



ST ANDREW'S HIGH SCHOOL



Handbook



2023



Handbook 2023

NORTH LANARKSHIRE COUNCIL

EDUCATION AND FAMILIES

MOTTO

WE ASPIRE:

**ARTICULATE, SENSITIVE, PROACTIVE, INSPIRATIONAL,
REALISTIC, EVALUATE**

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 the value of all

Giving pupils and staff a safe, happy and attractive place to work



Contents

INTRODUCTION BY THE HEAD TEACHER	5
SCHOOL IMPROVEMENT PLAN	6
SCHOOL INFORMATION.....	9
A CHARTER FOR CATHOLIC SCHOOLS IN SCOTLAND	10
CATHOLICITY, RELIGIOUS EDUCATION AND OBSERVANCE	11
CHARITABLE ACTIVITIES.....	11
RELIGIOUS EDUCATION PROGRAMME.....	11
RELIGIOUS OBSERVANCE.....	12
THE SCHOOL DAY – As of December, 2022	13
SCHOOL HOLIDAY ARRANGEMENTS 2023/24	14
THE SCHOOL BADGE: AN EXPLANATION	15
ST ANDREW’S HIGH SCHOOL UNIFORM.....	16
SCHOOL PHYSICAL EDUCATION KIT POLICY.....	19
PUPILS WHO ARE INJURED OR UNABLE TO PARTICIPATE FULLY	19
MEALS.....	20
STAFF LIST, DECEMBER 2022	21
CHILD PROTECTION	24
ADULT PROTECTION	24
PUPIL PARLIAMENT	25
CURRICULUM FOR EXCELLENCE	26
ST ANDREW’S HIGH SCHOOL CURRICULUM RATIONALE	28
SAHS CURRICULAR ARRANGEMENTS	29
FIFTH AND SIXTH YEAR	31
SQA EXAMINATIONS.....	33
ACHIEVEMENTS	33
EQUAL OPPORTUNITIES.....	34
PSHE PROGRAMME – CITIZENSHIP.....	34
HOMEWORK	35
SCHOOL POLICY ON BULLYING	36
ADDITIONAL SUPPORT NEEDS.....	38
DISPUTE RESOLUTION	40
PUPIL CONDUCT	41
CODE OF CONDUCT	41
ATTENDANCE AT SCHOOL	42
EDUCATION MAINTENANCE ALLOWANCE	44
TRANSPORT	45



PLACING REQUESTS.....	45
TRANSFER / ENROLEMENT	47
INFORMATION IN EMERGENCIES	47
GENERAL DATA PROTECTION REGULATIONS (GDPR) STATEMENT FOR EDUCATON.....	47
YOUR GDPR RIGHTS.....	51
FREEDOM OF INFORMATION	52
PARENT FORUM.....	52
THE PARENT COUNCIL	53
INFORMATION FOR PARENTS 2022.....	54
LITERACY AND NUMERACY.....	56
MOBILE PHONES.....	57
HOME AND SCHOOL LINKS	58
COMMUNICATION.....	59
COATBRIDGE COMMUNITY CENTRE AND SPORTS COMPLEX	60
ADDITIONAL CONTACTS	61





INTRODUCTION BY THE HEAD TEACHER

Domine Dirige Nos

Dear Parent/Carer

Welcome to St Andrew's High School, Coatbridge.

Our school handbook is intended to give a summary of the educational opportunities on offer to your son or daughter here at St Andrew's as well as insight into the school, its aims and achievements.

The school motto Domine Dirige Nos, Lord Direct Us, is the attitude we have as teachers and staff who are responsible for the day-to-day safety, happiness, health and academic progression of the learners in our care. As a Catholic school our ambition is to foster an ethos where all feel safe, valued, loved and therefore happy as we serve the children and young people of Coatbridge, Glenboig, Calderbank and Harthill. We greatly appreciate the many Parishes which our learners attend and the great work of Fr Ghislain our School Chaplain.

Our learners identified these five values for us all to promote and uphold in our day to work in and around our school:

Fun and Friendship, Achievement, Influencing, Respect and Support.

This all helps to make the school community of St Andrew's a great place to work and learn but don't just take my word for it; take some time to read through our website <https://blogs.glowscotland.org.uk/nl/standrewshs/> and enjoy a daily update on the successes and achievements of our learners by following us on twitter @StAndrewsHS.

The evidence shows that we are making very good progress in key measurements of attainment and achievement for our learners. These statistics help to paint a very positive picture of our overall progress and they point to the hard work, dedication, high standards and achievement of our staff and pupils. In addition, our HMIE report from December 2022 highlights many areas of strength and is a glowing endorsement of the school community as a whole.

I greatly appreciate all the support we experience in the school, on a daily basis, from the families of our learners. We believe that Parents are the first educators of their children therefore parental involvement and interest in the life of the school is vitally important to our continued success. I would encourage you to engage with the life of our great School by fully supporting your child's learning at home and by attending all the events we provide to support their journey through secondary.

I look forward to welcoming your children to St Andrew's High School.

Peter Holmes
Head Teacher



SCHOOL IMPROVEMENT PLAN



School Improvement Plan Summary 2022-23

School Improvement Priority 1

Developing further the Learning and Teaching focus on Differentiation—What it looks like in the classroom to better engage our learners and therefore improve outcomes.

Some of the action points are:

- Our Teaching & Learning Committee will plan support for teachers to further develop strategies to make learning more engaging for all.
- Time for teachers will be given to support reflection, discussion, implementation, and review of new/improved strategies.
- We will generate materials for teachers about our findings so that our classroom practice is of the highest standard and meets the needs of all our learners.
- We will identify any developmental requirements and make plans to address these through further Teacher training etc.
- We will rely more on Learner voice conversations to support the review of our progress and inform any future plans.
- Further investment in developing our digital resources to support learning and inclusion.

These improvements will mean that:

- We will engage our learners fully by sharing our practice and learning from each other.
- Our teacher's will feel more empowered as they work on improving teaching and learning practice.
- Teacher's will feel more confident about their support of improving learner's literacy, numeracy, and digital skills.
- Learners will have a better experience in classrooms and make better progress in their subject learning generally as well as in literacy, numeracy, and digital skills.



School Improvement Priority 2

Increase opportunities to better support our learners and staff in their Health and Well Being.

Some of the action points are:

- We will look at all the opportunities that learners and staff have to support good health and wellbeing.
- The Mental Health Award will become part of the PSHE course.
- We will review all the ways we work to support good attendance for all our learners.
- We will listen to learners in key areas of the life and work of the school.
- We will work to become a more nurturing school.
- We will clarify exactly how we meet the needs of all our learners across our school.

These improvements will mean that:

- There will be clear and visible 'signposting' to support learner and staff health and wellbeing.
- Almost all our learners will achieve the Mental Health Award.
- Our attendance rates will recover and be closer to NLC rates.
- We will achieve RRS Gold Award.
- Learner voice will be central to future improvements.
- Our school will become a more nurturing environment.
- The staff in the school will be more aware of their responsibilities to support learner's health and wellbeing.

School Improvement Priority 3

Plan and implement increasingly coherent strategies within our systems and structures to meet attainment and achievement aspirations for all our learners in their journey through our school.

Some of the action points are:

- We will track learners progress in their subjects and their wider achievement even more effectively to ensure all our learners reach their potential.
- We will improve the work we do with our most vulnerable learners and their families.
- The DHT PEF will help to identify where we can work better and begin new areas of work which will support learners.
- We will encourage more learners than at present to remain at school after they are 16.
- We will improve our work to support the development of literacy skills from S1 until leaving school.



These improvements will mean that:

- More learners who experience barriers to learning will engage more and achieve more at school before they leave us.
- More learners will achieve one or more awards at National 5 and Higher than before.
- We will track learners' achievement more thoroughly in areas other than SQA exam performance.
- All learners will attain Literacy at the appropriate level before they leave us.

PEF Improvement Plan Summary

Much of our strategy with Scottish Attainment Challenge and Pupil Equity Fund resourcing is building on established good practice which is aiming to improve outcomes for learners in the recovery phase. We will continue to focus staff resourcing on key areas such as Year Group Teams, Numeracy and Literacy improvements as well as the health and wellbeing drive.

Some of the action points are:

- Principal Teachers appointed to be part of Year Group Teams who will focus support strategies around identified groups and individuals within each year group.
- A Depute Head Teacher – PEF will coordinate our work to support our most vulnerable learners.
- Principal Teachers of Numeracy will concentrate our efforts around improving Numeracy skills as well as supporting STEM initiatives.
- We will support the NLC strategy to enhance staffing for our school to support recovery.
- More staff will support our Support for Learning Department.
- We will continue to renew and update our IT systems and hardware.
- We will work in partnership with Action for Children

These improvements will mean that:

- We are aiming for all Learners with greater than 80% attendance attaining at least 7 SQA National 4 qualifications by the end of S4 or on leaving school.
- We are aiming for all Learners with less than 80% attendance attaining at least 7 SQA National 3 qualifications by the end of S4 or on leaving school.
- We will maintain our Outstanding Positive Destination leaver results.
- We will reach our predicted targets for SQA awards in S4, 5 & 6.
- Almost all learners will attain 3rd level in Literacy and Numeracy by the end of S3. Most will attain 4th level Literacy and Numeracy by the end of S3.
- Almost all our **Leavers** will attain Literacy and Numeracy at level 4 and most of our Leavers will attain Literacy and Numeracy at level 5.
- Digital poverty mitigations mean that no learners are disadvantaged by lack of resource.



SCHOOL INFORMATION

Address	9 Old Monkland Road Coatbridge ML5 5EA		
Telephone	01236 632163		
e-mail	Enquiries-at-st-andrewshigh@northlan.org.uk		
website	st-andrewshigh.n-lanark.sch.uk		
Twitter	@StAndrewsHS		
Denominational Status	Roman Catholic		
School Capacity	1545		
Current Roll	S1	238	
	S2	241	
	S3	257	
	S4	225	
	S5	196	
	S6	117	
	Total	1274	
Likely Intake	2023	2024	2025
	256	260	
Total number of staff	88.5 fte		
Accommodation	75 teaching areas over 3 floors with extensive PE facilities that are shared by the local community in the evenings. Lift access to all floors with access toilets distributed around the school. PE facilities: Large Games Hall, 2 Gyms, Dance Studio, 1-3G football pitch, 1 all-weather football pitch, grass rugby and football pitch, concrete netball courts		
Languages	SAHS does not provide teaching by means of the Gaelic Language		



A CHARTER FOR CATHOLIC SCHOOLS IN SCOTLAND

St Andrew's High School fully subscribes to *The Charter for Catholic Schools in Scotland*.

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

All Catholic schools in Scotland, in establishing Faith Communities, feature the following characteristics:

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

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



CATHOLICITY, RELIGIOUS EDUCATION AND OBSERVANCE

Religious Education

St Andrew's High School, as a Catholic school, is engaged in faith-based education.

The mission of a Catholic school is to develop as a Community of Faith and Learning, providing the highest quality of education and faith formation through the promotion of Gospel Values, Celebration, Worship, and Service to others. Children taught in St Andrew's High School are educated within a Christian moral framework. They experience an integrated approach to education and formation of the whole person, in close partnership with their parents as the first educators. As a Catholic school we address this mission, which features many of the characteristics listed earlier in the "Charter for Catholic Schools in Scotland". A Catholic school is a community where life is a journey of faith, in which to build love and hope.

This includes a commitment to:

- † An inclusive ethos that respects the life, dignity and voice of each young person.
- † The pursuit of excellence, through the development of the unique talents of pupils and staff.
- † The spiritual formation of the school community through the shared experience of prayer and liturgy, and in partnership with local parishes.
- † The provision of Religious Education programmes which enable young people to develop their understanding of gospel values of truth, honesty, care and concern for others, and how to apply them to life.
- † A partnership between the home, the school, the parish and community.
- † Promoting the spiritual as well as the personal, social, emotional, vocational and academic development of children.
- † The formation of men and women for the service of mankind.
- † A force for ecumenism and growth.
- † St Andrew's High School has a committed Pastoral Team comprising 17 teaching and non-teaching staff along with 3 senior students which meets regularly to support the School Chaplain and arrange fundraising events.

CHARITABLE ACTIVITIES

Throughout each year, and especially during Lent and Advent, a variety of events and activities are organised by individual classes, year groups and the whole school, in order to aid the established partnership projects through the Scottish Catholic International Aid Fund (SCIAF).

RELIGIOUS EDUCATION PROGRAMME

A major part of the RE Course from S1 to S6 emphasises the rights and dignity of the individuals, attitudes and responsibility towards others and the development of a caring and concerned school community.

St Andrew's High School is a Catholic school and parents are not expected to withdraw their children from Religious Education. It is recognised, however, that the Education Act allows parents to withdraw their children from any instruction in religious subjects and from any religious observance, and any pupil will not be placed at any disadvantage with respect to secular education. Parents who wish to make such an arrangement can do so in consultation with the Head Teacher.

Parents/carers from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

RELIGIOUS OBSERVANCE

The Bishop has appointed as School Chaplain Father Ghislain (St Monica's), whose commitment is to assist the spiritual development of our pupils and provide us with the opportunity for public acts of worship. To this end, Father is regularly in school, working closely with staff and pupils alike, to support and develop their spiritual development. Mass is celebrated regularly in our school oratory and on special occasions, Fr. Ghislain celebrates Mass for as many of the entire school community, such as Holy Days of Obligation and our Patronal Feast Day. Fr. Ghislain arranges for pupils and staff alike the celebration of Sacrament of Reconciliation through private Confession, as well as making himself available for spiritual counselling and advice.



THE SCHOOL DAY – As of December, 2022

Monday, Tuesday, Wednesday & Thursday

Period	Start	Finish
Period 1	08.55	09.45
Period 2	09.45	10.35
Interval	10.35	10.50
Period 3	10.50	11.40
Period 4	11.40	12.30
Lunch	12.30	1.15
Period 5	1.15	2.05
Period 6	2.05	2.55
Period 7	2.55	3.45

Friday

Period	Start	Finish
Period 1	08.55	09.45
Period 2	09.45	10.35
Interval	10.35	10.50
Period 3	10.50	11.40
Period 4	11.40	12.30





SCHOOL HOLIDAY ARRANGEMENTS 2023/24

August 2023

Teachers return and in-service day: Monday 14 August 2023

In-service day: Tuesday 15 August 2023

Pupils return: Wednesday 16 August 2023

September 2023

September weekend: Friday 22 September to Monday 25 September 2023 (inclusive)

October 2023

October week: Monday 16 to Friday 20 October 2023 (inclusive)

November 2023

In-service day: Monday 13 November 2023

December 2023-January 2024

Schools close: Friday 22 December 2023 at 2.30pm

Christmas and New Year holidays: Monday 25 December 2023 to Friday 5 January 2024 (inclusive)

Schools return: Monday 8 January 2024

February 2024

Mid-term break: Monday 12 February 2024 and Tuesday 13 February 2024

In-service day: Wednesday 14 February 2024

April 2024

Schools close: Thursday 28 March 2024 at 2.30pm

Spring holiday (Easter): Friday 29 March 2024 to Friday 12 April 2024 (inclusive)

- Good Friday: 29 March 2024
- Easter Monday: 1 April 2024

Schools return: Monday 15 April 2024

May 2024

In-service day: Thursday 2 May 2024

May holiday: Monday 6 May 2024

May weekend: Friday 24 May 2024 to Monday 27 May 2024 (inclusive)

June 2024

Schools close: Wednesday 26 June 2024 at 1pm

THE SCHOOL BADGE: AN EXPLANATION

The school crest was designed by one of our own students following the amalgamation of Columba High School and St Patrick's High School and their Associated Primaries in 2005-2006. The design best represents the proud histories of the two "parent" schools; at the same time, it offers a real sense of the identity of the new community of St Andrew's High School.

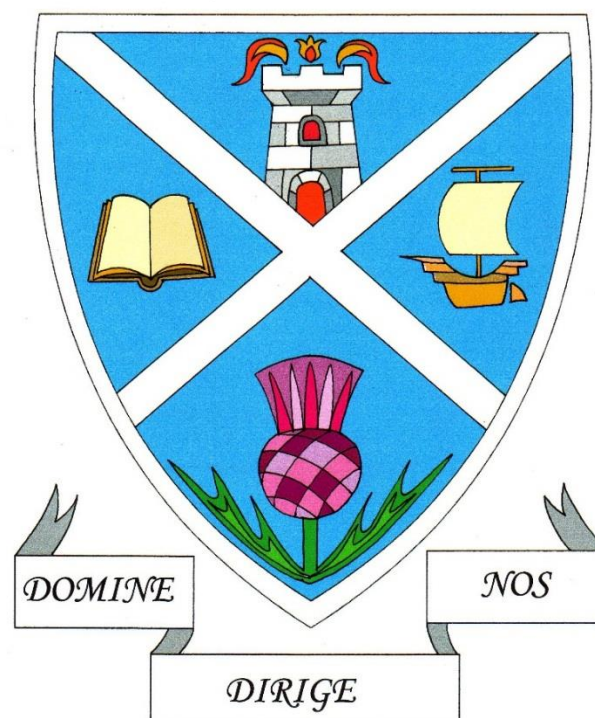
The shield design is divided into four quarters by the white cross of St Andrew.

The fiery tower comes from the Coat of Arms of the Burgh of Coatbridge.

The thistle is a symbol of our nation.

The motto 'DOMINE DIRIGE NOS' means Lord Direct us.

The motto is the official motto of St Andrew's in Fife. It is also the motto of the House of Commons. Before each session of the House, the motto is recited together with the Westminster Confession.





ST ANDREW'S HIGH SCHOOL UNIFORM

Clothing and Uniform:

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

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

1. Could potentially encourage factions (e.g., football colours)
2. Could cause offence (e.g., anti-religious symbolism or political slogans).
3. Could cause health and safety difficulties such as loose-fitting clothing, dangling earrings and other potentially dangerous jewellery.
4. Are of flammable materials which may be a danger in certain classes (e.g., shell suits).
5. Could cause damage to flooring.
6. Carry advertising in particular for alcohol or tobacco.
7. 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 Assistant Chief Executive, Education and Families Information and application forms may be obtained from any school or First Stop Shops. Parents are entitled to receive a clothing grant if they are in receipt of any of the following: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), Universal Credit, Housing Benefit, Council Tax Rebate.

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

The Council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents/carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery, etc., are not brought to school. Parents 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.

Parents have given the school wholehearted support on the matter of our school uniform. We are most grateful to parents and hope that their continued support will be forthcoming in what we consider to be a most obvious and important factor in maintaining our school ethos.

This uniform dress code was developed by the school council and has the full support of St Andrew's High Parent Council.

All pupils are encouraged to take a pride in their appearance, setting high standards. Pupils are expected to use a sound judgement and reflect respect for themselves and others in their dress and appearance.

St Andrew's High School's policy is that all our pupils require to wear the school uniform.

1. This is a sign of the pride pupils take in their school and reflects their commitment to and identification with St Andrew's High school.
2. It encourages school attendance.
3. It encourages good order and conduct.
4. It improves school security by identifying unwelcome visitors.
5. It reduces the pressure to compete wearing designer or fashion clothes and the financial pressure on parents.



The School Uniform consists of:

1. A **white** School Shirt/Blouse, and School Tie which is visible at all times.
2. **Black** 'Smart' Trousers or Skirt (Leggings, Jeans, Denim and Track Suits are not acceptable, under any circumstances).
3. Plain **Black** jumper or cardigan (No hooped tops)
4. A school Blazer with Badge.
5. Sensible Plain **All Black** Shoes.
6. Most recently the St Andrew's High Hoodie (Black or Blue)

Pupils must not wear:

1. Football colours.
2. Clothing which has offensive slogans or symbols.
3. Clothing carrying advertising, particularly tobacco, alcohol or drugs.
4. Clothing which could cause Health & Safety difficulties, e.g., track suits and similar sportswear, or clothing labelled FLAMMABLE.
5. Clothing or items which could inflict damage on others such as heavy jewellery.
6. Expensive items of jewellery or clothing. There is no insurance to cover the loss of such items.
7. Outer jackets, not part of the school uniform, must be removed on entry to the school buildings.

Blazers, complete with badge and ties can be ordered from SCOTCREST.



SCHOOL PHYSICAL EDUCATION KIT POLICY

The St Andrew's HS Policy on PE kit is consistent with the North Lanarkshire Council **Code of Practice for Participation in Physical Education**.

1. All pupils are required to bring full kit for each PE lesson they are timetabled for.
2. PE clothing must be in line with school dress policy and should not include football team tops or feature inappropriate slogans on t-shirts.
3. PE clothing should not be inappropriate for participation in a school environment.
4. Watches, jewellery, or any other items which may be deemed dangerous to self or others, should be removed before participation.
5. The school will not be responsible for valuable items such as jewellery and mobile phones.

PUPILS WHO ARE INJURED OR UNABLE TO PARTICIPATE FULLY

1. Pupils in this category should still bring full kit, and a note from parents/carers outlining the nature of the injury or illness.
2. Pupils will be given modified activity, in line with that which what they are capable of, or assume another role within the lesson, such as coach, referee etc.

In this way pupils can still be fully involved with their peers, and fully engage in learning. This policy also dramatically cuts down on the instances of pupils arriving without kit.

To minimise unnecessary contact with parents, all pupils are expected to follow the above policy.





MEALS

The school has a social area with catering facilities providing opportunities to purchase food, drinks and snacks before school, at interval and lunchtime.

The availability of special diets:

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, food allergy or intolerance) can be provided in school. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed from the child's school or dietician, or from North Lanarkshire's catering service. Occasionally, parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

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

Those who bring packed lunches are welcome to use the tables in the social area.

Children of parents receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £625 per month), 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 and First Stop Shops. The forms can be downloaded from www.northlan.gov.uk

Free milk is not provided for secondary pupils. Milk may, however, be available for purchase in the school.



STAFF LIST, DECEMBER 2022

SMT

Peter Holmes
David Cluckie
Paul Elder
Pauline Morrison
Katie Taggart

Head Teacher
Depute Head Teacher S4
Depute Head Teacher S1+S5
Depute Head Teacher S2
Depute Head Teacher S3+S6

ENGLISH & COMMUNICATION

James Findlater
John Gallagher
Liz Hamodi
Gerard Hughes
Meghann McDermott
Reagan Morgan
Lisa Marie Quinn
Becky Robb-Methven
Jacqueline Roberts
Claudia Rodrigues
Samantha Sawers
Katie Taggart

Principal Teacher
Teacher
Teacher
Teacher
Teacher
Probationer
Teacher
Teacher (Acting PT PEF)
Teacher
Teacher
Teacher
Depute Head Teacher

MATHEMATICS & ICT

Julie Rocks
John Armour
Kierean Boyle
Sean Bryans
Gillian Hughes
Brian Martin
Lisa McDines
Mary Reynolds
Jennifer Smith
Andrea Watt
Audrey Blades
David Cluckie
Pamela O'Neill

Faculty Head
Teacher (Acting PT PEF)
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Depute Head Teacher
Teacher

SOCIAL SUBJECTS & BUSINESS EDUCATION

Gary Mullen
Amy Campbell
Megan Connor
Meghan Coyle
Lauren Donnelly
Robyn Gardiner
Lisa Marie Lynas
Emma McDonald
Jennifer McKendrick
Lynn McMahon
Abbie Milligan
Craig Rutherford
Ross Shaw

Faculty Head
Teacher
Teacher (Acting PT FF)
Teacher
Teacher (Acting PTPS)
Teacher
Teacher
Teacher
Teacher
Teacher (Acting PT PEF)
Probationer
Probationer
Teacher



Geraldine Trainer
Marie Veldon
Yvonne Currie
Claire McAveety
Pauline Morrison
Claire Smith

PT (Pupil Support)
PT (Pupil Support)
Teacher
Teacher (Acting PT PEF)
Depute Head Teacher
Teacher

MODERN LANGUAGES

Carol Allison
Nichole Hannah
Amy Kerr
Frankie O'Donnell
Marion Young

Principal Teacher
Teacher (Acting PTPS)
Probationer
Teacher (Acting PT PEF)
Teacher

SCIENCE

Angela Caldwell
Geraldine Green
Jane Brown
Lauren Cassidy
Paul Elder
John Friel
Karen Gray
Kira Hampson
Rebekah Hutchison
Simon Kirkwood
Louise MacPherson
Louise Ritchie
Stephanie Roy
Mhairi Wallace
Charles Ward

Principal Teacher (Faculty JS)
Principal Teacher (Faculty JS)
Teacher
Teacher
Depute Head Teacher
Teacher
PT (Pupil Support)
Probationer
Teacher
Teacher (Acting PT PEF)
Teacher
Teacher
PT (Pupil Support)
Teacher
Teacher

MUSIC AND PERFORMING ARTS

Maureen Mitchell
Alison Boseman
Charlene Campbell
Nicola Ferguson
Jennifer Hepburn
Craig Smith

Principal Teacher (Faculty)
Teacher
Teacher
Teacher
Teacher
Teacher

ART & DESIGN TECHNOLOGY

Shaun McMeekin
Ann Marie Carlin
Katie Hawson
Paul Kiernan
Mark Murphy
Anthony Paton
Francis Revell
Linda Shaw

Principal Teacher (Faculty)
Teacher
Teacher (Acting PT PEF)
Teacher
Teacher
Teacher
Teacher
Teacher

PHYSICAL EDUCATION AND NUTRITION

Gordon Welsh
Mhairi Banks
Lynn Barr

Principal Teacher (Faculty)
PT (Pupil Support)
Teacher (Acting PT PEF)



Laura Derrick
Marie Doyle
John McCrossan
Paul Reilly
Andrew Wotherspoon
Julianna Marshall
Susan McLaughlin
Laura McIlwaine

Teacher
Acting DHT PEF
PT (SFL)
Teacher
Teacher
Teacher
Teacher
Teacher

RELIGIOUS, RELATIONSHIPS AND MORAL EDUCATION

Barry Cassidy
Eileen Campbell

Principal Teacher
Teacher

SUPPORT FOR LEARNING

John McCrossan

Principal Teacher

CHAPLAIN

Father Ghislain

OFFICE

Angela McBride
Caroline Lamie
Catherine Devlin
Patricia Hyndman
Maria O'Neill
Julie Regan
Pauline Wallace

AFA (AFA)
Office Manager
Clerical Assistant
Clerical Assistant
Clerical Assistant
Clerical Assistant
Clerical Assistant

EDUCATIONAL PSYCHOLOGIST

Christina Green

ASN ASSISTANTS

Sandra Corrigan
Hannah Irvine
Caroline Kerr
Gina McGuinness
Christine McGuinness
Donna Ogilvie

CATERING SUPERVISOR

Sandra Dick

CAREERS ADVISER

Shona Thomas

ICT TECHNICIAN

James Hamill

SENIOR TECHNICIAN

Ricky Beaton

FACILITY MANAGERS

Frances McVey
Andrew Ramsey
John McGuire

SCIENCE TECHNICIANS

Kate Aitchison
Rhys McGowan



PUPIL SUPPORT TEAM

Pupil Support Team (PST) Purpose and Aims

St Andrew's High School places great importance in influencing and advancing the total development (intellectual, social, emotional, physical and spiritual) of all its young people. All staff contribute to this aim, but none more so than the members of the pupil support team. They provide the binding which enables all aspects of the child's development to be addressed and, by working closely with all staff and being supported and lead effectively by the schools management, help in establishing the tone of the whole school.

Year Responsibility 2022/23

Year	Principal Teacher	Classes
S1	N Hannah (Acting)	1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1J, 1K
S2	L Donnelly (Acting)	2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 2J
S3	M Veldon	3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, 3J, 3K
S4	M Banks	4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4J, 4K
S5	S Roy	5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5J, 5K
S6	K Gray	6A, 6B, 6C, 6D, 6E

CHILD PROTECTION

The school operates a system of pupil support in which each member takes responsibility for a year group. The PST form an important component of the school's care and curricular structure and their influence and work permeates all areas of the school life.

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 school's actions in response to Child Protection concerns. If there are any Child Protection concerns the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection Co-ordinator: Pauline Morrison (Depute Head Teacher)
Telephone Number: 01236 632163

ADULT PROTECTION

The Council has responsibility under the Adult Support and Protection (Scotland) Act 2007 for the protection and support of adults at risk of harm within North Lanarkshire. Its employees therefore have the responsibility to ensure the welfare of all adults at risk of harm with whom

they come into contact, as well as providing the highest possible standard of care for some of the most vulnerable members of our society.

If there are any Adult Protection concerns the Head Teacher or the Adult Protection Co-ordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines

Adult Protection Co-ordinator: Pauline Morrison (Depute Head Teacher)

PUPIL PARLIAMENT

The Role of the School Pupil Parliament

St Andrew's High School's Pupil Parliament brings together voices from across all year groups to ensure that all pupil's opinions are represented and heard.

Pupil Parliament launched in its current form in 2022, as part of our journey to becoming a Gold-standard UNICEF Rights Respecting School.

The Parliament is made up of four pupils from each year group and is led by our S6 representatives. All business of the Parliament is decided by the pupils with discussions moderated by a staff member. We also occasionally have guest speakers, such as at our inaugural meeting, which was attended by Monica Lennon MSP, who spoke to the pupils about how to work together to enact change.

Ultimately, the aim of the Pupil Parliament is to make our school a place where all feel respected and that they have the opportunity to make real changes which can improve the school experience for all.





CURRICULUM FOR EXCELLENCE

What is Curriculum for Excellence?

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

The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen, and an effective contributor.

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

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

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

Curriculum for Excellence is defined as:

The totality of all that is planned for children and young people throughout their education. The opportunities for learning and teaching are governed by the Four Contexts for Learning, which ensure that the education your child receives is informative, interesting, relevant, and fun.

These contexts are:

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

What are the Curriculum for Excellence levels?

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

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

What is the Broad General Education?

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



Curriculum Areas and subjects

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

The 8 curricular areas are:

- Expressive Arts
- Languages and Literacy
- Health and Well Being
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies.

The Senior Phase

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

Assessment and Reporting

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

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

Arrangements for Reporting to Parents

We have listened to Teachers, learners and Parent's views on our reporting on learner progress. Each learner in our school will receive an initial report on effort, behaviour, homework and progress within their learning before the end of October. For senior phase learners (S4-6) there will also be a target grade and working grade for each subject being taken.

There will then be a series of Parents' meetings on Monday nights from November through to March followed by a full progress report before the end of March. This has shown to provide relevant, timely information to Parents and Carers at key times.

We encourage Parents and Carers to contact their child's Pupil Support teacher who will be happy to talk about their child's progress and deal with individual queries.

In order to keep Parents informed of Homework tasks, upcoming assessments etc. we use the Satchel One App. More information on the details of this will be communicated upon



enrolment, however, it is basically an electronic platform where teachers set homework tasks and relay important information which parents and carers can have access to on a daily basis.

New Qualifications

National 4 and 5 qualifications were introduced in 2013/2014. Highers and Advanced Highers were updated to reflect Curriculum for Excellence. New Highers were introduced in all North Lanarkshire schools over sessions 2014-15 and 2015-16

In playrooms and classrooms, staff are 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 our school will let you know what is being done 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 Sports Leaders Award, Duke of Edinburgh Award, Saltire Award, Dynamic Youth Award and Caritas etc.

Further information can be obtained from the following websites:

- www.educationscotland.gov.uk
- www.parentforumscotland.org

Skills Development Scotland – My World of Work

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

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

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

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

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

ST ANDREW'S HIGH SCHOOL CURRICULUM RATIONALE

General Principles of Curriculum Design, CfE

1. The curriculum is the totality of the learning experience irrespective of where the learning takes place. It includes learning which takes place in and out of school and which is delivered through partnership.
2. The rationale for the curriculum is based on shared values and the *four* contexts for learning.



- ***The ethos and life of the school as a community***
 - ***Curriculum areas and subjects***
 - ***Interdisciplinary Learning***
 - ***Opportunities for Personal Achievement***
3. The six key learner-entitlements and the four capacities are met through learning that is well-planned and inter-connected; the preferred curriculum model supports a clear and shared strategy for the development of literacy, numeracy and health and wellbeing.
 4. The curriculum is based on the design principles of challenge, application and enjoyment, breadth and depth, progression, relevance, coherence and personalisation and choice for *all* learners.
 5. The curriculum model is evolving progressively over time to deliver the CfE entitlements and there are clear plans to review curriculum structures further.
 6. The curriculum provides a range of progression routes to meet the needs and aspirations of all learners, allowing them to progress in different ways and at a pace appropriate to their prior learning.
 7. In the Broad General Education (BGE) in particular, the curriculum displays a balance between breadth and depth of learning. Across S1-S3, it provides courses which offer interdisciplinary programmes and greater flexibility, personalisation and choice.
 8. In S3 in particular, learners have opportunities for increased specialisation that prepare them for the Senior Phase and the qualifications framework.
 9. The curriculum is regularly and rigorously monitored and evaluated at all levels.

SAHS CURRICULAR ARRANGEMENTS

1. The learner experience S1 to S3 is a broad one and delivered within a 32 period week model. This experience is common to all learners.
2. Learning in S1 is intended to build on the learner experience of Primary 7. All subjects in the S1 curriculum sit within the 8 curriculum organisers, plus Personal Support. Some subjects sit across more than one curriculum organiser.

SCIENCE	- <i>Biology, Chemistry & Physics</i>
LANGUAGES	- <i>English, Modern Languages</i>
MATHEMATICS	- <i>Mathematics</i>
TECHNOLOGIES	- <i>Technological Studies, Computing & Business Mgt.</i>
SOCIAL STUDIES	- <i>History, Geography & Modern Studies</i>
EXPRESSIVE	- <i>Music, Drama, Art & Design</i>
HEALTH & WELLBEING	- <i>Physical Education & Home Economics</i>
PERSONAL, HEALTH & SOCIAL EDUCATION	- <i>Religious and Moral Education</i>



3. Personalisation and choice sit within learning experiences and outcomes in subject courses in curricular areas, as well as within interdisciplinary work.
4. Through every subject in curriculum, learners benefit from all teachers sharing responsibility for literacy, numeracy and health and wellbeing (including personal support), as well as enterprise and citizenship.
5. Currently in S1, learners follow a broad-based curriculum of 15 subjects (core & rota) over the school year. There is one interdisciplinary learning programme within in the S1 curriculum, which involves collaborative work across a range of departments and faculties.
6. In S2, the curriculum structure remains broad; subjects continue to sit within the 7 curricular areas and Personal Support; however, there is increased personalisation and choice within learning experiences and outcomes in all subjects. Learners can pursue deeper learning in the form of rich tasks.
7. There is one interdisciplinary learning programme in the S2 curriculum, again, involving collaborative work across a range of departments and faculties.
8. In S3 pupils are taking forward 8 curricular choices, and in S4 7 curricular choices.
9. As a first step in the Pupil Choices programme conducted in the latter stages of S2, pupils continue their BGE in S3. This includes opportunities for specialisation. Learners move from a curriculum built on 15 subjects to an 8 subject arrangement. A combination of core subjects and a broad choice of other subjects in S3 is intended to enable pupil-entitlement to third and fourth level experiences and outcomes to be met, as advised in Curriculum for Excellence (CfE) documentation.
10. In S3, as part of their learning journey and as desired, learners can pursue SQA accredited Skills for learning, Life & Work courses, offered increasingly by departments and faculties. By the end of S3, learners should have experience of at least one unit in each of their chosen courses, for instance the Added Value Unit, where this is possible.
11. At the point of transition between BGE and the Senior Phase (S3 into S4) and supported by teachers and parents, learners refine their curricular choices, in the second step of the choices process, from 8 subjects to 7. It is these 7 subjects that learners will be presented for the new National Qualifications. Such a refinement allows for sufficient hours of study in the new qualifications (again, as advised in CfE documentation). Where appropriate, learners can choose to progress to enhanced skill courses offered in partnership with the colleagues.
12. In S5-S6 pupils take forward 5 subjects. There is also scope for pupils to attain other wider awards in skills for learning, life and work courses, personal development awards and other award-bearing courses.
13. Personal and Social Education is embedded across the five-column Options structure in S5/6.
14. Mathematics is not compulsory in S5-S6.



15. The SQA examination diet for candidates following National 5, Higher and Advanced Higher courses takes place during the month of May/early June.

16. At the end of S4 and S5, pupils are able to progress within qualifications framework:

National 3 to National 4
National 4 to National 5
National 5 to Higher

College partners will offer further appropriate progressive courses in S4, S5 and S6.

FIFTH AND SIXTH YEAR

In S5/S6, the post-compulsory years of education for most pupils, St Andrew's High School offers a wide range of courses at different levels under the new Scottish Qualification Authority National Qualifications Programme.

The National Qualification Programme aims to:

- Improve opportunities for everyone over the age of 16
- Help students achieve more skills and better qualifications
- Develop skills for work and for Further and Higher Education, which will be useful throughout adult life
- Provide different types and levels of qualifications suitable for students with special educational needs as well as for those preparing for college and university

We endeavour to provide a curriculum with the balance and breadth to meet the needs of all our S5 and S6 students, whatever their ability and aptitudes, and keep parents informed through school formal reports, contact and annual Information Evenings for parents.

At National 5 and Higher levels we offer a very extensive range of subjects and in the very few situations, where a course required is not delivered at St Andrew's High School, students may opt for consortium arrangements with other local schools.

The High Schools in the Monkland & Bellshill Locality Planning Group

- | | |
|-------------------------------|-----------------------------|
| • Airdrie Academy | • New College Lanarkshire |
| • Bellshill Academy | • St Ambrose High School |
| • Caldervale High School | • St Andrew's High School |
| • Coatbridge High School | • St Margaret's High School |
| • Cardinal Newman High School | |

In addition to the subjects selected by S5/S6 students from their Options form, a timetable allocation is made each week for Religious Education and Physical Education via subject departments.

Options for Post-16 courses are confirmed using the S5/S6 Options Form. It is completed in April prior to the SQA examinations. Parents and students will be able to consult Pupil Support staff and the Depute Heads of S5 and S6 regarding these options at the start of the year. Any changes required in light of examination results can be made then.

S6

In Sixth Year, we have developed a working with others programme providing substantial opportunities for our senior students to develop their citizenship skills, contribute to community and develop further their interpersonal skills. All pupils successfully completing this element to their curriculum will have the opportunity to achieve an award from SQA. Furthermore, pupils have the opportunity to participate in the following programmes.

- | | |
|----------------------------|-------------------------|
| 1. Working With Others | 8. Saltire Awards |
| 2. Buddying | 9. Dynamic Youth Awards |
| 3. NLC Pupils' Forum | 10. Credit Union |
| 4. Life Skills | 11. Summer School |
| 5. Caritas Award | 12. Malawi Project |
| 6. Duke of Edinburgh Award | 13. Fair Trade Group |
| 7. Diana Awards | |

These initiatives help and facilitate young people in building their C.V. & wider achievement in their e-portfolio.





SQA EXAMINATIONS

Throughout the year the progress of pupils is monitored by both subject and Pupil Support staff to ensure that the level of work is appropriate and that pupils are working to their potential.

St. Andrew's High School offers its best professional advice as to which level of National Examination Presentation, for each subject, a pupil should consider.

This recommendation is based upon a pupil's attainment record established by regular assessment.

Where concerns arise about levels of exam presentation, these will always be fully discussed with pupils and parents.

RESULTS

Scottish Qualifications Authority (SQA) Awards - National Qualifications

- National 3 & 4 awards are pass/fail only
- At National 5, awards are made on a 4-point scale with grade A the highest and grade D the lowest.
- Higher award passes are reported in terms of 4 grades, A to C.
A performance which just fails to achieve "pass" standard is designated as Grade D

ACHIEVEMENTS

St Andrew's High School seeks to create an ethos of achievement which encourages all pupils to work to their full potential and succeed in all areas of their school and personal life.

We acknowledge and celebrate these achievements at weekly Year Group Assemblies, special subject presentations, concerts, and in our regular Parent Newsletters. Each year our BGE and Senior Award Ceremonies ensure that the achievements of our pupils receive public recognition.

A school's success is only achieved through the strong support and enthusiasm of parents, pupils, staff, and the wider community.

Working together, we all become members of a winning team.



EQUAL OPPORTUNITIES

At St Andrew's High School our aim is to ensure that no pupil is disadvantaged in any area of school life on account of their gender, race, origin, disability etc.

It is the aim of the school to implement the Equal Opportunities Policy of North Lanarkshire Council. All pupils have an equal opportunity to choose the curriculum options on offer. No pupils will be advised to make an option choice on the grounds of gender.

1. Girls are encouraged to think positively about choosing subjects with which they may not have been generally associated, e.g. Technical Subjects, Physics etc.
2. Boys are encouraged to consider the Business Education subjects and Home Economics. All pupils in S1 and S2 follow the same curriculum.
3. Our aim is to provide an education for each individual pupil, rather than one which perpetuates a stereotyped range of choices.
4. The school is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued.

The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland details the essential requirements of the Equality Act 2010 for schools. This can be assessed at:

<http://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

PSHE PROGRAMME – CITIZENSHIP

Through the citizenship programme pupils explore:

1. Their rights and respecting the rights of others.
2. Justice, tolerance and respect.
3. Having their say on matters affecting them.
4. Exploring 'community' and helping take action for the benefit of the community.
5. Caring for the Environment.
6. Crime and Disorder.



HOMEWORK

Homework is an essential part of learning, and pupils are encouraged to adopt a positive attitude towards it.

Homework is essential because it:

1. Reinforces and consolidates classwork
2. As an extension to classwork
3. An opportunity to evaluate pupil learning
4. Supports the development of study skills and self-discipline
5. Promotes the good habit of regular work and independent learning
6. Promotes motivation in pupils
7. Supports areas of development needs
8. Stretches the more able pupils
9. Strengthens partnership and communication between the Home and the School

Given the changing nature of the curriculum, the nature of homework is also changing. Homework may involve reading, writing, problem solving, investigative work, compiling reports, carrying out questionnaires or surveys and revision, as well as the more 'traditional' forms. Like classwork, homework should match the capability of the individual pupil. This may result in individual pupils from the same class being given quite different homework tasks.

Teachers will ensure that homework is issued, marked, and returned with feedback which support the learning of all pupils.

All homework should be within the capability of each pupil and at the same time be challenging. During S3 and S4 it is important that pupils are challenged by more advanced aspects of their subject courses at home to stimulate interest and promote high achievement.

The following are recommendations for the minimum time pupils should spend on schoolwork at home:

- S1 1 hour per night
- S2 1 hour per night
- S3 1 1/2 Hours per night
- S4 2 hours per night
- S5/6 2-3 hours per night

In S4, S5 and S6 particularly, pupils are encouraged to work regularly at home. Those who are undertaking new National Qualifications will require to spend considerable additional time per week on study/homework for each of their subjects. At this stage pupils should have built up the good work habit and self-discipline of private study. It is hoped that the gradual build-up of homework from S1 to S6 will help in the development of positive attitudes towards study. Facilities for private study for pupils in S5/S6 will be provided/ during the school day. Senior phase students are issued with an assessment calendar in September to assist them in planning for study.



We have introduced **Satchel One** to replace traditional homework planners. All pupils and their parents received set up and login details for this online tool which has proved to be successful so far this session.

Parents can assist their daughter/son with homework by:

1. Providing the right atmosphere for study at home – peace and quiet.
2. Checking your child's homework by using **Satchel One App**.
3. Encouraging students in S4-S6 to participate in our Study Support Programme and Saturday School. These provide the opportunity for extra support from teaching staff end on to the school day.

SCHOOL POLICY ON BULLYING

Bullying is a complex problem which arises in all schools. Bullying is totally unacceptable. No child deserves to be bullied. It is the collective responsibility of all members of staff to ensure that instances of bullying are dealt with effectively and that all issues are resolved.

St. Andrew's school policy is based on the following principles:

1. Most children have either witnessed bullying or have been a target at some time.
2. There are many different types of bullying behaviour from physical assault, exclusion from a group to insidious name calling (Physical, Mental and Emotional).
3. All bullying is serious, especially to the person being bullied, and this school will take appropriate action in all cases.
4. Relationships between the person displaying bullying behaviour and the person being bullied are often complex.
5. Empower pupils to report bullying.
6. Employ reasoning and reacting and restorative practices where appropriate.

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

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

St Andrew's High School will respond with strategies which support inform and educate pupils through:

1. The Primary Liaison Programme
2. Religious Education Curriculum
3. P.S.H.E Programme throughout school life



4. Pupil Councils
5. Identify those pupils being bullied
6. Communicate and work together with the family to restore the confidence of the person being bullied
7. Communicate with the family, counsel and advise in order to restore the acceptable conduct of the person bullying
8. Disciplinary action may be employed in responding to a situation

Avoiding Bullying Incidents

This can only be effective if channels of communication are open and operational. Those who become aware of a problem must pass the information on to the Pupil Support staff or any member of the School's Senior Management Team.

Parents

Parents are encouraged to contact the school if they are aware that their child is being bullied even if they are unable to name those involved.

This issue will be addressed by the Depute Head Teacher in charge of the year group concerned. Parents are encouraged to inform the school if they have noticed a dramatic change in their child's behaviour – unhappiness, unusual reluctance to attend school, unusual behaviour.

Pupils

Pupils should be encouraged to:

1. Inform their Pupil Support teacher if they suspect another pupil is being bullied.
2. Through the Pupil Council, create a spirit of trust and help between pupils.
3. Persuade the person being bullied that the school will treat seriously any identified bullying.

Pupils are aware of times when they can contact their Pupil Support Teacher for help and assistance. We have developed a Self-Referral system for pupils, should they require to meet and discuss issues with their Pupil Support Teacher.

Senior pupils are actively encouraged to be watchful of younger members of our community and to foster a sense of a "bully free school."

Class Teachers

Staff are encouraged to be accessible to pupils and identify behaviour changes, unhappiness, isolation etc. A number of staff participate in interval and lunchtime supervision which means that there is an adult presence at all times when children are interacting socially.

Staff provide the facility for a 'safe haven' to diffuse/prevent situations occurring.



Staff are asked to be watchful of indicators of bullying: patterns of illness, truancy, underachievement, emotional upsets, withdrawn or aggressive behaviour.

Staff who suspect bullying or are anxious about the welfare of pupils are actively encouraged to communicate with Pupil Support Staff and/or the Depute Head Teacher in charge of year.

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.

Support Staff

All non-teaching staff are encouraged to report any general talk about bullying to a member of the Senior Management Team, Pupil Support Teacher or to any other staff available. They are also encouraged to report confidences or rumours about bullying.

ADDITIONAL SUPPORT NEEDS

Additional Support Needs (ASN) are any factor which causes a barrier to learn whether related to social, emotional, cognitive, linguistic, disability or family and care circumstances.

St Andrew's High School complies with the Education (Additional support for Learning) (Scotland) Act 2004 as amended by the Education (Additional support for Learning) (Scotland) Act 2009 and the Additional Support for Learning: Statutory Guidance 2017.

North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice" 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.

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

Carrie McCormack (CIIL)

McCormackC@northlan.gov.uk

Some ASN will be short term, and some will be long term. Some ASN can be catered for by using school strategies and other needs will require the support of outside agencies. The effect will vary for each child. It is how these factors impact on the individual child's learning that is important and will determine the level of support required.

1. St. Andrew's High School operates a policy of positive discrimination in favour of disadvantaged pupils within a framework providing for the right of all pupils to an appropriate education and social experience.
2. Every child has individual learning needs. This means that every department in



St Andrew's High School offers an appropriately differentiated curriculum to take account of these needs. Departments also provide a supportive climate in which the contribution of all children is of equal value.

3. The Support for Learning & Teaching Committee provides a co-ordinated approach for developing an effective whole-school policy on learning support.

It is recognised that all pupils, no matter their ability or circumstances require support for their learning. There is a school policy on Support for Learning applicable to all departments and cross-curricular skills.

For Example:

1. Every department operates a process of Target-Setting for each pupil, indicating precisely what each student is expected to achieve in terms of attainment and work rate.
2. All pupils in S1 & S2 are invited to join a structured reading programme where differentiated tasks and appropriate texts challenge pupils at all levels.
3. S4 - 6 students have the opportunity to participate in the Study Support Scheme which operates after the school day in Term 2 and Term 3.
4. For those pupils experiencing difficulties in reading, a paired reading and paired writing scheme operates in school, supported by senior pupils, in addition audio tapes are prepared for pupils to ensure that reading difficulties do not prevent progress in other subject areas.
5. Pupils experiencing writing and spelling difficulties are provided with laptop computers and spell-checkers.
6. SQA Special arrangements are requested and employed for all pupils with additional support needs.

Pupils with learning difficulties receive additional help through the coordinated efforts of both the Subject specialist and the Learning Support specialist. This may take the form of cooperative teaching or on rare occasions pupils may be extracted for short term intensive help.

The most effective strategy, however, is the consultation between the Subject and the Learning Support departments, which results in specially prepared worksheets and tasks appropriate to the needs of the individual pupil.

To support those pupils who currently have additional support needs, the school receives additional support from North Lanarkshire Council through the Area Learning Support Network as well as the provision of Support for Learning Assistants (ASNA's). The progress of these pupils is carefully monitored by the Learning Support specialists and is subject to annual review with the school's link Educational Psychologist and with the pupil's parents/carers.

All departments provide detailed programmes of study for pupils identified as experiencing particular barriers to learning. These departmental programmes are collated by Support for Learning teachers to form Individual Education Plans for the pupils concerned.



Provision is made available for pupils with English as an additional language.

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

GIRFMe Planning

(GIRFMe) enable staff to plan effectively for children and young people when interventions are required to support their learning and improve outcomes. Parents/carers and pupils are an essential part of the assessment; planning and review processes and their views will be actively sought.

Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency.

Parents/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process.

Parents/carers will receive letters from the Education Authority throughout the CSP process.

Parents/carers and young people will be invited to take part in multiagency meetings and their views will be recorded in the plan.

Where more intensive support for a child or young person needs to be planned for, usually when a number of agencies are involved in supporting their wellbeing then a Child's Plan may be developed. The plan will tell you what actions need to be taken and who will help with each action. It will usually be someone called a 'Lead Professional' who will have the job of making sure that the actions outlined in the plan take place and things get better for the child or young person..

DISPUTE RESOLUTION

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

If the matter cannot be resolved with the Education Authority you have the right to request mediation. An independent mediation service is available to parents 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 a 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.



PUPIL CONDUCT

Good discipline is an essential element of an effective and successful learning and teaching environment.

The standard of conduct expected of all pupils is high. A major factor in creating such high standards of conduct is that pupils experience the genuine interest their teachers take in them. Pupils respond well to an ethos where they are made to feel important, where they are praised for their work effort, where staff work hard to establish good relationships, where they experience a sense of fairness and justice and where staff set high standards of expectation.

St Andrew's High School is pro-active in promoting positive behaviour. A good school ethos develops when pupils and staff apply positive attitudes and values which influence behaviour, not only in class, but throughout the school community.

A high standard of self-discipline and behaviour is expected of all pupils, at all times. In St Andrew's High School our expectation of pupils is that they will abide by the Pupil Code of Conduct.

CODE OF CONDUCT

This pupil code of conduct was constructed by and has the full endorsement of St. Andrew's High School Pupil Council.

Pupils are encouraged to take a pride in belonging to the Faith Community of St Andrew's High School. A high standard of personal conduct is expected of all pupils, at all times.

St Andrew's High School Pupil Council's Policy on pupil behaviour is that all pupils should conform to this Pupil Code of Conduct. As a Christian community it is based upon treating others the way you would like to be treated. St Andrew's High School Community expects all pupils to honour the Pupil Code of Conduct:

- **Be proud of your school, and identify with it by wearing the school uniform.**
- **Show good example through your speech, dress and conduct.**
- **Demonstrate responsible attitudes coming to school, while at school, and returning home from school.**
- **Co-operate and respect yourself, other pupils and staff, treating them as you would like to be treated.**
- **Come to school with all necessary equipment, fully prepared to work.**
- **Always work to your highest standard to achieve your full potential.**
- **Be on time for school and your classes.**
- **Treat your property and the property of others with respect.**
- **Treat your school, its resources, property and environment with respect.**
- **Always complete your homework, assignments and projects on time.**
- **Keep your school tidy by using the litter bins.**
- **Look after your bag, books and belongings, do not leave them lying around.**



- **Avoid bringing valuables or large sums of money to school.**
- **Drinking water is permitted in class.**
- **The entire school campus is a No Smoking Zone.**

A fundamental aim of St Andrew's High School is to provide a safe, stimulating, inclusive and supportive environment within which learning and teaching will flourish. There will be occasions when some pupils do not demonstrate reasonable, acceptable conduct. Depending on the nature of the issue, the school may employ strategies and/or sanctions appropriate to the situation. Exclusion from school is considered as a last resort.

St Andrew's High School staff have developed a close working relationship with outside agencies such as Psychological Services, Social Work and the Police.

Parental support in the good conduct of their children cannot be overstated. Within St Andrew's High School we are fortunate to have parents who have consistently endorsed our standards of conduct.

An underlying aim of St Andrew's High School will be to provide a safe, stimulating, inclusive and supportive environment within which learning, and teaching can flourish. Parents will be kept fully informed of all conduct concerns, relating to their daughter/son.

ATTENDANCE AT SCHOOL

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

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

Family Holidays during term time

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

Absences will be 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:

1. The availability of cheap holidays.
2. The availability of desired accommodation.
3. Poor weather experience during school holidays.



4. Holidays which overlap the beginning or end of term.
5. 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 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:

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

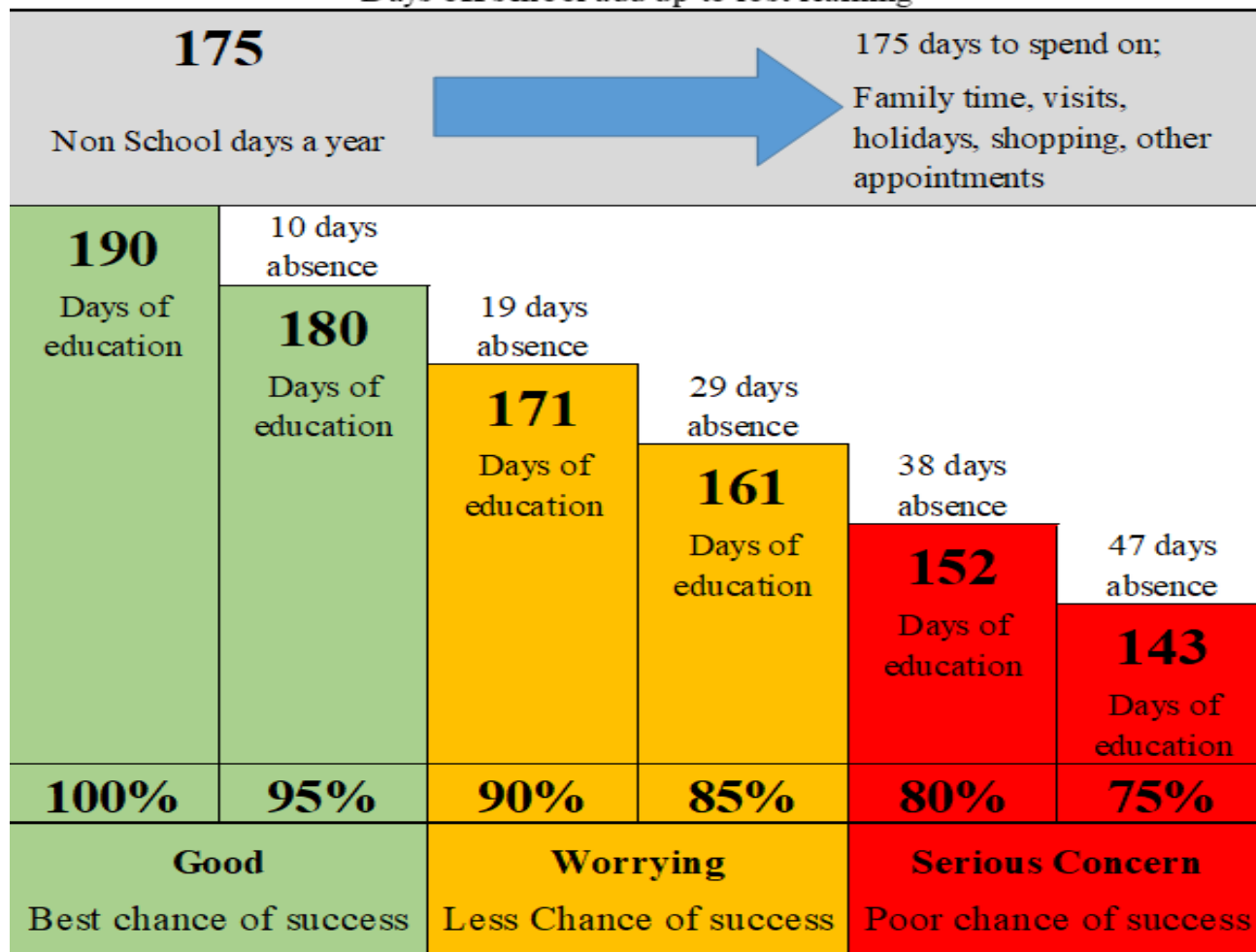
Exceptional Domestic Circumstances

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

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

It should be emphasised that the school investigates unexplained absence, and that the authority has the power to write to, interview or prosecute parents/carers, or to refer pupils to the Reporter of the Children's Panel, if necessary. A statement of the school's policy including procedures for the enforcement of attendance.

Days off school add up to lost learning



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 2023-2024 students who are born before 1 March 2008 will be eligible to apply.

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.

Application forms and guidance notes are available from Schools or they may be downloaded from the North Lanarkshire Council website.



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/carers who consider they are eligible should obtain an application form from the school or from Education and Families. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

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

Applications can be made online at the Council website www.northlan.gov.uk

Pick Up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point.

Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph).

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

Placing Requests

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

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



TRANSFER / ENROLEMENT

P7 / S1 Transition

The school has in place an extensive P7/S1 transition programme in place. In P6 pupils are invited in for a short visit to the school. Enhanced transition meetings between schools begin in P6 for those pupils who will need this as they move into S1. In P7 there are visits between schools culminating in a two-day induction visit normally in June.

Leaving Dates:

Pupils 16 before 1st October 2023 can leave school from 31st May 2023

Pupils 16 before 1st March 2024 can leave school from December 22 2023

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 informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press on local radio, on the NLC website and on Twitter.

GENERAL DATA PROTECTION REGULATIONS (GDPR) STATEMENT FOR EDUCATION

What is this statement?

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

Who are we?

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

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

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



Legal basis for using your information

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

Your personal information

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

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

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

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

How will we use this information?

Your personal information will be used:

- to enrol your child or young person in nursery or school
- to provide your child or young person with an appropriate education
- for teaching, assessment and planning purposes and to monitor educational process of children and young people
- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and young people
- to keep children and young people safe
- to maintain records e.g., of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school
- to enable schools and establishments to process personal data in support of SQA and Further Education
- to allow us to process Education Maintenance Allowance (EMA) applications
- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland
- when we require to contact you by post, email, telephone or text



Who do we share information with?

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

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

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

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

How long do we keep your information?

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law, but in most cases, it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for. You can view this on our website:

<http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003>

You can request a copy of this from Education and Families, Kildonan Street, Coatbridge ML5 3BT.

Your rights under GDPR

You can:

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



- You have a genuine objection to our use of personal information
- The use of personal information is contrary to law or our legal obligations

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

Council Data Protection Officer

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

Data Protection Officer (DPO)

Civic Centre, Windmillhill Street, Motherwell ML1 1AB

AITeam@northlan.gov.uk

The Information Commissioner

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

Information Commissioner's Office

45 Melville Street, Edinburgh, EH3 7HL

casework@ico.org.uk

Transferring Educational Data about Pupils

Education authorities and the Scottish Government

Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through the ScoteXed 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 voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SGEP and education authorities need accurate, up to date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better educational outcomes. Accurate and up to date data allows SGEP, education authorities and schools to:

- Plan and deliver better policies for the benefit of all pupils

- Plan and deliver better policies for the benefit of specific groups of pupils
- Better understand some of the factors that influence pupil attainment and achievement
- Target resources better

YOUR GDPR RIGHTS

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

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Further details are available on:

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

Concerns

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

school.stats@scotland.gsi.gov.uk

or write to:

The ScotXed Support Office,
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.



FREEDOM OF INFORMATION

Freedom of Information (Scotland) Act 2002 came into force in 2005. The Act allows anyone to ask for information held by the Council and imposes a timescale 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 Coordinator can be contacted by telephone on 01698 302484

PARENT FORUM

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

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

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



THE PARENT COUNCIL

The Parent Council's rights and duties include:

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

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents 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 (correct as of December 2022)

Chair: Tracey McMullen tracy.mcmullen@ashurst.com

Vice Chair: Michelle Higgins mrs.higgins1972@gmail.com

Treasurer: Emma Smith emmylou67@hotmail.com

Members: Barry Cassidy (Acting Church Representative)
Michele Mina
Laura Webb
Ann Marie Croal
Amanda Doherty
Laura Thomson
Nicola Barlow
Angela Nelson
Pauline Costello

Head Teacher: Peter Holmes

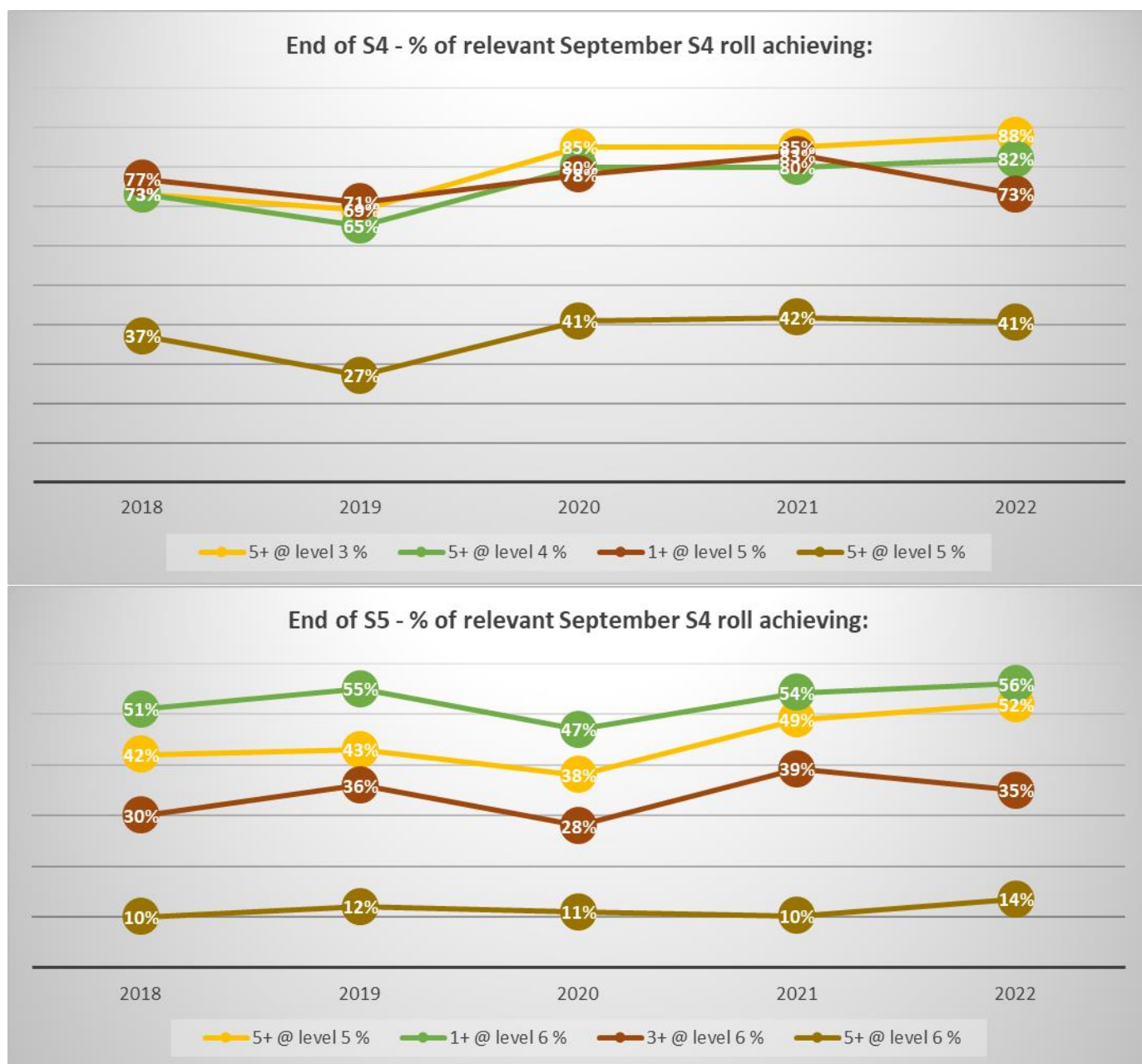
DHT: Paul Elder

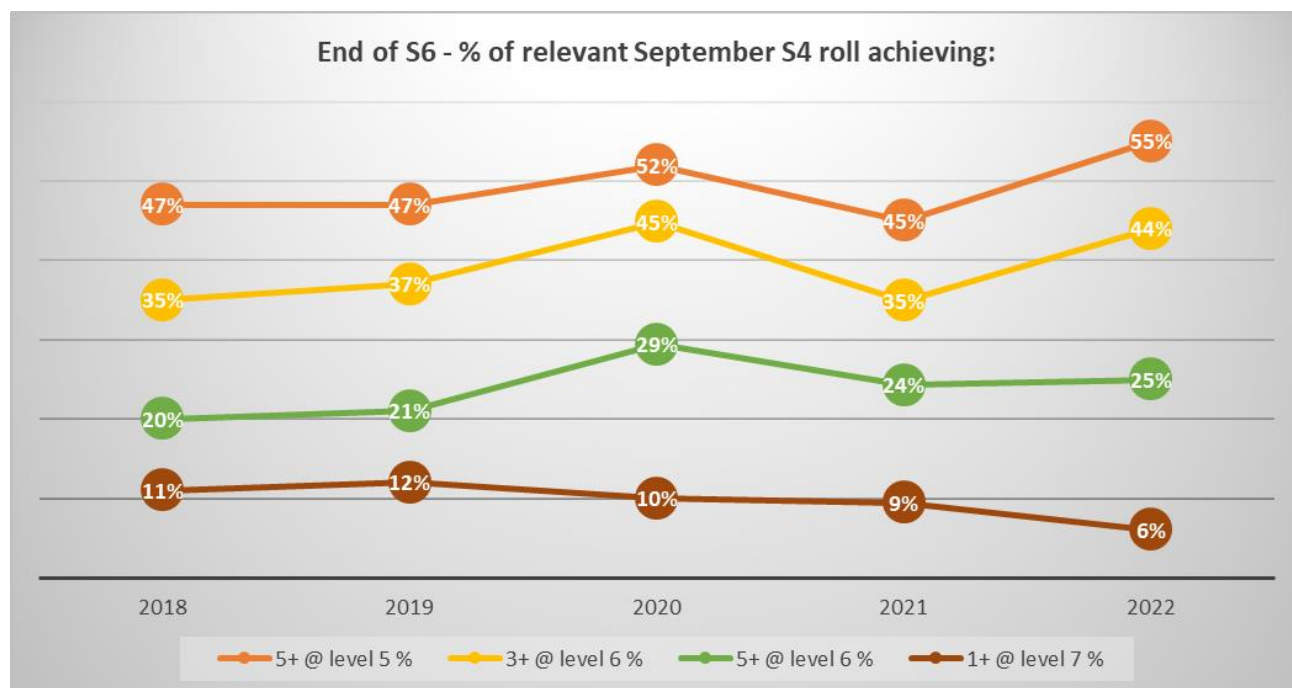
Twitter Feed: @sahs_parent

School: St Andrew's High School

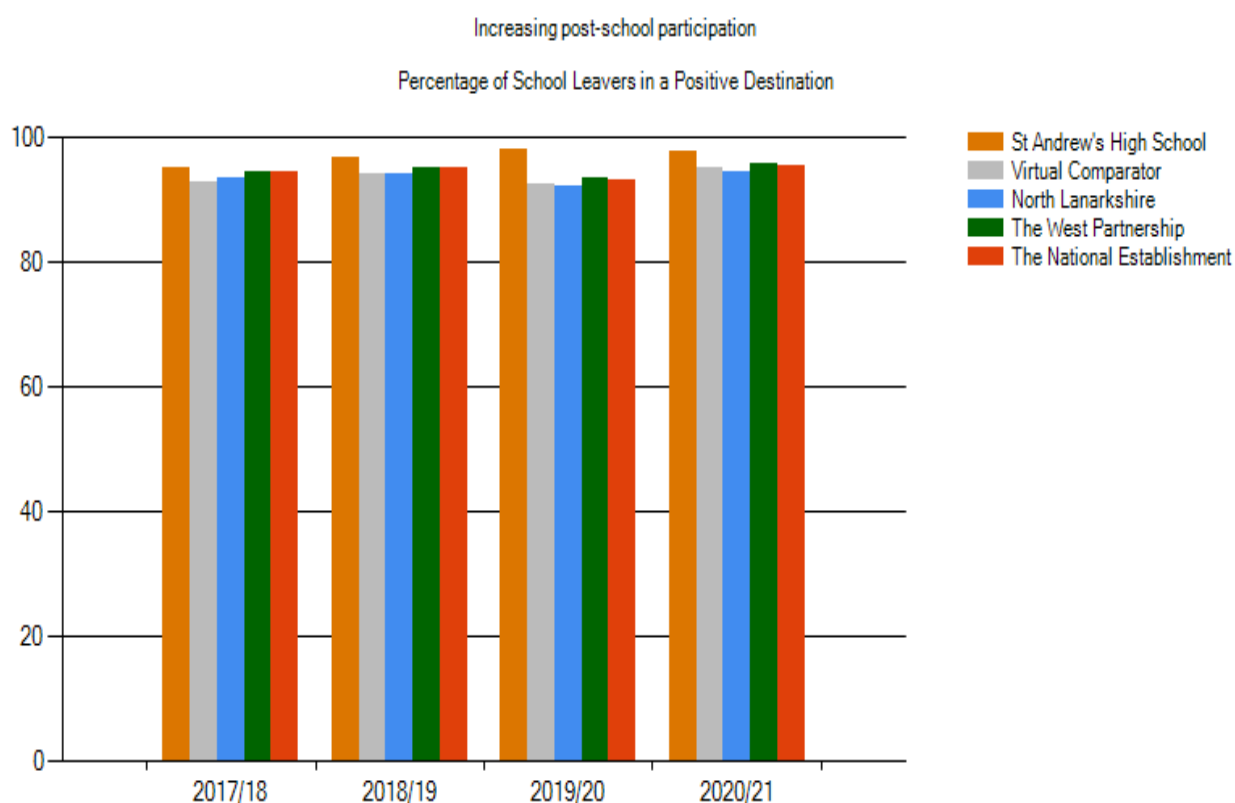
ID No: 320-8500037

Examination Results (within the Scottish Credit and Qualifications Framework - SCQF)

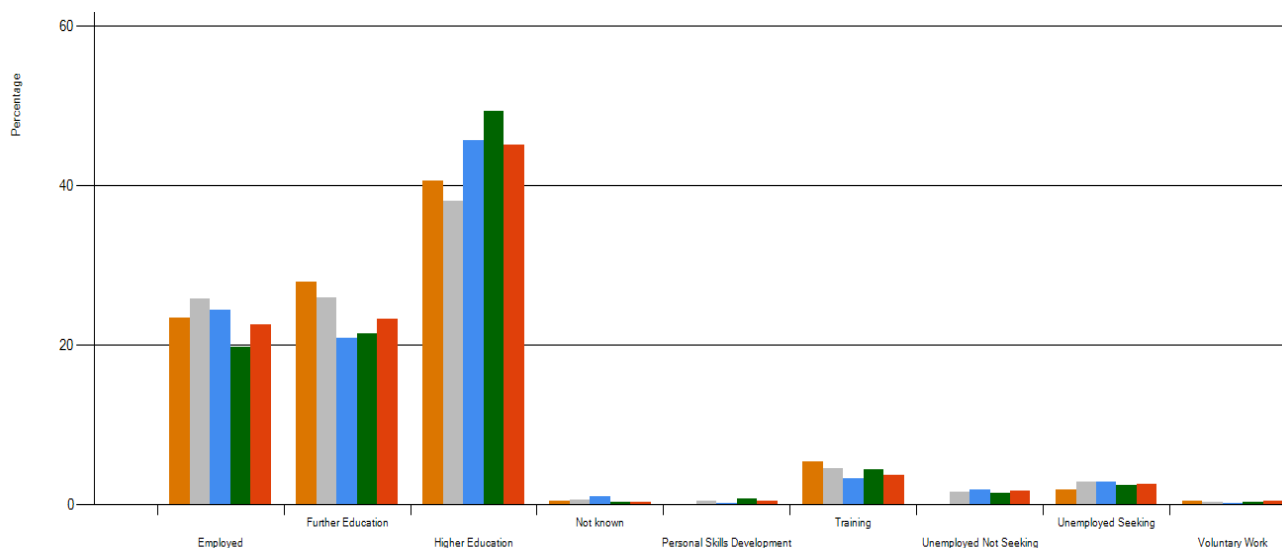




It is also very important to remember that almost all of our St Andrew's leavers are successful in moving to a positive destination such as Higher/Further education, training or work as can be seen from the graph below.



From the graph below, 40% of our leavers gained a place in a course at University.

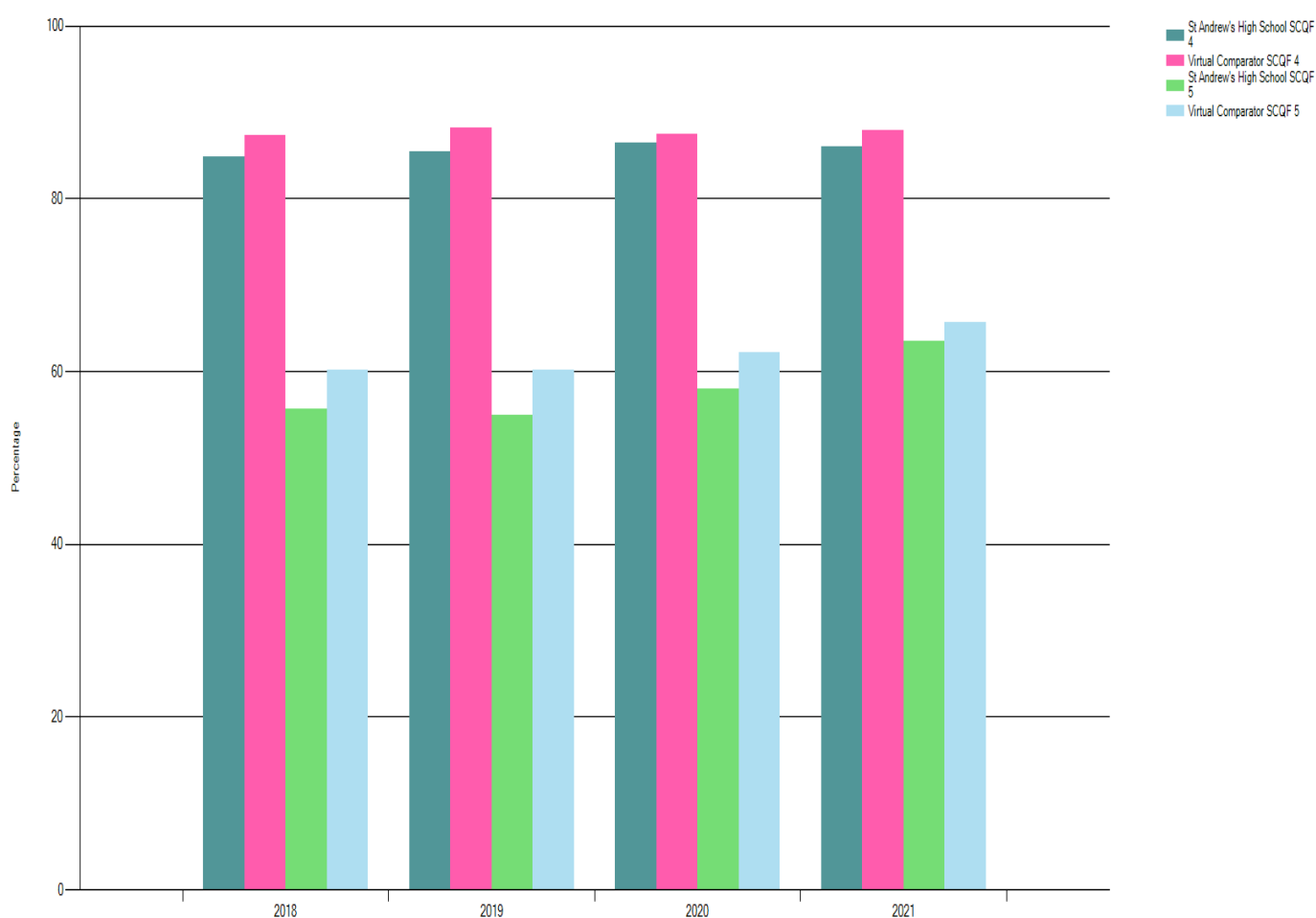


LITERACY AND NUMERACY

In our most up to date measurements, Over 86% of our learners achieved their Literacy and Numeracy qualification at level 4 with 63% at level 5. This is a key measure for our School which we are working hard to improve on over time.

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Literacy and Numeracy





MOBILE PHONES

School Policy on the use of Mobile Phone Technology

School management discourages pupils from bringing mobile phones into school. If damaged or lost, neither the school nor the local authority is liable. Mobile phones are however a part of everyday technology: most pupils possess one and, as a result, parents/carers have a greater sense of their child's safety and security when they are not with them.

During teaching and learning time, mobile phones should be out of use and out of sight.

In an emergency, or where a pupil is unwell or in trouble, contact between the school and home should be via the school phone system: Pupil Support Staff, Head of Year and main school office.

Under no circumstances should a pupil use a mobile phone to make arrangements to leave school. This must be done using school procedures and involve appropriate staff.

Camera or video functions of a mobile phone should never be used by pupils in school.

In addition to teaching areas and corridors outside classrooms, toilets and changing rooms are phone-free zones at all times.

Under any circumstances, **mobile phones must never be taken into examinations.**

Use of mobile phones by pupils during off-campus supervised activities (trips, excursions) is discouraged. Arrangements will be put in place for communication with supervising staff in case of emergency.

Staff are requested not to use their mobile phones in class.

When a pupil does not follow school policy and uses or attempts to use a mobile phone during teaching and learning time, particularly in class, staff should instruct them in the first instance to switch the phone off and put it out of sight.

Where it happens a second time, staff should refer the pupil to the school office to hand in their mobile phone.

Office staff will issue the pupil concerned with a receipt for their phone, which they will show to a teacher when they return to class and the mobile phone will be kept under secure conditions in the school office.

Pupils will be able to reclaim their mobile phones from the office by submitting their receipt at the end of the school day; however if the pupil is a repeat offender, the Year Head may request the pupil's parent or carer to collect the phone at their convenience. Where a pupil repeatedly fails to follow school policy, staff should complete a referral to Pupil Support for information.

By failing to cooperate with the policy, a pupil risks disciplinary action, including the possibility of temporary exclusion from school.

Parents have a particularly important role to play in supporting our school policy on mobile phones and we greatly appreciate that support.



HOME AND SCHOOL LINKS

OUR ASSOCIATED PRIMARY SCHOOLS

Alexander Peden Primary West Main Street Harthill ML7 5TU	Tel 01501 826709
Corpus Christi Primary Crowood Crescent Calderbank ML6 9TA	Tel 01236 794843
Our Lady & St Joseph's Primary South Medrox Street Glenboig ML5 RU	Tel 01236 632130
St Bernard's Primary Berwick Place Shawhead Coatbridge ML5 4BA	Tel 01236 794810
St Mary's Primary Dundyvan Road Coatbridge ML5 4BA	Tel 01236 794828
St Monica's Primary Craigend Drive Coatbridge ML5 5JT	Tel 01236 632080
St Patrick's Primary Kildonan Street Coatbridge ML5 3LG	Tel 01236 794862
St Stephen's Primary Sikeside Street Coatbridge ML5 4QH	Tel 01236 794850
St Timothy's Primary Old Monkland Road Coatbridge ML5 5EA	Tel 01236 632134

COMMUNICATION

Every effort is made to provide strong links between home and school. It is this strong partnership that results in a successful school career for pupils. Each month the Head Teacher publishes a Parent Newsletter which will be issued to parents by email. Please check we have correct email details on our system. It keeps everyone informed about life of the school in curricular and extra-curricular areas and provides advanced notice of important events such as Parents' Meetings and In-Service days.

Enquiries from parents are responded to by Pupil Support staff who have a particular responsibility for the pastoral care of our pupils. It is essential that appointments are made through the school office as this ensures that the appropriate member of the Pupil Support staff is available for consultation.

School Telephone Number: (01236) 632163
School Enquiries Email: enquiries-at-st-andrewshigh@northlan.org.uk

Where a pupil's progress or conduct gives cause for concern, Pupil Support staff will contact parents to invite them to visit the school to discuss the particular issue or concern.





COATBRIDGE COMMUNITY CENTRE AND SPORTS COMPLEX

Coatbridge community centre was opened in 2006 as part of a joint campus with St. Andrew's High School and St. Timothy's Primary School.

The community centre is opened all year round and holds our area office and the Our Zone out of school care service. It is used for a variety of activities including: conferences, meetings, dance and fitness groups, and sports activities. It also has a conditioning gym available for public use during the evenings and at weekends.

It consists of:

- seven multipurpose rooms with capacities ranging from 6 to 70 people
- a computer suite for 14 people
- a health suite holding around 30 people
- a dance studio for around 30 dancers and
- a conditioning gym.

There is also a wide range of sports halls and pitches available in the evening and at weekends. There are two gym halls which are badminton court size and a large games hall which is the size of three badminton courts. Outside we have a third generation football pitch and an Astro turf pitch which can be used as one pitch for a match or split into three 7-a-side pitches for training.

Community Centre: 01236 632810
info@culturenl.co.uk



ADDITIONAL CONTACTS

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

Carrie McCormack (CIIL) McCormackC@northlan.gov.uk

You can also get more help and advice from:

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

Tel: 0345 123 2303

info@enquire.org.uk

www.enquire.org.uk

Resolve - 0131 3138844 (Independent Adjudicator) – resolve@childrenscotland.org.uk

Additional Support Needs Tribunal (Scotland)

ASNTS, Health & Educational Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow, G2 8GT

Helpline: 0141 3025860

www.asntscotland.gov.uk

NHS Lanarkshire

Airdrie Health Centre: 01236 772200



Coatbridge Health Centre: 01236 432200

Social Work

Airdrie

01236 757000

Coatbridge

Tel: 01236 622100

CL&D Office

Coatbridge Community Centre

9 Old Monkland Road, Coatbridge ML5 5EA

Tel: 01236 638470

E: CLD-Coatbridge@northlan.gov.uk

Qualifying Statements

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

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

Education Authorities are required by law to issue a copy of the school handbook to certain parents/carers in December each year.

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