3	42.0	34.5	21.1	31.1	18.4	7.0	11.4	6.3



LEAVER DESTINATIONS

Year	Cardinal Newman High School %	North Lanarkshire %
2017/2018	96.4	93.5
2016/2017	96.3	91.8
2015/2016	92.0	92.3

ATTENDANCE / ABSENCE DATA by percentage of total absences.

Year	Cardinal Newman High School %	North Lanarkshire %
2018/2019	14.3	-
2017/2018	12.6	12.23
2016/2017	10.9	11.48
2015/2016	9.55	10.56
2014/2015	9.19	9.13

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance. Where figures or percentages based on a number of pupils under any particular heading is between 1 and 4, no information is given and *** is inserted in place of the figures. Adults attending day school classes are excluded. The figures for North Lanarkshire and Scotland include all education authority and grant-aided secondary schools, but exclude all special schools.

All government produced statistics relating to schools can be found here:
<https://www2.gov.scot/Topics?Statistics?Browse?School-Education>

GAELIC PROVISION

The school does not provide teaching by means of the Gaelic Language.

COMMUNITY FACILITIES/LETTING PROCEDURES

Areas within the school available for let are:

- The main theatre
- Games hall/Large gym/Small gym
- Canteen Areas
- Selected other areas

The procedure to undertake a let within the school are as per NLC policy.



QUALIFYING STATEMENTS

Although this information is accurate at the time of printing, there could be changes affecting any matters dealt within 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/carers in December each year. It details the current policies and practice of both council and the school.

In relation to subsequent school years. Education Authorities are required by law to issue a copy of the school handbook to certain parents\carers in December each year.

It details the current policies and practices of both the council and the school.

COUNCILLORS

NORTH LANARKSHIRE COUNCIL

The following councillors represent North Lanarkshire wards wholly or partly within the school's catchment area:

C Cameron

A Campbell

H Curran

J Linden

They can be contacted at the Civic Centre in Motherwell.

OTHER NAMES AND ADDRESSES TO NOTE:

**Executive Director
Education and Families**

Mr Derek Brown
Municipal Buildings
Kildonan Street
Coatbridge
Telephone: (01236 812222)
Telephone: (01236 812222)

ASN Manager

Karen Clarkson
Municipal Buildings
Kildonan Street
Coatbridge
Telephone: (01236 812222)



Contacts in relation to Support for Learning

Help and advice on any matters relation to Support for Learning can be obtained from:

Central Locality

Carol Hamilton
Karen Clarkson
Additional Support Manager
IT Technical Service
Caldervale High school
Towers Road
Airdrie
ML6 8PG
01698 632844

Carol Hamilton maybe contacted directly through the school.

You can also get more help and advice from:

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 provide a range of factsheets,

0345 123 2303

info@enquire.org.uk

www.enquire.org.uk for parents\carers and practitioners

www.enquire.org.uk for children and young people

Resolve

0131 313 8844
(Independent Adjudicator)
Scottish Independent Advocacy Alliance
Mansfield Traquair Centre
15 Mansfield Place
Edinburgh
EH3 6BB
enquiry@siaa.org.uk
www.siaa.org.uk

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

Health and Educational Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow

G2 8GT

0141 302 5860

www.asntscotland.gov.uk



OTHER CONTACTS

NHS LANARKSHIRE

Bellshill Health Centre

01698 575700

SOCIAL WORK

Bellshill
303 Main Street
Bellshill
ML4 1AW

01698 346666

COMMUNITY LEARNING & DEVELOPMENT LOCALITY OFFICE

Bellshill CLD Locality Office
Orbiston Business Centre
Babylon Drive
Orbiston
Bellshill ML4 2DN

Tel: 01698 274685
E: CLD-Bellshill@northlan.gov.uk



GLOSSARY OF SPECIALIST TERMS

BGE	Broad General Education is the term used to describe the curriculum studied by pupils in S1-S3
SENIOR PHASE	The term used to describe the curriculum studied by pupils in S4-6
GIRFEC	Getting It Right For Every Child is a national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parents to work in partnership with services that can help them.
SAC	Scottish Attainment Challenge is about achieving equity in educational outcomes.
PEF	Pupil Equity Fund is the additional funding all Scottish schools have been allocated to target closing the poverty related attainment gap.
CLD	Community Learning Development team work within Education Scotland delivering a range of policies on behalf of the Scottish Government. CLD supports disadvantaged or vulnerable groups and individuals of all ages to engage in learning with a focus on bringing about change in their lives and communities.
ASP	Additional Support Plan provides support for young people who need some additional help with their learning.
CSP	Coordinated Support Plan is prepared by local authorities for certain young people with additional support needs.
PST	Pastoral Support Team



Cardinal Newman

School Rules



**TURN OFF
YOUR MOBILE
PHONE.**



**ARRIVE ON TIME,
BE READY TO
LEARN**



**TREAT EVERYONE
WITH RESPECT**



**LISTEN, LEARN &
ALWAYS FOLLOW
INSTRUCTIONS**



**ALWAYS WEAR
FULL UNIFORM**



Promoting positive behaviour is an essential part in our discipline approach in school. There are several key areas including:

Partnerships

- We currently have a home school partnership worker and a community learning development officer who work closely with pupils and their families both in school and out of school.
- Scottish Attainment mentors meet with identified pupil weekly to support and facilitate target setting.
- We work closely with outside agencies including the NHS, Psychological services, Includem, Women's Aid and the YMCA.

Whole School

- Growth mindset is part of the schools operative systems both for staff and pupils.
- The Head teacher and Deputes the school monitoring and tracking system to support and ensure young people are making the most of the opportunities on offer.
- Our Pupil Equity staff work with pupils and parents ensuring attendance, late coming and any other barriers to learning can be addressed in school.
- The pupil support team are the first point of contact for parents/guardians to ensure that pupil needs continue to be met.
- Staff are able to maintain their professional development in line with current guidelines ensuring pupils have the best learning experience.
- Pupils with additional needs are supported by our extensive Support for Learning team.

Faculties across the school

- Faculty rules and behaviour management allow learning and teaching to take place within an ethos of mutual respect.
- Tracking and monitoring is consistently reviewed and acted upon to ensure pupils remain on track for success.
- Communication between teachers and parents through the diary are key to supporting pupils with all aspects of the curriculum.
- Celebrating successes is key to rewarding pupils for their continued hard work and achievements.