

# Calderhead HS Parent Council

Minutes

Thursday 5<sup>th</sup> February 2026



		Actioned By:
<b>Present</b>	Audra MacPhee, Gordon Muir, Edward Ford, Moira Williams, Cllr Leckie, Cllr McCulloch, Cllr Hughes, Maxine Paterson, Stephen O'Donnell, Jennifer Di Mambro.	
<b>Apologies</b>	Apologies received from Colin Shearer, Lisa McAllister, Jemma Millar, Cristina Radulescu, Kirsteen Boyd, Denise Dickson. Kimberley Hillan sent her apologies alongside her resignation from PC.	
<b>Welcome</b>	Audra MacPhee welcomed and thanked everyone for attending. Special welcome to Stephen O'Donnell. Minutes from last PC meeting circulated. Approved – Edward Ford, seconded – Gordon Muir.	
<b>Support for Learning</b>	Parents from PC had identified Support for Learning as a topic of interest and so it was great to be able to welcome Stephen O'Donnell to our meeting to educate us on Support for Learning. Many thanks to Stephen for taking time to come and speak with us it was clear to see Stephen's passion for his subject, the young people and Calderhead.	
<p>Support for Learning at Calderhead High School How we support your child and your family</p>  <hr/> <p><b>Our Purpose</b></p> <ul style="list-style-type: none"><li>Ensuring every young person can access learning</li><li>Removing barriers to learning</li><li>Working in partnership with families, teachers, and external agencies</li></ul> <p><b>Who We Support</b></p> <p>We provide support for pupils who:</p> <ul style="list-style-type: none"><li>Have identified additional support needs</li><li>Need short-term or targeted help</li><li>Benefit from emotional, social, or wellbeing support</li></ul> <p>Support is flexible and based on ongoing assessment and discussion.</p> <p><b>What Support Looks Like</b></p> <p><b>In Class</b></p> <ul style="list-style-type: none"><li>Learning Assistants supporting pupils directly</li><li>Advice to teachers on strategies and adaptations</li><li>Coop Teaching and specialist support where necessary</li></ul> <p><b>Small-Group &amp; 1:1 Support</b></p> <ul style="list-style-type: none"><li>Literacy and numeracy interventions</li><li>Clear start and end points for interventions, with progress tracked</li><li>Targeted work in the <del>SL</del> base (e.g. reduced timetable, catch-up, skill-building)</li><li>Alternative Assessment</li></ul> <p><b>Wellbeing Support</b></p> <ul style="list-style-type: none"><li>Safe spaces and regular check-ins</li><li>HWB groups (S1-3) to build confidence, belonging, and resilience</li></ul>		<ul style="list-style-type: none"><li>Attendance recovery groups</li></ul> <p><b>Additional Opportunities</b></p> <ul style="list-style-type: none"><li>S2 Core Skills (working with others, enterprise) <b>JMA and Chess Tournament</b></li><li>DYW support within the department</li></ul> <hr/> <p><b>How We Identify Support Needs</b></p> <p>We use a combination of:</p> <ul style="list-style-type: none"><li>Teacher observations and classroom assessments</li><li>Conversations with parents and carers</li><li>Standardised assessments (YARC, PHAB, MALT, WITT)</li><li>Literacy Consultation</li><li>Transition information from primary schools</li><li>Tracking of attendance, engagement, and wellbeing</li></ul> <p>This helps us understand each pupil's needs and measure progress.</p> <hr/> <p><b>Working With Families</b></p> <ul style="list-style-type: none"><li>Open communication and regular updates</li><li>Meetings to discuss progress and next steps</li><li>Sharing strategies to support learning at home</li><li>Strong, trusted relationships with parents and carers</li></ul> <hr/> <p><b>Working With External Agencies</b></p> <p>When appropriate, we collaborate with:</p> <ul style="list-style-type: none"><li>Educational Psychology</li><li>Speech and Language Therapy</li><li>Health and wellbeing services</li><li>Cluster literacy support</li><li>Visual Impairment service</li></ul>

- Teachers of the Hearing Impaired
- Neurodevelopment Service

These partnerships help us build a full picture of each child's needs.

#### **Our Commitment**

We aim to:

- Help pupils become confident, independent learners
- Provide a supportive, respectful environment
- Ensure every child feels known, valued, and included

#### **Contact Us**

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32

## **HT Update**

### **School Calendar**

The December Events such as the Christmas Fayre, Christmas Ceilidh, Christmas Assembly & Karaoke were all led by our young people and were all very successful. Our Christmas Fayre raised just short of £1000, and we are so proud of our young people. Huge thanks to the parent council for supporting this event.

### **January – S5/6 Prelims**

Our prelims are now complete and working grades and prelim results have been passed to G Russell who will collate this information and track each individual's progress. Faculty Heads will now meet with G Russell, DHT to review attainment and identify target groups.

### **Pathways Evening**

On Wednesday 4<sup>th</sup> February we held a pathways event for parents/carers and pupils of S2/4/5. This was to support the pupils and their families through the following two sessions:

### **Subject Choice/Pathway Session**

This session provided important information about the updated subject selection process, including how pupil attainment links to subject pathways. There was an opportunity to speak with departmental staff about subjects on offer and ask questions about future options.

### **Study Skills Session**

This session was focused on practical strategies to support revision and independent learning. Families explored a wide range of study methods, tools, and techniques that cater to different learning styles. The aim was to help young people identify approaches that work best for them and to give parents/carers confidence in supporting learning at home.

### **Additional Funding - Learning & Teaching**

NLC granted additional funding to every pupil across the authority. This was allocated to departments to spend on materials to support Learning & Teaching.

### **Barista Funding**

Katie Taylor, one of our Home Economics teachers has secured funding from the Environmental Key Fund. This will be used to introduce a Barista Cart to the school and will

open opportunities for accreditation and wider achievement qualifications for our young people. We are delighted that Katie has taken the time to do this and has been successful! I look forward to this exciting addition to our school!

## Parental Engagement

The Newsletter was issued on 2<sup>nd</sup> February.

## Parental Engagement Update

We have focussed on 3 key areas to improve parental engagement and will track performance against these areas, namely communication, response and events at each PC meeting.

Parental Involvement and Engagement Audit Toolkit				
School: Calderhead HS	Completed by: Jennifer Di Mambro (School) & Audra MacPhee (Parent Council)			
Date Completed: 24/10/25	Date for Planned Review: October 2026			
Choose selection of questions from above (eg)	How are we doing?	How do we know?	What are we going to do now?	When are we going to do it?
How effective are communication channels at delivering critical school and student specific information across the domains of education / support for learning, attendance / wellbeing, success / celebration?				
What steps could be taken to make it easier or more appealing for parents / carers to provide feedback and / or engage in dialogue after receiving feedback or contact with the school?				
How successful are our positive destination related school events (e.g. study skills workshops, DYW, careers events) in maximising attendance among target parent groups and driving specific parental actions and / or follow-up engagement?				

<sup>1</sup> RAG System

Red- no evidence Yellow – Some evidence Green – Working well Purple- Working very well

Parent Council had a presence at the following events since our last meeting:

- S1 parents evening
- Pathways event – options / study skills
- Christmas Fayre

Thanks to those who helped support these events. Communication of events / information / successes from PC via FB / X.

## Fundraising

Parent council ran a few activities at the Christmas Fayre to raise funds.

Hot Dog Stall: £75 raised by this activity. Feedback from this was that soft drinks could be offered alongside hot dogs.

Christmas Grid: grid squares sold in total £200 with winner receiving £100 and the remaining £100 to PC.

In total £175 was donated to school funds from these activities. Thanks to those who helped out on the day and to those who donated funds to cover the cost of supplies.

Easyfundraising has been running for 2.5 months now. Still only 37 supporters and a total of £159.38 earned to date.

Given the limited uptake to date we will continue to:

- Publicise Easyfundraising – parents / carers, pupils, wider community.
- Send regular updates on funds generated.
- Promote the donation reminder to ensure those who have joined are earning for us.

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## 2026 Planning

Some discussion around topics for future meetings. Jennifer Di Mambro suggested inviting Cameron Mackay to present - TBC. It was also proposed that due to the success of having subject specialists and other members of staff present at our meetings that we re-visit this particularly given the number of new parents who have not experienced these presentations. Communication to go out to group via WhatsApp to canvass suggestions.

At our last meeting Maxine Paterson agreed to circulate support information for Maths – thanks to Maxine for this. Information to be circulated to parent forum via FB.

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### Maths Home Learning Ideas



At school we offer an open door policy and welcome the young people to ask for help with their maths whenever they need it. When at home they can post questions on the class Team or e-mail their teacher but we also encourage them to work with others in the house. This can be a daunting prospect so here are some websites that can be used as a starting point.

[www.national5maths.co.uk](http://www.national5maths.co.uk)

While the national 5 name may suggest this website only supports one course, this website contains worksheets, videos and links for all courses from BGE to Advanced Higher Maths

#### YouTube

This may be a surprise but YouTube is a great resource to search for a topic and watch a teacher present a short lesson

[www.corbettmaths.com](http://www.corbettmaths.com)

A great website for all levels giving examples and videos, search for a topic within the website

#### SCHOLAR

This is for pupils in Senior Phase who will have access to Scholar through their GLOW account, it has tutorials, worked examples and worksheets.

Audra MacPhee asked if the subject specific resources detailed in the study skills presentation could be distributed to PC to be posted on the Parent FB page.

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Audra MacPhee offered to post details about ACHIEVE on the Parent FB group, as follows: ACHIEVE is a study toolkit for National 5, Higher and a few Advanced Higher exams and covers a range of subjects, including but not limited to: Maths, English, Physics, Chemistry, Biology, Computing Science, Business Management, Modern Studies, Geography, History and Music. ACHIEVE gives access to:

- Course content
- Further learning links
- Self-assessment quizzes
- Past paper questions and solutions

ACHIEVE can be accessed by students at Calderhead. There is also an option for parents to sign up for a home user account.

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The image shows the Achieve Hashtag Learning website interface. At the top, there is a navigation bar with links for Home, My Courses, Learn, Assess, Self-evaluate, Quizzer, Parents, and More. Below the navigation bar is a section titled 'My Courses' featuring eight course tiles: National 5 Applications of Maths, National 5 Biology, National 5 Business Management, National 5 Chemistry, National 5 English, National 5 Mathematics, National 5 PE, and National 5 Spanish. Below this is a row of four buttons: 'Learn', 'Assess', 'Quizzer', and 'Self-evaluate'. Each button has a corresponding description and a small icon. The 'Learn' button is orange, 'Assess' is red, 'Quizzer' is green, and 'Self-evaluate' is blue. The 'Learn' button has an icon of a person with a lightbulb, 'Assess' has a calculator, 'Quizzer' has a person icon, and 'Self-evaluate' has a bar chart icon. Below these buttons is a detailed view of the 'National 5 Biology' section. It includes a sub-navigation bar with tabs for Cell biology, Multicellular organisms, Life on Earth, Apparatus, and Scientific enquiry. The 'Cell structure' tab is selected. It contains several tasks: 'Label the key features of an animal cell', 'Label the key features of a plant cell', 'Label the key features of a fungal cell', 'Label the key features of a bacterial cell', 'Describe the key functions of typical animal, plant, fungal and bacterial cells', and 'Describe how cell walls of common plant cells are different from fungal and bacterial cells'. Each task has a grid of colored squares for marking. To the left of this detailed view is a preview of a section titled 'National 5 Biology' with a diagram of an animal cell and a question about labeling its features. The preview also shows sections for 'Cell biology', 'Multicellular organisms', 'Life on Earth', 'Apparatus', and 'Scientific enquiry'.

## AOB

At our meeting in December Edward Ford raised concerns about the girls toilets. Jennifer Di Mambro confirmed that this is being taken forward by Pupil Council who are looking into storage that will be safe and secure to attach to toilet doors to store sanitary products. Audra MacPhee voiced concerns based on pupil feedback regarding danger of having door mounted storage, vandalism of plumbing by blocking toilets with sanitary products and wastage of products. Jennifer Di Mambro reminded the group again that meantime young people who feel they cannot use the toilets can use the accessible toilets across the school building.

## Next Meeting

Next meeting is Thursday 5<sup>th</sup> March 2026 at 18:00, Calderhead HS, all parents / carers of pupils at CHS are invited to attend.