



CHRYSTON HIGH SCHOOL

School Handbook



2016/2017
"Achieving Success for All"

North Lanarkshire

Learning & Leisure Services



Motto

People and Service First

Pledge

by:
improving learning and teaching
raising achievement and realising potential
encouraging lifelong learning
working with communities for a better future
listening and learning together
celebrating success
respecting the dignity and value of all
giving pupils and staff a safe, happy and attractive place to work.

Raising Achievement for All

Raising Achievement for All forms the overarching strategy for the service.

Subtitled 'Experiences to Last a Lifetime', this strategy aims to harness the combined forces of Learning and Leisure Services to provide a rich set of learning opportunities and experiences for young people and adults which begin in the classroom, nursery or learning centre and extend out into the community and the wider world beyond. In seeking to offer 'Experiences to Last a Lifetime', we will also look to draw upon 'a lifetime of experiences' already there in the communities which make up North Lanarkshire.



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Welcome to Chryston High School

It gives me enormous pleasure and great pride to introduce myself as the Head Teacher of Chryston High School. Our school has a strong tradition of providing high quality education for all pupils whilst providing a wide range of opportunities to develop their experiences, to achieve 'success for all'. We work together for our school to be a caring, positive and nurturing community.

In working together with families, young people and all of our partners, we strive to ensure that the young people secure the attributes, values and principles which allow them to achieve their full potential, preparing them fully into their adult life.

Our school mantra is 'Achieving Success for All' and we endeavour to continuously inspire and motivate our young people to be ambitious and solution focussed in everything they do.

Positive relationships are key to ensuring that all young peoples' needs are met and that each pupil is supported and challenged appropriately. Staff provide universal and individualised support for our pupils to help them fulfil their full potential.

Strong relationships with families and our school partners is crucial to ensure that as a school, we meet our responsibilities and maximise the opportunities and experiences available to our pupils. As a school, we will continuously reflect and evaluate our practice and provision, working closely with our community to fulfil this commitment to the young people of Chryston High School.

I invite you to explore our school handbook and I hope that you find it to be a useful source of information about our school.

In learning together 'we are Chryston High School'.

Jonny Mitchell



School Information

Chryston High School
Lindsaybeg Road

Chryston

Glasgow G69 9DL

Tel: 01236 794890

Fax: 0141 779 4406

e-mail: enquiries@chrystonhigh.n-lanark.sch.uk

Website: <https://blogs.glowscotland.org.uk/nl/chrystonhigh/>

Parent Council enquiries@chrystonhigh.n-lanark.sch.uk

Parent Council ChrystonHS_PC (Twitter Account)

Parent Council Chair – Mrs Lorraine Roberston

Chryston High is a non-denominational, co-educational secondary school. The present roll of Chryston High School is 761. The capacity of the building is 915.

S1	S2	S3	S4	S5	S6	Total
154	131	133	135	109	87	749

The likely intakes for the next three years are:

August 2017 – 168 August 2018 – 162 August 2019 – 161

Our accommodation includes a large games hall which can be partitioned into 3 separate halls, an assembly hall, purpose built classrooms, a courtyard for pupils to utilise, a recording studio and a library resource centre. Our school also has an outdoor, 3G, all weather football pitch which is used as part of the school facilities during the day. This is also utilised by community organisations through the authority's booking scheme at night and over the weekends. Our school is fully equipped to meet the needs of disabled people.

Part of the new school building is Chryston Cultural Centre which replaces the old Chryston Library. The school building sits close to Chryston Primary School, The Chilterns Old People's Home and Chryston Business Park.

Our pupils come mainly from our five partner primary schools:

Auchinloch Primary

Fourth Avenue

Auchinloch

Glasgow, G66 5DU

Phone 01236 794824

Chryston Primary

Lindsaybeg Road

Chryston

Glasgow, G69 9DL

Phone 01236 757648

Stepps Primary

10 Blenheim Avenue

Stepps

Glasgow, G33 6SH

Phone 01236 757692

Glenmanor Primary

Glenmanor Avenue

Moodiesburn

Glasgow, G69 0JA

Phone 01236 872641

Gartcosh Primary

Lochend Road

Gartcosh

Glasgow, G69 8AB

Phone 01236 872314



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The school has close links with our local community. Local Groups and organisations make considerable use of school accommodation. For permission contact:

Community Learning and Development
Pivot Community Education Centre
Glenmanor Avenue
Moodiesburn
Telephone: 01236 874941



Our Sports Ambassadors with Judy Murray, who gave an outstanding coaching session

School Hours and Timetable

The times for each day are shown below. These have been designed to match the timetables of other North Lanarkshire schools so that we can work together.

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	8.55 – 9.45	8.55 – 9.45	8.55 – 9.45	8.55 – 9.45	8.55 – 9.45
Period 2	9.45 – 10.35	9.45 – 10.35	9.45 – 10.35	9.45 – 10.35	9.45 – 10.35
Interval	10.35 – 10.50	10.35 – 10.50	10.35 – 10.50	10.35 – 10.50	10.35 – 10.50
Period 3	10.50 – 11.40	10.50 – 11.40	10.50 – 11.40	10.50 – 11.40	10.50 – 11.40
Period 4	11.40 – 12.30	11.40 – 12.30	11.40 – 12.30	11.40 – 12.30	11.40 – 12.30
Lunch	12.30 – 1.15	12.30 – 1.15	12.30 – 1.15	12.30 – 1.15	12.30 – 1.15
Period 5	1.15 – 2.05	1.15 – 2.05	1.15 – 2.05	1.15 – 2.05	1.15 – 2.05
Period 6	2.05 – 2.55	2.05 – 2.55	2.05 – 2.55	2.05 – 2.55	2.05 – 2.55
Period 7	2.55 – 3.45	2.55 – 3.45	-----	2.55 – 3.45	-----



School Holiday Arrangements for 2017/2018

August 2017	In-service	Tuesday	15 August	2017
	In-service	Wednesday	16 August	2017
	Pupils return	Thursday	17 August	2017
September Weekend				
	Close	Thursday	21 September	2017
	Open	Tuesday	26 September	2017
October Week				
	Close	Friday	13 October	2017
	Open	Monday	23 October	2017
November				
	In-service	Monday	20 November	2017
Winter Break				
	Close	Friday	22 December	2017
	Open	Monday	8 January	2018
Mid Term February 2016				
	Close	Friday	9 February	2018
	In-service	Wednesday	14 February	2018
Spring Break				
	Close	Friday	30 March	2018
	Open	Monday	16 April	2018
May Day				
	Closed	Monday	7 May	2018
	In-service	Tuesday	8 May	2018
May Weekend				
	Close	Thursday	24 May	2018
	Open	Tuesday	29 May	2018
Summer Break				
	Close	Thursday	28 June	2018



School Staff

The senior management team of the school are:

Head Teacher	Mr J Mitchell
Depute Head Teacher	Mr A Jopling
Depute Head Teacher	Mr G Kane
Depute Head Teacher	Mrs A Mullen

The senior management team are responsible for the strategic direction of the school specific to continuously improving learning whilst building the capacity of everyone within our school community. Some of the particular responsibilities of the senior management team are indicated below.

Mr J Mitchell	Overall leadership, management and strategic direction of the school Overall responsibility for continuous school improvement Management of School Budget Raising Attainment
Mr A Jopling	Overall leadership of Pupil Support Staffing & school timetable Liaison with external agencies Responsibility for Kelvin House
Mr G Kane	Overall leadership of all curricular matters relating to pupils in S4 to S6 SQA coordinator Vocational Education Responsibility for Forth House
Mrs A Mullen	Overall leadership of all curricular matters relating to pupils in S1 to S3 All matters relating to staff professional learning & PRD Primary/Secondary School Transition Transport Responsibility for Clyde House



School Staff – continued

Key

DHT – Depute Head Teacher

PT – Principal Teacher

PT PS - Principal Teacher of Pupil Support

ART & DESIGN TECHNOLOGY

Technical

Mr P. Davidson (PT)
Mr S. Beaton
Mr R. Johnston
Mr A. Jopling (DHT)
Mr G. Kane (DHT)
Ms A Bell
Mr A Cooper (PT Sfl)

Art & Design

Mrs L. McDougall
Ms K. Hamilton
Miss J Glen

ENGLISH

Mrs E. Dover (PT)
Miss C. Liddell

Miss J. Linstrum
Ms M. Deans
Ms J. Harold (APTPS)
Ms J. Cooke (0.6)
Ms L Forbes

HUMANITIES

Mr R Hewitt (PT)
Mr G. Bollen
Ms K. Forsyth
Mrs N. Henderson (PT PS)
Mrs J. McNeill (PTPS)
Mr R. Reid

ICT

Mrs L. Taylor (PT)
Mr K Mullen (0.6)
Miss P. McCready
Mrs M. Mollon
Miss K. Smith

SUPPORT FOR LEARNING

Mr A. Cooper (PT)
Ms J. Cooke (0.4)

MATHEMATICS

Mrs K McKee (PT)
Mrs C. Agnew
Mrs J. Carragher (PTPS)
Mrs F Straub
Miss S Renicks

MODERN LANGUAGES

Mr R Kirk (PT)
Ms V Sommerville (0.6)
Ms J. Quiros (0.4)
Mrs A. Mullen (DHT)

PERFORMING ARTS

Mr E. Drysdale (PT)
Mrs D. Kirkpatrick
Ms F Angus
Ms L. McTavish (PT PS)
Miss F. Lynch

**PHYSICAL EDUCATION/
HOME ECONOMICS**

Mr A. Flanagan (PT)
Ms J. Carey
Ms C. Easton
Mr G. McAlpine
Mr J Mitchell (HT)
Mrs E. Walker
Mrs J. Bickerton
Miss K. Shields
Ms R Murphy

SCIENCE

Mrs J. Miller (PT)
Miss P. Adams (APTPS)
Mrs E. Beglan
Mr S Campbell
Ms G Green
Mrs L. Harvey (PT PS)
Mrs L Murray(0.6)
Mrs K Perriss (PT PS)
Mr A Denovan (0.4)

Note – The current teaching staff number is 56.5 at present. The number of teachers is adjusted each year, however, according to the roll of the school.



School Staff – continued

Janitors

Mr D Arbuckle – Senior Janitor
Mr D Park
Mr J Latham

Librarian

Mrs L Connor

Technicians

Mrs J Forster - Senior Technician
Mr R Lawrie – Science Technician
Mr C Martin – ICT Technician
Mr W Ford – Technical Technician

Administration

Mr D Sullivan – AFA
Mrs M Crockard – Admin Assistant
Mrs N De Nardo - Clerical Assistant
Mr T Groden – Clerical Assistant
Mrs M Kelly – Finance Assistant
Miss C Whitehall – Clerical Assistant

Kitchen

Mrs A Friel – Cook Supervisor

Classroom Assistants

Mrs L McLaren

Chaplains

Rev M Malcolm
Rev D Slater
Rev S Marr

ASN Assistants

Mrs M Irvine
Mrs C Wordie
Miss S Turner
Mrs AM Gallagher
Mrs R Pollock
Mrs L McGrath

Partnership Officer

Mrs L McLaughlin



School Dress Code

All pupils in Chryston High School come to school dressed according to our Dress Code. This code was established after extensive consultation with pupils, parents and staff. The Dress Code carries the full support of the Parent Council.

We have assured that the pupils can choose from a wide range of attractive and comfortable garments. We believe that having our pupils dressed fully in uniform has many positive effects on the life of the school by:

- Creating an atmosphere that encourages learning
- Developing a sense of community – ‘we are Chryston High’
- Maintains and further enhances positive behaviour and respectful conduct
- Helping security – possible intruders can be easily spotted



Pupils may choose from the following garments only:

Black blazer

Black or dark self-coloured jacket during winter months

Black trousers or skirt

White shirt / blouse with school tie

Plain black sweatshirt, sweater, cardigan (no logos or designer trademarks)

Black shoes

Shell suits, tracksuits and jeans must not be worn

Please note that as long as classrooms are at a sufficiently warm temperature, pupils wearing sweatshirts/cardigans/tops that are not part of the Dress Code will be asked to remove them. In class, once outdoor clothing has been removed, pupils must be wearing garments that immediately identify with the school dress code.

PE Kit

PE kit is worn in Chryston High, and is often admired by visitors to the school.

Girls: white tee-shirt and navy games skirt or sports shorts

Boys: plain bright blue tee-shirt or polo shirt and royal blue shorts



Pupils wear white or light coloured indoor trainers or sandshoes, which must have non-marking soles. Outdoor trainers are also worn when appropriate. In winter, when outdoors, tracksuits or joggers may be worn.

For hygiene reasons, please ensure that your child changes her/his clothes for PE, rather than wearing PE kit under other clothes.

The school encourages PE kit to be brought to every lesson. If unfit to fully participate in a PE lesson, pupils are given alternative activities in the area.

North Lanarkshire Policy on School Dress

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, pupils and staff were fully consulted. It is the expectation of learning & leisure services that parents will be keen to support the dress code and written agreement may be sought.

Clothing which is unacceptable in school under any circumstances. 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, and
- could be used to inflict injury to other pupils or to be used by others to do so.

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

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

The Council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents/guardians are asked to assist in this area by ensuring



that valuable items and unnecessarily expensive items of clothing, jewellery, etc, are not brought to school. Parents should note that any claims submitted to cover the loss of such things are likely to be met only where the authority can be shown to have been negligent.

Transport

The Council has a policy of providing free transport to secondary pupils who live more than two miles from their local school by the shortest suitable walking route. This policy is more generous than the law requires. This provision may be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or from Learning and Leisure services. These forms should be completed and returned before the end of February for those pupils beginning the school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph).

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

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



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 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 parents** 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 requests and procedures is available from the school or the council's website.

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

School Meals

Chryston High School is a health promoting school. In our dining area, catering staff make every effort to ensure that children are provided with a wide range of healthy food choices.

We operate a "cashless" system and provide pupils with a secure PIN number which is used in conjunction with photo ID to allow pupils to purchase meals and snacks.

It is possible to cater for special diets and parents who require this should contact the Head Teacher. In this instance parents should provide a medically prescribed diet form from a child practitioner. There is no longer free milk policy in schools however children are free to purchase milk at break and lunch.

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



Enrolment of Pupils

Parents interested in enrolling their children in the school are encouraged to contact the school at any time to arrange an interview with a senior member of staff at a mutually convenient time. Otherwise, enrolment is automatic from P7 to S1.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press, on local radio, on NLC website and twitter.

Pupil Support Structure

Aims

- (a) To ensure that each child knows and is known personally and in some depth by at least one member of staff.**

Each pupil remains with the same Pupil Support teacher throughout his/her school career.

- (b) To help each pupil to be aware of his/her own development and to take responsibility for it.**

Pupil Support staff will help pupils to assess their own performance and to set targets related to school work, effort, etc.

- (c) To give pupils and parents vocational guidance, i.e. to encourage pupils to think about jobs and careers, and to assist them to make appropriate decisions.**

Pupil Support staff are involved at critical times such as when making subject choices. In preparation for these choices, a list of possible courses is issued, Careers Advisers visit the school, pupils are shown how to consult the Careers Library and each pupil is interviewed by the Pupil Support teacher to review recent progress and to consider choices. A programme of PSHE (Personal, Social and Health Education) lessons is also arranged to help pupils.

- (d) To provide a link between home and the school.**

Pupil Support staff will contact parents if a child is giving any cause for concern. Parents should not hesitate to contact the Pupil Support teacher if there is any matter they want to discuss.

- (e) To foster links with agencies such as psychological services, social work, careers service, etc. in order to obtain the necessary support for pupils.**



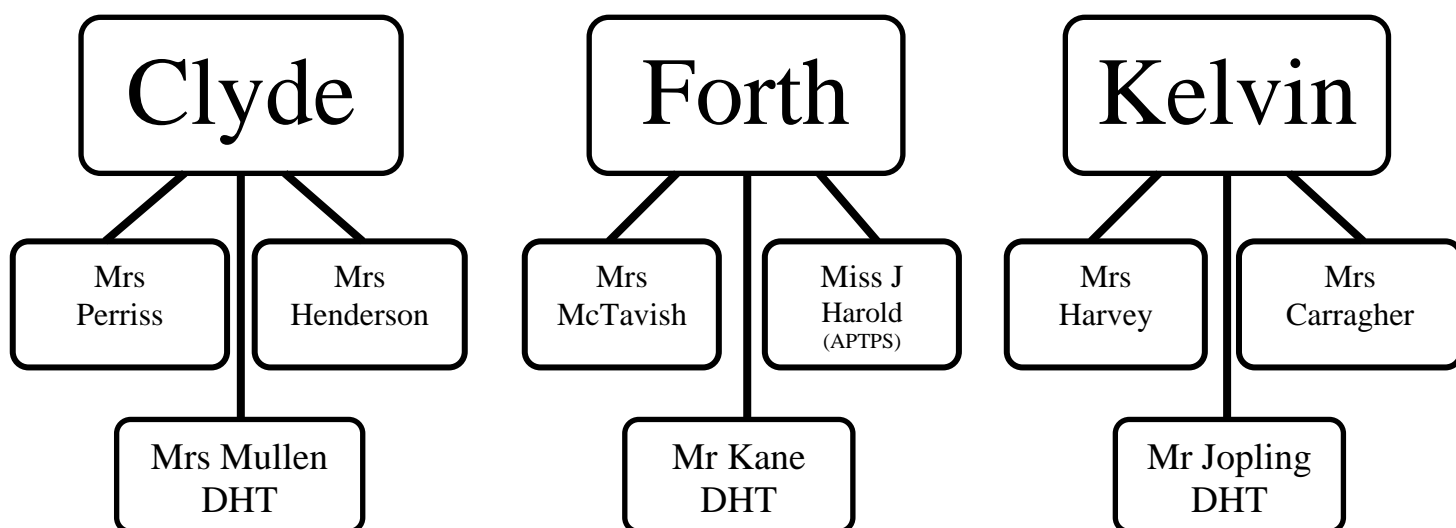
Your child's Pupil Support teacher will know your child personally and will work closest with them throughout their learning journey at Chryston High School. Therefore, your child's Pupil Support teacher should always be the first point of contact between family and school. In the first instance, contact your child's Pupil Support teacher.

In general, therefore, Pupil Support staff are available for consultation by parents or pupils. They are always present at parents' meetings. They seek to work in partnership with parents and families. They work closely with the external agencies when relevant/appropriate.

The school is committed to assessing and reviewing all policies and practices to ensure positive impacts on all groups of people.

The Pupil Support structure in Chryston High comprises of three Houses – Clyde, Forth and Kelvin.

Pupil Support staff are allocated to these three Houses as follows:



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.

The Child Protection Co-ordinator is: Mr A Jopling.

Telephone Number: 01236 794890



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. It's employees therefore have the responsibility to ensure the welfare of all adults at risk of harm 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 school's actions in response to Adult Protection concerns.

If there are any Adult Protection Coordinator concerns the Head Teacher or the Adult Protection Coordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines Protection Procedures and Guidance.

Adult Protection Coordinator is Mr A Jopling.

Careers Advice

At present the school has one Careers Adviser who attends school weekly, helping pupils to make well-informed choices about their future. Normally the Careers Adviser's main contact will be with older pupils through a screening process. However, all pupils can access the Careers Adviser through a lunchtime clinic (details on notice boards) for which no appointment is needed.

Parents are welcome to contact the Careers Adviser for assistance. This can be done through the Pupil Support teacher or by contacting the local careers office (see Addresses).

Pupils are given excellent post 16 advice in school through a range of external speakers and are also given opportunity to access Skill development Scotland – My World of Work, www.myworldofwork.co.uk – Pupils can plan, build and direct their career throughout their lives using this resources. Pupils have the opportunity to build CV's; search for vacancies and explore training opportunities in a way that is personal to them.

Parents' Meetings

Each group of parents has at least one opportunity per session to meet teachers at a parents' meeting. The current pattern is:

Open Evening	November
S1	May
S2	February
S3	February
S4	December
S5/S6	November



Some consultative meetings, though not all, follow the issue of a report. Parents' meetings are a valuable opportunity for communication. The timing of these meetings is carefully planned to maximize the benefit to parents and students.



Senior Prom June

School Rules

- **Work Hard**
- **Take Care**
- **Think of Other People**
- **Keep Up The School's Good Name**

Work Hard

We expect you to do your best. This requires hard work in school and hard work at home. You must have a pen, a pencil and the books you need for a lesson. You must have essential equipment and kit. You must look after your school work and resources – carry them in a good bag or a case. Arrive in class on time appropriately prepared for learning.

Pupils are all given the opportunity to rent a school locker. These should be used to store outdoor jackets, PE kit, books and folders. These can be accessed before school day, interval, lunch-time and after school.

Take Care

Be considerate, responsible and respectful at all times in and around our school community. Take care is very important as our school has several staircases and you should behave appropriately to ensure the safety of yourself and of everyone else. At the morning interval and lunchtime, leave the building at the nearest door to avoid over-crowding. Keep to the left in corridors and on stairs.



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Make sure that your belongings are clearly marked with your name. The school cannot be held accountable for any damages to personal items.

If absent, bring a note signed by your parent or guardian and hand this in at the office on the morning of your return to school. If you have an urgent medical appointment, bring the appointment card to the office. You will be given a permission slip if you have to be out of class and the school office have to know if you have to be out of the building.

Think of Other People

Follow all instructions straightaway, take care of your community and our school environment. All the people associated with the school have lots to do and you should think about them before creating any additional work for them. You can help this by putting all your own litter in the appropriate bins. Always aim to be polite and considerate of others.

Keep Up The School's Good Name

Pupils attending Chryston High have succeeded in building a tremendous reputation in the local community and across North Lanarkshire over the years. It is crucial that all current and future pupils continue to build and enhance this reputation. How you dress, how you behave and your use of language will be noticed throughout the community.

Give a good impression – be proud of your school and it will be proud of you.



Our Vision for Chryston High School

Our vision for Chryston High School is to work continuously to develop a community of people committed to academic and personal excellence and to maximise the potential of all students in the school. We will do this through the provision of dynamic and strong educational opportunities and challenging learning experiences for all. This will be done in a caring, nurturing, inclusive and safe community. Pupils will be encouraged to work in a manner which promotes mutual respect for their peers and others within the multi-cultural society in which they live. Chryston High school will also continue to develop close links with parents, other partners and the wider community to enhance and continually improve the work of the school.

Learning within the school community is personalised according to need – taking account of breadth, pace and challenge in learning. Difference, equality and diversity are valued and young people are prepared to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens of the future. Everything will be done to ensure the greatest impact on learners and learning in the school.

We will promote the core values of the school among our students, staff, parents, and other partners and they will become central to the relationships at the heart of our community.

By following these values we will continue to build a learning community at the heart of the catchment of Chryston that values all members of that community equally, challenges all to achieve their best and equips our young people with the skills needed to take their place in modern Scotland and in the wider global community.



Learning and Teaching in Chryston High School

“Experiences to last a Lifetime”

Curriculum for Excellence

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

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

What are the curriculum areas in Curriculum for Excellence?

There are eight curriculum areas:-

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

Importantly literacy and numeracy are given added importance because these skills are so vital in everyday life. All teachers will have responsibility to teach literacy, numeracy and to contribute to the health and wellbeing of all young people.

Learning is divided into two phases.

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

These levels are as follows:-

LEVEL	STAGE
Early	the pre-school years and P1 or later for some
First	to the end of P.4 but earlier or later for some
Second	to the end of P7, but earlier or later for some
Third and fourth	S1-S3, but earlier for some
Senior Phase	S4 – S6 and college or other means of study

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.

How will my child's learning be assessed?

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

National 4 and 5 qualifications were introduced in 2013/2014. Access, Highers and Advanced Highers are being updated to reflect Curriculum for Excellence. New Highers in most subjects were introduced in almost all North Lanarkshire schools in August 2014.

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

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

Wider methods of assessing achievement include foundation apprenticeships, Sports Leaders award, Duke of Edinburgh and Saltire Awards.

S1-S3 Curriculum 2015/2016

We have an excellent working relationship with all of our partner primary schools. The head teachers and staff plan and work together to provide the best possible continuity and progression, and to ensure a smooth transition for all our young people.

We are currently implementing a range of new and exciting cluster projects which articulate with the Curriculum for Excellence. Our staff in S1/S2/S3 adopt a variety of learning and teaching approaches which enable our pupils to experience active and co-operative learning within the classroom.

Throughout the junior school pupils have various opportunities to get involved in additional learning activities. S/S2/S3 students are given the opportunity to be involved in the annual S1 challenge, Picnic in the Park, International Children's games, Interdisciplinary projects, S2 Electives where pupils have the opportunity to follow three activities of their choosing, and various whole school activities. It is the purpose of these types of activities to allow pupils to recognise the values of the skills they are developing throughout S1 to S3 and give them the opportunity to apply them in both familiar and unfamiliar situations.



Personalisation and Choice in S3

In S3 pupils are expected to continue with a broad general education to ensure coverage of Experiences and Outcomes across all curricular areas. Towards the end of S2 pupils will be given the opportunity to personalise their education and allow for deeper learning through limited choice of subjects which will make up their timetable in S3.

The table below shows the form used to allow pupils to choose subjects for S3 in 2015. **However, we are changing the way our pupils will progress through the BGE and pupils in S3 will have the opportunity to choose a larger number of subjects than has been the case up to now.**

A	B	C	D	E	F
Language & Literacy	Mathematics & Numeracy	Sciences	Social Subjects	Technologies	Expressive Arts
English	Maths	Biology	Business	Administration	Art & Design
German	Accounting	Chemistry	Geography	Computing	Drama
French		Physics	History	Design and Manufacture	Music
Language for life & work			Modern Studies	Graphic Communication	Physical Education
			Religious Studies	Hospitality	
				Health and Food Technology	
				Practical Craft Skills	

Senior Phase

S4 Curriculum 2015/2016

National 4 and National 5 qualifications were introduced in 2013, replacing Standard Grades, Intermediate 1 and Intermediate 2 levels. National 4 is equivalent to Standard Grade General level and Intermediate 1. National 5 is equivalent to Standard Grade Credit level and Intermediate 2.

National 4 courses are assessed by teaching staff primarily through course assessments, quality assured by the SQA (Scottish Qualifications Authority). The qualification will not be graded, freeing up more time for learning and teaching.



National 5 courses will also have course assessments, assessed by teaching staff and quality assured by SQA. However, National 5 will also be assessed by SQA through an exam or other external assessment. The national 5 qualification will be graded to help learners progress to Higher and other areas of learning and employment.

There will be a number of opportunities for parents of pupils in the senior school to obtain further information about children's progress and our expectations of students. Other than the traditional parents' meetings the school will have information evenings explaining how individual subjects are broken into components, the impact these have and pupils already through these courses will provide perspective on what they did to make the grade.

S5/S6 Curriculum 2016/2017

Departments will offer courses at Higher and National 5 levels. Some will also offer courses at National 4 level. Free standing units will also be offered in some areas of the school. Some subjects will also be offered at Advanced Higher level. This range of courses is in accordance with both local and national advice.

Students entering S5 who achieved good results in their SQA exams can go on to study up to five subjects at Higher grade. It should be noted that, for admission purposes, universities prefer five good passes at Higher to six mediocre passes.

We will offer a good range of courses. Where we cannot offer a particular course at a particular level, students can still study these courses if it is available at one of our partner schools. Our partner schools are:

Cumbernauld Academy
Kilsyth Academy
St Maurice's High School

Greenfaulds High School
Our Lady's High School

Students may also be able to study courses in conjunction with New College Lanarkshire. We work with our partner schools to aim for the best coverage of as many subjects as at many levels as possible. Where we cannot offer a particular course at a particular level, students will have the opportunity to travel to another school to study such subjects. Travelling arrangements are made by the local authority and we arrange timetables to minimise travelling time. Within our local area, students should be able to select from a menu of courses leading to a wide range of qualifications.

Students over the age of sixteen are entitled to negotiate their curriculum within the range of courses provided within the area. Parents are fully consulted, however our students also enter into an agreement about their course of study, attendance, etc. We take every opportunity to develop positive attitudes and study skills.

An example of last session's Senior Option Form is given on the next page.



Chryston High School



Name	Class
------	-------

Subject Choice Option Form 2014-15 4th → 5th → 6th Year

Students must choose 5 subjects - one from each column A to E
 Indicate your choice by circling the subject in the appropriate column and return the form as advised by Mrs Anderson.
 Please note - Some classes may not run. This will depend on the availability of staff, accommodation and a reasonable uptake from students.

Leaver - tick here

Level	A	B	C	D	E	Please list any subjects and levels you are unable to choose.
AH (S6 only)		Music	Art & Design Mathematics	Art & Design	Art & Design	
Higher	English Geography German Human Biology Modern studies	Administration Computing Design & Manufacture Mathematics Music	Business Management Chemistry English Graphic Communication History	Accounting Art & Design Drama Mathematics RMPS	Art & Design Human Biology Physical Education Physics Sports Leadership	
National 5	English Geography German Biology Modern studies	Administration Computing Design & Manufacture Hospitality Mathematics Music	Business Management Chemistry English Graphic Communication History	Accounting Art & Design Drama Mathematics RMPS	Art & Design Biology Physical Education Physics Sports Leadership	Pupil Signature
National 4		Administration Mathematics	Environmental Science	Art & Design Mathematics	Art & Design	Parental Signature Pupil Support Signature



Education Maintenance Allowance

Students who have reached the statutory school leaving age of 16 may be eligible for an Education Maintenance Allowance (EMA) to allow them to remain at school. In session 2016-2017 students who are born before 1 March 2001 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.

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 2015-2016 are as shown below. These levels may be subject to change in session 2016-2017.

For applicants in single student households - £30 per week was paid where the income was up to £24,421; where the income was above that level no award was made.

For applicants in multiple student households - £30 per week was paid where the income was up to £26,884; where the income was above that level no award was made.

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.

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

Application forms and guidance documents are sent to all secondary schools and some special schools in North Lanarkshire in June each year. The school is also given a number of posters 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, Municipal Buildings and First Stop Shops or they may be downloaded from the North Lanarkshire Council website.

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

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



Equal Opportunities

The school is committed to assessing all policies and practices to ensure there are no negative impacts on any group of people. The school sees all of its pupils, regardless of their sex, race, background or ability, as being of equal worth. All should have access to the full range of appropriate experiences and activities. This commitment applies to the curriculum, to the ways in which the curriculum is delivered and to all other activities. Equal opportunities is a specific part of the remit of a member of the Senior Management team

Homework

Pupils are issued with study planners to enable them to record their homework. Parents and staff are asked to check and sign these planners each week. Support for homework is seen as an important part of the partnership between school and parents.

Chryston High School has a fully integrated policy on homework, extracts from which are provided below:

Among the **purposes** of the homework policy are:

- ◆ to develop the habit of private study
- ◆ to encourage a sense of ownership and responsibility for learning
- ◆ to stimulate pupil interest and promote high achievement
- ◆ to reinforce class work and consolidate the learning process
- ◆ to extend and enhance class work through research or further study
- ◆ to develop planning and organisational skills
- ◆ to prepare for assessment
- ◆ to involve pupils in self assessment and encourage them to identify strengths and weaknesses in their own work
- ◆ to strengthen the partnership between home and school and involve parents/guardians in the learning process

Homework tasks. This is not an exhaustive list but it does include most of the types of homework which can be set:

- ◆ a writing exercise
- ◆ finding out information
- ◆ reading part of a book
- ◆ making use of the media e.g. watching television programmes
- ◆ finishing off a piece of work already started in class
- ◆ revision
- ◆ planning or preparation of an investigation



- ◆ redrafting
- ◆ developing folios/diaries
- ◆ preparing for a test
- ◆ committing work to memory e.g. learning vocabulary

As a rough rule of thumb, the **amount of homework given** (ie not including tasks undertaken on pupil's own initiative) should be:

- ◆ S1/S2 -approximately 1 hour per evening in total
- ◆ S3/S4 -average of about 1 hour per week / per subject
- ◆ S5/S6 - average of about 2 hours per week / per subject (this may vary depending on course of study)

ASSESSMENT

Year Assessments Reports or other contact

S1	Continuous assessment throughout the year.	Interim reports throughout the year
S2	Continuous assessment throughout the year.	February
S3	Continuous assessment, often with end of unit tests. S3 exams in April	December and June (Monitoring report)
S4/5/6	Prelims in January (S4)	Monitored* in October Report in January
	Prelims in January (S5/6)	Monitored* in November Report in March
	SQA Examinations in May - June.	Certificates in August
	Assessment for National Qualifications throughout the session	Certificates in August

Assessment goes on all year round and may take a variety of forms. Homework exercises may contribute to assessment, as may performance in class. Sometimes



the aim of assessment is to find out the pupil's strengths and weaknesses and to plan future teaching.

Sometimes the course itself is being assessed. Pupils working towards National awards achieve their award partly through **external assessment** (i.e. an examination) and partly through **internal assessment**. This can include work completed both at home and in the class. Most of this work is done in the second half of third year and in fourth year, so consistent attendance and effort are important to exam success. **CHS study planners include information about internal assessment tasks to be completed by pupils for National and Higher courses.**

The prelim exams are a chance for pupils to be tested, and to test themselves, against exam conditions. The results in prelims are used to send estimate grades to the SQA. These estimate grades can be used along with the results in the actual exam to determine the final grades on certificates.

*Monitoring is carried out to offer parents and pupils an early warning of possible difficulties.



School Improvement Plan

Our School Improvement Plan will focus on the following priorities:

- Improve attainment for all
- Closing the attainment gap
- Engaging pupils in improving learning (pupil voice)
- Tracking and monitoring in the BGE

Improvement Statement:

Improving Learning and Building Capacity

Chryston High aims to make a difference to the lives of everyone in the school by:

- fostering a sense of respect, tolerance and pride among our young people, staff and parents
- ensuring that the needs of the individual are at the centre of everything we do
- encouraging each individual to develop their talents fully
- setting high standards of excellence in all aspects of school life
- developing effective partnerships
- promoting a strong sense of equality and fairness
- aspiring to be a community engaged in effective learning which encourages all our young people to strive for excellence and become successful learners, confident individuals, responsible citizens and effective contributors to society and work.



Additional Support Needs & Support for Learning

Chryston High School complies with Learning (Scotland) Act 2004 as amended by the Education (Additional Support (Scotland) Act 2009.

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

Chryston High School complies with the Education (Additional Support for Learning) (Scotland) Act 2009. 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.

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 the new legislation and in line with the Code of Practice.

Looked After Children are deemed to have Additional Support Needs unless assessment determines otherwise. Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought. Parents and young people can request of the authority to establish whether a child has additional support needs. They can also request an assessment at any time.

Planning

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

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**.



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An independent mediation service is available to parents and young people through Resolve (see contact details at the back of this handbook). Mediation is free and independent of the Education Authority.

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

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

A Working with Others programme was initiated by the Support for Learning Department giving 6th year pupils the chance to feed back into the school community their own skills. They work with S1 and S2 on special programmes, and also operate as classroom helpers across the curriculum.

The school is committed to supporting all our young people and follows the Learning and Leisure services staged intervention model:

Level 1 – Internal support where staff identify and support needs from within the classroom.

Level 2 – Internal Support where staff identify that a pupil needs support from within the school.

Level 3 – External Support where support or planning is provided beyond the school but from within education.

Level 4 – External Support provided on a multiagency basis where the young person's needs are identified as requiring support or planning for agencies out with education such as health, Social work and/or voluntary services.

The school has a policy of ensuring that books and worksheets in use are of high quality presentation and are within the reading capabilities of the vast majority of pupils. Support for Learning staff can become involved in discussion about the suitability of written or printed materials used in class. The department can also become involved in projects which challenge more able pupils.

Where there is a recognised special educational need, a team approach is taken to meeting these needs. This liaison may involve any or all of the following: support for learning, guidance, behaviour support, bilingual support, class teachers, parents, psychological services, social work, attendance officer, school nurse etc.

Rarely, a pupil may be extracted from the classroom for individual tuition. However this would normally be arranged in consultation with the parents and teachers



involved, and is short-term and specific. Support is mainly provided in the classroom in a cooperative teaching context.

The remit of Mr A. Cooper, our Principal Teacher of Support for Learning includes: working closely with subject staff to plan, teach and assess pupils; providing advice on differentiating work appropriately for individual needs; creating materials and units in collaboration with subject staff; coordinating arrangements for pupils with special educational needs, including special arrangements in exams; coordinating the work of other specialists such as Bilingual Support, Network Support, Hearing or Visual Impairment specialists. Our aim is to have every child reach his/her full potential within Chryston High school.

Raising Achievement

Raising the achievement of pupils is a central priority for the staff at Chryston High School.

Some of the strategies which we are currently employing to raise achievement include:

- ◆ Reviewing and refining our learning and teaching strategies
- ◆ Providing high quality staff development to upgrade teachers' skills and knowledge
- ◆ Teaching study skills to pupils in all year groups
- ◆ Providing supported study for pupils who will be sitting SQA exams this session
- ◆ Ensuring high levels of attendance among pupils
- ◆ Participating in North Lanarkshire's Outward Bound Initiative
- ◆ Pupil of the Week
- ◆ Maintaining an Ethos of Achievement throughout the school

This is just a selection of the strategies which we have in place to raise achievement.

The emphasis may change from year to year but the objective remains constant, ie to ensure that every pupil has the opportunity to fulfil his or her potential.

Some of these strategies are explained in greater detail on the next page.

Supported Study

In addition to home study all fourth, fifth and sixth year students are given the opportunity to take part in the school's Supported Study programme. These are "extra" study classes organised either at lunchtime or at the end of the school day to provide support in the build up to prelim and SQA exams. Pupils in S1 and S2 can also take part in lunchtime homework clubs.



Data Protection

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

Easter School

All students in S4 - S6 studying for forthcoming exams have the opportunity to attend an Easter School in Chryston High School.

Pupil of the Week

This is a praise initiative, aimed at all classes and individuals in all year groups, to encourage them to improve attendance and timekeeping, adhere to the dress code, prepare for class lessons and set high standards of behaviour at all times.

High achievers are rewarded at the end of each term.



School Behaviour

Our first concern is to promote and encourage good behaviour, not to punish bad behaviour.

Every effort is made to develop good habits of work, attendance, punctuality, and to encourage pupils to be honest, reliable and trustworthy. For this reason we limit school rules to an essential minimum, and try in the first instance to change pupils' attitudes through warnings, discussion or advice. If a pupil shows a pattern of misbehaviour,

Guidance Staff will be alerted, and the parent will be contacted. **The aim is to develop a close working partnership between the home and the school to check any drift into bad habits or indiscipline.**

Despite the positive attitudes of staff toward pupil behaviour, they must employ sanctions if behaviour is deemed inappropriate or to impinge on learning. A basic staged intervention model is shown below.

- ◆ Verbal warning
- ◆ Relocation within the classroom
- ◆ 5 minute timeout reflection
- ◆ Completion of Punishment exercise
- ◆ Removal to another teacher's room
- ◆ Referral to Principal teacher (Subject)
- ◆ Detention at lunch
- ◆ Referral to Depute Head teacher
- ◆ Detention after school (this should be agreed with parents beforehand)
- ◆ Withdrawal of privileges
- ◆ Working apart from classes for a period of time.
- ◆ Exclusion applied according to the regulations of North Lanarkshire Council.

All incidents that may eventually lead to exclusion will be carefully recorded. However, every effort will be made to avoid exclusion by notifying parents at an early stage of pupil misbehaviour. A complete set of school rules will be issued to pupils and parents at the beginning of every session. A list of current rules is shown in this booklet.

We hope that parents will see the value of these rules and will cooperate in our efforts to enforce them, not only in school but when out of school on a visit or trip.



Anti-Bullying Policy

Bullying is a complex and widespread problem throughout society and Chryston High School is no exception. Our policy is based on the following principles.

The community of Chryston High School is completely opposed to bullying in any form. It is entirely contrary to the values and beliefs we work and live by. All members of the school community have a right to work in a secure and caring environment. All of us also have a responsibility to contribute, in whatever way we can, to the protection and maintenance of such an environment.

The school responds with systems to:

- a) identify those being bullied
- b) identify the bullies
- c) comfort and restore the confidence of the bullied. This can involve senior students who operate a befriending scheme
- d) take action against the bullies
- e) tackle the general situation via PSHE classes

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

External Provider Staff

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

External staff with allocated classes in schools should be met by a school senior manager before the first lesson to confirm the policy and procedures on how disruptive behaviour will be managed. Any misconduct should be reported to a member of the school SMT before the close of the business day.

Religious Education

Religious Education makes a distinctive contribution to the curriculum. The aims of RE include recognition that religion is an important part of human experience, and enabling pupils to evaluate their own understanding of the issues involved.

RE seeks to foster attitudes such as respect for others and compassion.

Learning and teaching approaches are varied, taking account of the different needs of pupils. Knowledge and understanding, and certain skills are developed in the courses.

RE provision is in accordance with national guidelines in terms of contact with pupils in S1 - S4.



Parents may elect to withdraw their children from Religious Education, in which case the Head Teacher should be contacted.

Religious Observance

Religious observance can contribute to the overall school ethos, by providing opportunities for the school and the community to come together.

Religious observance allows the school to celebrate important occasions. The provision of religious observance is enhanced by the close working relationship we enjoy with our school chaplains, Rev. M. Malcolm from Chryston Parish Church, Rev. D. Slater from Gartcosh Parish Church and Rev. S. Marr.

The chaplains make regular visits to morning assemblies to speak to a whole year group.

We greatly appreciate their assistance and support at various times in the school year.

Parents/Guardians from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events.

Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in anyone school session and the pupil noted as an authorised absentee in the register.

Parents/Guardians who do not wish their children to participate in the school's religious assemblies are invited to discuss the arrangements with the Head Teacher. If the school is formally notified by parents from non-Christian religious groups, appropriate arrangements will be made to take account of the needs of the children during periods of special religious significance.





Some of our Senior pupils before the St Andrew's 6km run

Home and School Links

The school positively welcomes parental involvement in school life, and adopts a number of approaches to encourage this.

Parents, Pupils and Chryston High School

This is the title of a leaflet we have produced and made available to current parents. Parents of first year pupils receive the leaflet towards the end of the pupil's primary education. The purpose of the leaflet is to set out what we ask pupils to do, what we at the school will do, and what we ask parents to do to assist us.

Parents' Meetings

The current pattern of parents' meetings is shown on page 16. Appointments are arranged to minimise delays; we try to arrange a display of pupil and/or course work for each meeting, and we always arrange tea and coffee! We also hold several other meetings each session, including special meetings about course choice.

Newsletter

Our newsletter, with 4 issues each session, is an excellent way to let parents and the wider community know about the achievements of our pupils and about school events. The newsletter is available on our website.

The Parent Forum

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

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

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

Parent Council

Parent Councils came into force on 1 August 2007.

The Headteacher will act as a professional advisor to the Parent Council.

The Parent Council's rights and duties will include:

- Supporting the work of the school
- Representing the views of the parents
- Consulting with parents and reporting back to the Parent Forum on matters of interest
- Promoting contact between the school, parents, 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.

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



Parent Council Members

Parent Members

Mrs Lesley Andrew
Mrs Jane Bell
Mrs Helen Blackie
Mrs Laura Curran

Mrs Gillian Docherty
Mr Harold Good
Mrs Denise Hill (Secretary)
Mrs Lorraine Robertson (Chair)
Mr Steven Senior

Staff Members

Mr Jonny Mitchell

Parent Council's Advisor

Accommodation and Facilities

Chryston High School moved into a brand new building in 2012. This state of the art facility helped to bring Chryston High school into the 21st Century whilst retaining the character and ethos which were so evident in the old School building. The aesthetic of the new building has played a huge part in creating a sense of pride and belonging amongst the pupils and it is clear to see how highly they regard the facilities and the opportunities they bring. Almost all rooms are now equipped with a projector and SMARTboard and every classroom, office and staff base have access to the internet, the school network and E-mail.

The opportunity for pupils has grown substantially in our new building with a recording studio based in music, a fully functioning gym in PE, an improved library resource centre and careers library. The library is open to all pupils and staff out with class times. Attached to the school is the former Chryston Library now known as the Cultural Centre which will be used by members of the community.

Alongside the school we have an all-weather pitch used extensively by the school and the local community.

School and Community

The school plays an important part in the community due to close contacts being maintained with a variety of local agencies and organisations. Pupils may give assistance in the Chilterns Home and in local playgroups. We hope that the school may develop more links as a focus of local life. The Parent Council also seeks to encourage the community to become involved in the school.



Health and Safety

In order to ensure the safety of Chryston High School pupils, it is strongly recommended that they stay within the grounds of the school at lunchtimes rather than frequent the Muirhead area.

The school has been fitted with security doors. The doors are locked at 9.10 am, after which anyone wishing access to the building must do so by the main entrance and reception area. Our pupils are therefore safe from intruders.

At the start and end of the school day, school buses need access to the school car park.

In the interest of safety of pupils using these buses, it would be preferred if parents dropping or collecting pupils by car, avoided using the car park.

Health and Medical Care

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 at an official establishment. Immunisation is offered at various times throughout the year.

Health matters are dealt with in PSHE classes as well as in PE, Biology/Science and Home Economics. The School Nurse Service contributes to senior school Health Education in PSHE.

Chryston High School has 2 trained first-aiders. Parents are asked to supply, and thereafter to update as necessary, the name and address of a neighbour or relative to act as an emergency contact. If a child takes ill at school, every effort will be made to communicate with the parent or other contact. In exceptional cases, pupils may be escorted to hospital while efforts are made to contact the parents. In a crisis, we will of course act on our own initiative to protect the child.

Parents should notify the school of any particular medical requirements, or of precautions to be taken in the case of certain ailments.

In accordance with health and safety regulations, we have a system for enabling pupils with prescription medicines to have access to these via our school office - parents should ask for the necessary forms.



School Attendance

As parents would expect, the school has procedures for monitoring the attendance of pupils. The Pupil Support team contacts parents when they have a concern, and take further steps if attendance deteriorates or fails to improve without good reason.

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

Regulation 7 of The Education (School and Placing information) (Scotland) Amendment, Etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as **authorised**, or **unauthorised**. As defined by the Scottish Government.

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.

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.

A dated note of explanation should be provided on the day the pupil returns after any absence. These notes are retained.

Unexplained absences will be investigated by the school attendance officer and where truancy has been established, the case may be brought to the attention of the education authority's Attendance Council, which has the authority to write to, interview and refer for prosecution those parents whose children are not in regular attendance; in some cases pupils may be referred by the Attendance Council to the Reporter to the Children's Panel.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/guardians should inform the school by letter of the dates before going on holiday.

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

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

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

- The availability of cheap holidays
- The availability of desired accommodation



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- Poor weather experience during school holidays
- 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 reasons)
- Leave in relation to the children of travelling families

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

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

Extra Curricular Activities

Chryston High prides itself on the wide range of extra-curricular activities for pupils. The following are some examples of events which take place in a typical year.

Educational Visits

The school has, over the past few years run many educational trips to the likes of Germany, Belgium and London to allow the pupils the opportunity to combine their studies and have fun. Drama trips to London theatre productions have provided the opportunity for pupils to see incarnations of our own school shows on "the big stage". Trips to Belgium and Berlin have afforded the pupils a chance to see attractions and learn more about European culture. In addition to these there are many visits organised by departments throughout the course of the year, to art galleries, theatres, concerts, sporting events, university open days and career events.



Sports and Games

Hockey, badminton, basketball, gymnastics, netball, athletics, rugby and football are all organised by the PE department with help from other volunteering members of staff.

Music Making and School Shows

The School productions involve as many as one fifth of our pupils, and we have excellent music and drama accommodation for the performances. Pupils also take part in instrumental groups within school, and join the numerous choirs, bands and orchestral groups organised by North Lanarkshire Council. We have had great success with our rock group in past years, and a number of our pupils achieved success in the Associated Board music examinations held in June.

Dances and Discos

Our social events have a first class reputation for good organisation and excellent pupil behaviour so that everyone is safe and secure. There is a Halloween party, S1 Bowling night and Christmas dances, while the highlight of the social calendar is the 'senior prom', for which we have established a tradition of formal dress.

Pupil Voice

In Chryston High School every effort is made to encourage our pupils to be actively involved in all that contributes to the wider life of the school. Each house group has an elected Pupil Council. In turn, the House Councils elect members to serve on a full Schools Council.

Every tutor group elects one representative to serve on the Council for a period of one year.

The representatives meet regularly with a Senior Member of Staff. The full Schools Council meets once per term. Pupils and staff can suggest topics for discussion. Minutes of the Council meetings are circulated to all register classes and to all staff. These councils ensure the views of pupils on important topics can be heard. It also provides pupils with an opportunity to suggest ways of developing the school.

Other Activities

We take great pride in the achievements of our young people and we hope that parents will encourage pupils to participate in the wide range of activities available in the school.

We have achieved success in a range of competitions. These include public speaking and debating, the Maths Challenge and a number of National competitions.



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We are a health promoting school and have received our Gold Award in recognition of our achievements in promoting a healthy lifestyle for pupils and staff.

Many departments in the school organise lunchtime clubs and activities, for example, the Library, PE, Computing, Drama and Music.

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 parents.

At National 3 and National 4 awards are made on a pass fail basis. These are assessed within the school and externally verified by members of the SQA marking team.

At National 5 awards are made on an A-F scale with A being the highest and F being the lowest.

Higher, passes are reported in terms of 3 bands, A to C.
A candidate who narrowly fails the external exam at Higher or National 5 (but achieves all the necessary units) is awarded a pass at the level below.

ADDRESSES

Executive Director of Learning and Leisure Services
North Lanarkshire Council
Education Department
Kildonan Street
COATBRIDGE
MLS 3BT

Quality Improvement Officer – Jackie Cahill
Education Officer – Lorraine Fisher

Help and advice on any matters relating to Support for Learning are available from:

Anne Paterson
Additional Support Manager
St Gerard's Primary School, Kelvin Road, Bellshill ML4 1LN
01698 841743
Anne Paterson may be contacted directly or through the school.

Enquire – the Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of factsheets, 0845 123 2303
info@enquire.irg.uk
www.enquire.org.uk for parents and practitioners



www.enquireorg.uk/yp for children and young people

Resolve

0131 222 2456 (Independent Adjudicator)

Scottish Independent Advocacy Alliance

Melrose House, 69a George Street, Edinburgh, EH2 2JG

0131 260 5380

enquiry@siaa.org.uk

www.siaa.org.uk

Additional Support Needs Tribunal (Scotland)

ASNTS

Europa Building, 450 Argyle Street, Glasgow, G2 8LH

Helpline: 0845 120 2906

Fax: 0141 242 0141

E.Mail: ASNTSInquiries@scotland.gsi.gov.uk

NHS Lanarkshire

Cumbernauld, Condorrat Health Centre; 01236 723 383

Social Work

Cumbernauld/Chryston, Bron Way, Town Centre, Cumbernauld G67 1DZ

01236 638700



GLOSSARY OF TERMS

ASP:	Additional Support Plan
CSP:	Co-ordinated Support Plan
Co-educational:	A school which educates boys and girls together.
Curriculum:	The courses taught in the school.
DHT:	Depute Head Teacher.
Extra-curricular activities:	The sports, games, clubs etc., organised by teachers for the benefit of pupils.
Pupil Support System:	A system whereby every pupil in the school has a teacher to whom he or she can go for advice and assistance. The Pupil Support staff are generally the main point of contact with parents.
Mixed Ability Group:	Pupils of a wide range of ability taught together as a class; the work of such a group is largely based on individual and group assignments.
Moderation:	The check made by a visiting examiner to ensure that courses and assessment are of an appropriate standard. (This is important, for example, in third and fourth year arrangements for curriculum and assessment.)
Non-Denominational School:	A school taking pupils of any religious belief.
PSHE:	Personal, Social and Health Education.
PTA:	Parent Teacher Association.
PTC:	Principal Teacher Curriculum.
PTPS:	Principal Teacher Pupil Support.
S1:	The youngest pupils in the secondary, i.e. they are the first year of secondary education, having just come from primary school.
S6:	The group of students in the 6th year of secondary education.
SQA 'H' Grade:	Scottish Qualifications Authority Higher Grade.



SQA National 5:	The level of award introduced for Fourth Year pupils. Pupils may achieve an award at grades A-F
SQA:	Scottish Qualifications Authority.
Work Experience:	Schemes where pupils spend time, usually one week, in a commercial or industrial organisation, to learn about the world of work.

FREEDOM OF INFORMATION

Freedom of Information (Scotland) Act 2002 came into force in January 2005. The Act allows anyone to ask for information held by the Council and imposes a time-scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information and Records Management Officer can be contacted by telephone on 01698 524712.

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 learning & leisure services need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results.

Accurate and up-to-date data allows SGEP, learning & leisure services and schools to:



- ◆ plan and deliver better policies for the benefit of all pupils,
- ◆ plan and deliver better policies for the benefit of specific groups of pupils,
- ◆ better understand some of the factors that influence pupil attainment and achievement,
- ◆ target resources better.

Your data protection rights

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

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry 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.

If you have any concerns about the ScotXed data collections you can email:

school.stats@scotland.gsi.gov.uk

or write to:

The ScotXed Support Office,
SGEP,
Area 1B,
Victoria Quay,
Leith,
EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

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



School Performance – Statistics

Attendance – Percentage of Absences; last three sessions

Chryston High School	Attendance Openings (%)	Total Absences (%)
Attendance 2015/2016	93.65	6.35
Attendance 2014/2015	92.67	7.33
Attendance 2013/2014	94.05	5.95

Positive Destinations - School Leavers.

	Year	% of Schools Leavers in a Positive Destination
Chryston High School	2014/15	97.69



SQA Exam Results

Performance in a range of measures compared to North Lanarkshire average.

By the end of S4 2016

Percentage of S4 roll achieving 5+ National 3/ 4/ 5			
	Nat 3	Nat 4	Nat 5
Chryston High	90.2	78.9	46.6
NLC average	85.2	79.6	41.3

By the end of S5

Percentage of S4 roll achieving 1+ at level 6 (Higher) by S5						
	2011	2012	2013	2014	2015	2016
Chryston High	38.3	40.9	51.3	47.0	64.2	55.5
NLC average	42.2	44.7	46.5	48.0	53.0	54.2

Percentage of S4 roll achieving 3+ at level 6 (Higher) by S5						
	2011	2012	2013	2014	2015	2016
Chryston High	20.9	18.2	26.5	25.0	35.0	33.5
NLC average	22.6	23.9	25.2	26.9	30.5	32.1

Percentage of S4 roll achieving 5+ at level 6 (Higher) by S5						
	2011	2012	2013	2014	2015	2016
Chryston High	7.0	8.0	8.8	7.6	13.8	11.6
NLC average	9.4	8.9	10.1	10.5	11.5	11.6

By the end of S6

Percentage of S4 roll achieving 1+ at level 6 (Higher) by S6						
	2011	2012	2013	2014	2015	2016
Chryston High	57.9	47.0	47.4	61.1	53.0	71.5
NLC average	47.2	48.7	53.2	56.7	60.3	61.1

Percentage of S4 roll achieving 3+ at level 6 (Higher) by S6						
	2011	2012	2013	2014	2015	2016
Chryston High	38.6	35.7	27.0	41.6	40.9	48.8
NLC average	30.9	33.4	34.5	37.0	39.9	41.2

Percentage of S4 roll achieving 5+ at level 6 (Higher) by S6						
	2011	2012	2013	2014	2015	2016
Chryston High	28.1	22.6	16.1	30.1	28.0	28.5
NLC average	19.8	22.0	23.6	23.8	26.8	27.2



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Percentage of S4 roll achieving 1+ at level 7(Advanced Higher) by S6						
	2016	2012	2013	2014	2015	2016
Chryston High	7.7	16.6	4.3	7.3	12.4	8.9
NLC average	9.0	9.8	9.8	11.7	12.4	14.3

For further information regarding Chryston High School's current SQA attainment (for session 2015/2016) please contact any of the senior managers within the school.



