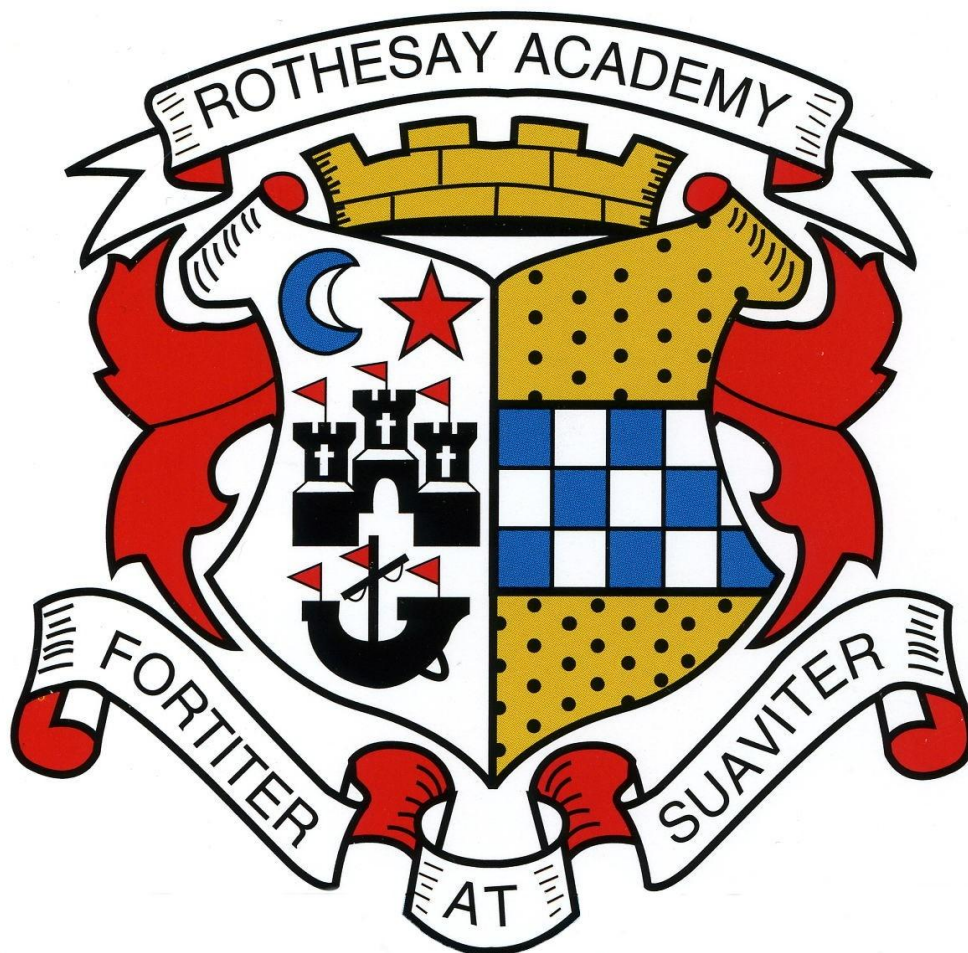


# Rothesay Academy

HANDBOOK 2011/2012



Website: [www.rothesayacademy.org.uk](http://www.rothesayacademy.org.uk)

## **INTRODUCTION FROM PRINCIPAL OF JOINT CAMPUS**

### **Welcome to Rothesay Academy**

This Handbook is to introduce you to the school's aims and philosophy, the structure of our curriculum, extra-curricular activities, links with the community and how we support pupils in to ensure they learn skills for learning, skills for work and skills for life.

Our aim is to have a school in which are pupils are happy, safe and achieving their full potential. We work in collaboration with parents and carers to give our pupils the best preparation for their future beyond school into positive and sustained destinations.

Our pupils are supported to become successful learners, confident individuals, responsible citizens and effective contributors.

In our classes we aim to use effective learning and teaching strategies to give pupils the skills to enable them to reach their highest achievements. We do this in a supportive atmosphere in collaboration with the whole community. We recognise that society is constantly changing and we are committed to improvement of the educational service to meet challenges which our young people will face.

I am pleased to welcome you to the community of Rothesay Joint Campus and Rothesay Academy.

*Wendy Brownlie*

# Argyll and Bute Council

## Community Services – ‘Education’

### STRATEGIC AIMS:

- *To strive to continuously improve the quality of education for all in Argyll and Bute.*
- *To respond to change and to prepare the service to meet the future needs of learners and society through a commitment to lifelong learning.*
- *To support all learners by actively promoting partnership and equality of opportunity.*
- *To work for sufficient resources and ensure the effective use of existing resources.*

### OPERATIONAL OBJECTIVES:

- *To provide a full range of courses and services.*
- *To enable all learners to achieve their potential.*
- *To monitor and improve achievement within the 5-14 curriculum and in recognised national qualifications.*
- *To meet the educational needs of those with learning difficulties and/or disabilities.*
- *To ensure that throughout the service the equal value of others irrespective of sex, race, religion, culture, or disabilities is recognised.*
- *To increase access to quality pre-5 education.*
- *To encourage all learners to think of education as a lifelong process.*
- *To encourage, develop and maintain partnerships between providers and users of the service and with other departments and agencies.*
- *To ensure education is offered in suitable, well-maintained premises with appropriate resources.*
- *To ensure that the Council’s aims for economic growth and employment opportunity are supported through education.*

## **Rothesay Academy – Vision, Values and Aims**

Our school embraces the values of our nation – wisdom, justice, compassion and integrity.

We see our school as a learning community where each individual has respect and support from fellow pupils, staff, parents and the community where their strengths and aspirations are encouraged and their achievements recognised.

We aim to uphold these values and our vision of the school through – quality learning experiences in a well maintained environment where young people will learn for the future with staff who are fair, encouraging and promote positive interactions through reward, and positive feedback. We will ensure good communication throughout the school and with the community as a whole.

## **GLOSSARY OF TECHNICAL TERMS USED IN THE HANDBOOK**

Throughout this text, some technical terms are used which relate to the way in which the school is organised. An explanation of these terms is given in a glossary in Appendix 1.

Throughout this handbook some passages are shown as underlined. These passages are statements of policy and procedures from Argyll & Bute Council.

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## SCHOOL INFORMATION

**School Name:** ROTHESAY ACADEMY  
ROTHESAY JOINT CAMPUS  
**Address:** HIGH STREET  
**ROTHESAY**  
ISLE OF BUTE  
PA20 9JH

**Telephone No:** 01700 503367  
**Web Site:** [www.rothesayacademy.org.uk](http://www.rothesayacademy.org.uk)  
**E-Mail Address:** [enquiries@rothesayacademy.argyll-bute.sch.uk](mailto:enquiries@rothesayacademy.argyll-bute.sch.uk)

Non-denominational

Co-educational

**Capacity of the School:** 682

**Stages covered:** S1 to S6

**Current Roll:**

S1	-	54
S2	-	83
S3	-	60
S4	-	70
S5	-	75
S6	-	48

**Likely intake for next 3 years:** August 2011: 58  
August 2012: 48  
August 2013: 57

### **Main features of the accommodation:**

- The Academy shares a modern state of the art building completed in 2007. This building is run by ABC Schools as part of the Authority's Non Profit Distributing Organisation (NPDO) building project. Sharing the site with the Academy is Rothesay Primary School, Rothesay pre 5 unit and Argyll College.

This new building has greatly enhanced our ability to deliver a quality education to our pupils.

The main features of our building include 3 main classroom areas, the PE facilities including a large games hall, gymnasium, dance studio and fitness suite. There are outside grass and all weather pitches – the latter being floodlit. We have a state of the art learning resource centre and pupils and staff have access to modern ICT facilities.

- The school at present, and in the future, will be available for community letting procedures. This is organised by the Community Education Department which is based in the Moat Centre.

**Associated Primary Schools:** North Bute Primary  
PORT BANNATYNE  
Isle of Bute  
PA20 0LZ  
Tel: 01700 503728

Rothesay Primary School  
Rothesay Joint Campus  
High Street  
ROTHESAY  
Isle of Bute  
PA20 9JH  
Tel: 01700 503227

St. Andrew's Primary  
ROTHESAY  
Isle of Bute  
PA20 0DX  
Tel: 01700 503123

**Joint Parent Council Members:**

Caroline Gorman (Chair)  
Aynsley Stewart (Vice-Chair)  
Jo Shorey  
Ann Thomson  
Fiona Campbell  
Laura McGregor  
Maureen Shaw  
Pam Shaw  
Dorothy Cullinane  
Dorothy McDonald  
Christine MacArthur  
Carol Robertson  
Martin Catlin  
Gay McLachlan  
Kevin McLachlan  
Claire Kent  
Cathie Palmer  
Sheen Finlay  
Diane Kean  
Charlotte McIntyre  
Kirsteen MacDonald

Laura Edwards (Clerk)

## SCHOOL STAFF – as at December 2010

Principal of Joint Campus: Mrs Wendy Brownlie

Head of Learning & Teaching (Secondary): Mrs Elizabeth Campbell  
Depute P6 – S2: Mrs Louise Nicol  
Depute S3 – S6: Mr Robin Ferguson  
Depute Pupil Support 3-18: Ms Margaret York

**Principal Teachers:**

Mrs E Sullivan	English
Mrs J Stinson	Enterprise Education
Mrs J Catlin	Expressive Art & Design
Mrs D Smith	Food Technology & Design
Mr P Phillips	Guidance
Mrs H MacVicar	Guidance (0.6)
Mr E Campbell	Guidance (0.4)
Miss L Nicolson	Guidance
Mr R Templeton	Health & Fitness
Mrs S Brooks	Mathematics (0.8)
Mr A Keenan	Mathematics (0.2)
Mr A MacOnie	Modern European Languages
Mrs B Tittensor	Pupil Support (0.6)
Mrs R Sweeney	Area Support (0.4)
Miss McKeown	Science
Mr G Kelley	Social Subjects
Mrs C MacPhee	Technological Activities

**Teaching Staff:**

Mrs E Sullivan	PT (English)
Ms P Dillon	
Mrs L Nicol	DHT P6 – S2
Mr A McKay	
Mrs J Catlin	PT (Expressive Art & Design)
Mrs R Robertson	(0.6)
Mr A Arneil	
Miss E Forman	(Music)
Mrs D Smith	PT (Food Technology & Design)
Mr M Briggs	
Mr J McGinnes	
Mr W Erskine	
Mrs S Brooks	PT (Mathematics) (0.8)
Mr A Keenan	PT (Mathematics) (0.2)
Mrs J Stinson	PT (Enterprise Education)
Ms F Samuel	
Mrs C Briggs	(RE Teacher)
Mr G Kelley	PT (Social Subjects)
Mrs D Somerville	
Mrs C Ogilvie	
Mr A MacOnie	PT (Modern European Languages)
Miss L Nicolson	PT (Guidance)
Mr R Ferguson	DHT S3 – S6

Mr R Templeton PT (Health & Fitness)  
Mrs H MacVicar PT (Guidance 0.6)  
Mr C South  
Miss A McLean

Miss P McKeown PT (Science)  
Mr E Campbell PT (Guidance 0.4)  
Mr P Phillips PT (Guidance)  
Mr F Gatongi  
Mr C Bailey

Mrs C MacPhee PT (Technological Activities)  
Mrs C Robertson  
Miss M York DHT (Pupil Support)

Mrs B Tittensor PT (Pupil Support) (0.6)  
Mrs R Sweeney PT (Area Support) (0.4)

**Classroom Assistants:**

Mrs L Bellshaw  
Mrs A Bremner-Allison  
Mr G Gracie  
Mrs F Shaw  
Mrs M F Shaw

**SEN Assistants:**

Mrs L Archibald-Templeton  
Mrs F Davidson  
Mrs M Ferguson  
Ms C Gaillard  
Mr A Hassan  
Mr S McKale  
Ms E McKellar  
Mrs M Montgomery  
Mr D Nurse  
Ms B Sweet  
Ms M Unuabona  
Miss K Watson

**Additional Needs  
Support Team:**

Mrs J Ewing  
Mrs M Falconer  
Mrs M Spear  
Mrs W Stewart

**Office:**

Mrs C Calder  
Miss M Gillies  
Mrs E Jackson (A.F.A.)  
Mrs K Keith

**Librarian:**

Mrs S M Lawson

**Technicians:**

Mr P Morrison  
Miss J Thomas  
Mr A Williamson

**Instrumental Instructor:**

Mr T Spencer

**Mitie Facilities Managers:** Mr J Black  
Mr A Greer  
Mr S Officer

**Attendance Officer:** Mr I Morrison

**Youth Worker:** Ms A Cassidy

**School Social Worker:** Mrs S Templeman

**Community Police Officer:** P.C. Gordon Stewart

## THE SCHOOL DAY

School Hours:

Registration	9.00 - 9.05
Period 1	9.05 - 10.00
Period 2	10.00 - 10.55
Interval	10.55 - 11.10
Period 3	11.10 - 12.05
Period 4	12.05 - 1.00
Lunch	1.00 - 1.50
Period 5	1.50 - 2.40
Period 6	2.40 - 3.35

## THE SCHOOL YEAR

First Term	Teachers return (In-Service Day)	Tuesday	16 <sup>th</sup> August	2011
	Pupils return	Wednesday	17 <sup>th</sup> August	2011
	Close	Friday	30 <sup>th</sup> September	2011
	Re-open	Monday	17 <sup>th</sup> October	2011
	Pupils only – (In-Service Day)	Thursday	10 <sup>th</sup> November	2011
	Pupils only – (In-Service Day)	Friday	11 <sup>th</sup> November	2011
	Close	Thursday	22 <sup>nd</sup> December	2011
Second Term	Re-open	Monday	9 <sup>th</sup> January	2012
	Pupils only – (In-Service Day)	Thursday	9 <sup>th</sup> February	2012
	Pupils only – (In-Service Day)	Friday	10 <sup>th</sup> February	2012
	Close	Friday	10 <sup>th</sup> February	2012
	Re-open	Wednesday	15 <sup>th</sup> February	2012
	Close	Friday	30 <sup>th</sup> March	2012
	Re-open	Monday	16 <sup>th</sup> April	2012
	Close	Friday	4 <sup>th</sup> May	2012
Third Term	Re-open	Tuesday	8 <sup>th</sup> May	2012
	Pupils only – (In-Service Day)	Monday	4 <sup>th</sup> June	2012
	Close	Monday	4 <sup>th</sup> June	2012
	Open	Wednesday	6 <sup>th</sup> June	2012
	Close	Friday	29 <sup>th</sup> June	2012

## **TRANSFER AND ENROLMENT**

The transition between Primary and Secondary starts early in the year in which transition takes place. In late February/early March, Senior Managers visit Primary Schools to meet parents at an agreed date for a parents' evening. During this event, a presentation is given which outlines what will happen in their transition process, what pupils will find when they arrive in Rothesay Academy and how we are going to conduct the transition process. From Easter to the summer, Guidance and teaching staff as well as support staff will be in close liaison with Primaries, visiting them and getting to know the pupils and their needs. In June, pupils will visit Rothesay Academy for one week and will follow their timetable for 2 or 3 days. They will participate in an inter-disciplinary project for a further 2 or 3 days. This will give them a direct experience of life in Rothesay Academy. When they arrive in Rothesay Academy in August of their S1, they will be teamed up with "Buddies" who are senior pupils who will assist them and show them round the school and be on hand to deal with enquiries.

There are extended transitions for our more vulnerable pupils.

In addition to the above, we have strong curricular links between the Primaries and the Secondary and are all working together to implement Curriculum for Excellence. This joint work helps to smooth the transition into S1.

Parents and Carers of pupils wishing to enrol in Rothesay Academy at any other time should contact the school office to arrange an appointment with a senior member of staff who will take you through the enrolment process and also arrange for a tour of the school.

## **GUIDANCE AND SUPPORT**

In 1986, the Scottish Central Committee on Guidance published a document entitled "More than Feelings of Concern". This document established some important principles for guidance.

- Each pupil knows and is known personally by at least one member of staff;
- Considers children's personal, social and intellectual development;
- Enables children to be aware of their own development and responsible for it;
- Identify and respond quickly to specific needs of the pupil;
- Fosters the development of good relations between teachers and children;
- Works well with the home in all aspects of pupil development;
- Liaises with and supports welfare services;
- Systematises and makes effective the recording and communication of the information relevant to the welfare of children.

In Rothesay Academy our guidance system aims to promote these principles and the aim is to fulfil the purposes of "the curriculum for excellence" published in 2004 which defines purposes for pupil support to enable pupils to be:

- Successful learners;
- Confident individuals;
- Responsible citizens;
- Effective contributors.

In Rothesay Academy we endeavour to fulfil these aims by using a vertical guidance structure. The school is divided into three houses known as Etrick, Kames and Scalpsie. Each house is run by a Depute Head Teacher assisted by a Principal Teacher of Guidance. It is this team's responsibility to monitor the progress and welfare of pupils and organise all aspects of support to meet their personal, vocational, social and moral needs. Further support is given through our support department which is headed by a Principal Teacher of Support. This department deals with pupils whose needs are greater than the majority and provides all support under the heading of additional support needs.

Pupils are allocated to houses as follows:

1. Members of the same family will be in the same house;
2. Pupils who have no previous family connections with the school will be allocated to houses based on criteria that ensure that all levels of ability across the school are distributed evenly between the three houses.
3. The criteria for allocation of S1 pupils to houses will be based on information provided by Primary School.

This organisation of guidance will allow:

1./

1. A team approach to be adopted to whole school tasks, for example, transitions into Secondary from 2<sup>nd</sup> year into 3<sup>rd</sup> year and from 4<sup>th</sup> year into 5<sup>th</sup> and 5<sup>th</sup> into 6<sup>th</sup> as well as work experience.
2. It will assist to promote a school ethos within the groups so that pupils gain a sense of belonging to an identified group.
3. It will allow parents and carers with more than one child within the school to have a single point of contact through the team, either the Depute Head or Principal Teacher of Guidance.
4. A wider team approach is fostered within the school.

The allocation of staff to the houses is as follows:

Ettrick        Mr R Ferguson - DHT S3 – S6  
                   Mr Phillips – Principal Teacher of Guidance

Kames         Mrs Campbell – Head of Learning & Teaching  
                   Mrs. MacVicar (0.6) & Mr Campbell (0.4) – Principal Teachers of Guidance

Scalpsie      Mrs Nicol – DHT P6 – S2  
                   Miss Nicolson – Principal Teacher of Guidance

Pupils progress through the school will be regularly monitored and compared against targets set and agreed with the pupils for their attainment. Attendance at school will be monitored. We place young people and their progress, well-being and achievement at the centre of our activities. We acknowledge and reward achievement within the school and in the wider community on a regular basis. In order to achieve our aims for guidance and pupil support, it is essential that there is a sharing of information between families and the school. In this connection we welcome approaches from parents and carers at all times where there is information which is relevant to the needs of the pupil within the school which requires to be shared.

Guidance staff regularly visit registration classes to maintain contact with pupils. Where parents and carers feel the necessity to contact the school we welcome phone calls to the office through which appointments can be made to meet the appropriate member of staff at a time which is mutually convenient.

An important aspect of pupil support is preparation for leaving school. We work closely with the local Career Service. The Careers Officer is a regular visitor to the school and works with Guidance staff at key stages of pupil's time in the school, particularly transitions from S2 to S3 and from S4 onwards. Pupils will be given presentations and opportunities for interviews with the Careers Officer. If it is felt necessary for additional work with the Careers Officer this is arranged through Guidance staff and can be prompted if necessary by parents contacting the school. The Careers Service is also willing to meet and work with parents and carers and its local Careers Office and appointments can be made which are mutually convenient.

## **EQUAL OPPORTUNITIES AND SOCIAL JUSTICE**

Equal Opportunities and Social Justice in Rothesay Academy are governed under the Equality Act of 2006. Under this Act, which came into force on the 30<sup>th</sup> of April 2007, it is unlawful to discriminate on grounds of religion or belief, including lack of religion or belief, when goods, facilities and services are being provided. These provisions extend to delivery of education and other services by schools. Whenever an Education Authority is exercising its education functions in respect of the child, even when that child is not attending a school under its management, then the Education Authority should still have regard to this guidance.

Each department has reviewed the following to ensure that no discrimination occurs:

- a) The curriculum being offered to all pupils.
- b) The content of worksheets and textbooks being used within the departments to ensure that there is no bias or stereotyping in either.
- c) Careers advice being offered to pupils in the form of submissions to the S2-3 and the S4-5 Options Handbook.
- d) Assessment. This applies particularly to the practical and subjective areas and in the written comments made on comments sheets. The Guidance staff endeavour to facilitate the uptake of all subjects regardless of traditional assumptions.
- e) A review of S2 marks at option time and a subsequent review of subject uptake based on the marks awarded is undertaken.
- f) Class lists conform to the practice with the school registers of listing pupils only by their surnames and not dividing them into boys and girls.
- g) There is no sexist language either oral or written in any of the classroom work.

The new legislation extends responsibility on the school to ensure that all its policies and practice fall under the new guidelines of the 2006 Act.

We are established as a joint campus and although it has not always been easy, we have made progress in implementing the principles and aspirations of Curriculum for Excellence to deliver a seamless 3-18 curriculum which is more effectively meeting the needs of all our young people in one Community, one Campus, one School.

As schools on Bute we have agreed 4 priorities for 2009/2012, these are:

- redesigning the curriculum
- embedding AifL, co-operative learning and active learning
- to undertake training in Coaching and Mentoring techniques in order to more effectively support pupils
- developing inter-disciplinary learning

these priorities are reflected in our Improvement Plan.

For session 2010/2011 we have also agreed 4 Campus priorities, these are:

- Developing of literacy, numeracy, health and wellbeing strategies across Campus
- Development of GLOW and our ICT infrastructure and their use as a teaching and learning tool
- Develop plan to ensure that learners across Campus receive sufficient, meaningful time to discuss progress and needs with a mentor
- Redesigning the P5-S3 curriculum

While it is the responsibility of all staff to work to secure improvements in these areas, Mrs. Brownlie is accountable for implementation and leadership of improvement planning.

## **CURRICULUM FOR EXCELLENCE**

### **Bringing learning to life and life to learning**

Curriculum for Excellence has been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education from pre 5 – S3, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of assessing progress and ensuring children achieve their potential. There will be new qualifications for literacy and numeracy and from 2012/13, new National 4 and 5 qualifications from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There's personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims is to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

## COURSES AVAILABLE IN THE SCHOOL

### Courses in S1 & S2

In S1 and S2, courses are generally organised on a mixed-ability basis. This means that in general pupils are taught in their classes as allocated by Houses. In the case of practical subjects, Science, Home Economics, Technical, Art, Music and I.T., these classes are subdivided into smaller groups not exceeding 20. Within all teaching organisations teachers may decide to have sub-groups based on proven ability and needs, especially in S2 some classes may be slightly re-organised to take account of ability levels. The subjects taught in S1 and S2 and their period allocations are listed below. In order to smooth transition from Primary to Secondary as mentioned elsewhere in this Handbook, staff work closely with their Primary School colleagues to have a good prior knowledge of pupils' needs and attainment levels. In the case of English, Mathematics and Modern Language, curricular links exist with the Primaries which further assist the continuity of education between the two sectors. By S2 most subject areas are designing their courses as preparation for the transition into years 3 & 4 where Standard Grade and Intermediate 1 and 2 courses will be studied.

#### S1 Curriculum Structure

In S1 pupils will attend 5 periods each of English and Mathematics and 3 periods of French.

There are 3 periods of Social Subjects. This will be in rotation i.e. pupils will be taught Geography, History and Modern Studies each for 3 periods for one third of the year.

The Technologies; IT, Craft and Design and Home Economics and the Expressive Arts; Art and Design, Music and Drama are similarly taught on rotation.

There are 3 periods a week of Science. This is an integrated course of Biology, Chemistry and Physics.

There are 5 periods a week of Health and Wellbeing – 2 periods of Physical Education, 1 of Personal Social and Health Educations, 1 of Personal Learning time and 1 of Religious and Moral Education.

#### S2 Curriculum Structure

The S2 structure is shown below. The S2 and S3 structure will be reviewed in 2011.

S2

ENGLISH		5
MATHEMATICS		4
SCIENCE		3
MODERN LANGUAGES	3	
MODERN STUDIES		1
HISTORY		1
GEOGRAPHY		1
ART		2
HOME ECONOMICS		2
TECHNICAL		2
PHYSICAL EDUCATION	2	
MUSIC		1
SOCIAL/RELIGIOUS EDUCATION	2	
I.T.		<u>1</u>
Total Number of Periods	<u>30</u>	

## **Courses in S3 & S4**

In S3 and S4 the main purpose of learning and teaching is to prepare pupils for national examinations which will be sat at Standard Grade or Intermediate 1 & 2. A small number of pupils may also sit national examinations at Access level if this best suits their needs. All pupils in addition to their 8 national qualification courses will also study two periods of core physical education, one period of personal, social and health education and one period of religious and moral education. The principle behind the curriculum in years 3 & 4 is to afford an opportunity of pupils to have choice, balance and breadth in their curriculum. All pupils will follow courses in English, Mathematics, French, a Social Subject (History or Geography), a Science subject (Biology, Chemistry, Physics), a Technological subject (Administration, Computing, Craft & Design, Home Economics) and a Creative and Aesthetic subject (Art, Music, P.E.). Pupils will make a selection of subjects from a choice form, a sample of which is given in Appendix 3. All subjects are offered at Standard Grade where the levels are Credit, General and Foundation with the exception of the three Sciences where Foundation is not available. Intermediate 1 courses may be available in the Sciences as an alternative to Foundation Awards. Art & Design courses in S3 and S4 are available only at Intermediates 1 & 2.

## **Courses in S5 & S6**

In years 5 and 6, courses are offered leading to SQA certification at Advanced Higher, Higher, Intermediate 2 and Intermediate 1. The principle is to allow continuity and progression of previous studies to a more advanced level while maintaining breadth within the curriculum. Generally speaking, all pupils will study 5 courses in S5. In S6 this number may be slightly reduced in the case of pupils who are studying Advanced Higher where self-motivated private study is an integral part of the course. This private study assists in the development of good study habits in preparation for further and Higher education.

The progression route into S5 & 6 is as follows:

Broadly, Intermediate 1 courses are suitable for those who have achieved Foundation Awards; Intermediate 2 suit those who have General Awards and Higher suit those who have achieved Credit Awards. Advanced Higher courses are studied by those who have achieved Higher Grade Awards in S5. In addition to the core subjects taken, all pupils will have aspects of personal, social and health education as well as religious and moral education as part of their curriculum. This will be delivered through a systematic and programmed series of extractions throughout the year. The time allocated to these extractions is such that more than the minimum recommended time of study within the 5 main areas is not undermined. A typical choice form for years 5 & 6 is shown in Appendix 4.

### Parents & Carers

When pupils are making subject choices, parents/carers are invited to school for a discussion with the guidance teacher or Head of House.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION**

Throughout S1-S6 all pupils follow the Personal, Social and Health Education (PSHE) curriculum. From S1-S4 pupils have a timetabled period of PSHE each week. The PSHE curriculum is delivered to S5/6 pupils for 3-4 periods dealing with particular topics.

We aim to develop in pupils the skills and knowledge they will need in order to succeed in life. Thus, the PSHE curriculum covers a broad range of topics such as Alcohol, Drugs, Anti-bullying, Understanding Yourself, Citizenship, Careers, Managing Money, Healthy Living, Study Skills and Relationships.

Sex Education is covered within the Relationships topic and is delivered in the context of the importance of knowing facts, including those relating to contraception and STDs, having the skills to deal with peer pressure and being able to make good personal decisions. Parents have the right to withdraw their young person from a specific sex education programme.

Topics are delivered to each year group taking into account the needs and level of maturity of pupils at that stage.

Teaching methods used include discussion in groups and as a class, individual written work and role-play.

Parents/Carers do have the right to withdraw their child(ren) from any specific course of sex education. If it is your intention to exercise this right then you must notify the Principal in writing.

## **ARRANGEMENTS FOR TRANSITIONS WITHIN SECONDARY SECTOR**

### **Pupils with Additional Support Needs**

The school has an established policy for pupils with additional support needs (ASN). There are a number of pupils who experience considerable learning difficulties or have serious social, emotional or medical problems or suffer serious physical or sensory impairment. Such pupils are described as having additional support needs. Within this group there are some whose needs may be described as pronounced specific and/or complex and require continuing review. Some have a Co-ordinated Support Plan (CSP).

Under new legislation Co-ordinated Support Plans (CSP) have replaced records of needs. The school will be responsible for writing up CSP's in association with other agencies such as Health. The involvement of parents and carers is paramount in opening such plans. Co-ordinated Support Plans, in general, apply to pupils whose needs are complex.

Individual Education Programmes (IEP) are in place for pupils requiring a high level of support. IEP's serve the following purposes:

1. It informs all of the young person's teachers about his/her difficulties;
2. It invites teachers to report how they are going to address these needs within the classroom situation;
3. It states how much extra support by way of co-operative teaching is to be allocated in the child's class;
4. It gives a commitment that the provision will be monitored by the school.

Children with Additional Support Needs will be educated within mainstream classes provided that is appropriate. This provision will be assisted by various strategies such as differentiated material, different teaching approaches, co-operative teaching or the use of Classroom Assistants. The Academy has its own Learning Centre.

We give additional support needs a high profile in the Academy. Staffing is supplied by the Area Network Support Team. The amount of staffing from the Network Support Team reflects the needs of pupils within the Academy. The Principal Teacher of Support in the Academy is responsible for deploying and monitoring the use of staff allocated from the Network Support Team. Many of the Support Team staff will have worked in our associated Primaries and have first-hand knowledge of the specific needs of pupils at their time of transition to the Academy.

## ASSESSMENT AND REPORTING

Information from assessment serves several important purposes: to support learning; to give assurance to parents and others about learners' progress; to provide a summary of what learners have achieved, including through qualifications and awards, and to inform future improvements.

### Assessing Progress

Teachers assess progress constantly as part of daily learning and teaching. They do this, for example, by watching and listening to learners carrying out tasks, by looking at what they write and make, by considering how they answer questions. They get to know their learners well, build up a profile of their progress, strengths and needs and involve them in planning what they need to learn next.

Teachers will use evidence of learning to identify areas where progress has been particularly strong or less secure. The evidence will be different depending upon the learning activity and learners' preferences about how to show what they have learned. Teachers need a range of assessment approaches to assess the different types of achievement across the curriculum. They will have access to support and materials to help them with this task.

From time to time teachers also take stock of their learners' progress in order to be able to plan ahead and to report on progress. This is vital in ensuring that learners' progress is on track and that action is being taken to address any problems at the earliest possible point.

Under the 5-14 Programme, learners moved to the next level as soon as they had achieved a set of learning outcomes. Reflecting the principles of *Curriculum for Excellence*, progress is now defined in terms of 'how much' and 'how well' as well as learners' rate of progress. This approach will promote greater breadth and depth of learning including a greater focus on the secure development of skills and knowledge. Assessing progress across the breadth of learning, in challenging aspects and when applying learning in different and unfamiliar contexts will also help teachers to plan, track progress and summarise achievement in a rounded way.

The expectations about progression through curriculum levels under *Curriculum for Excellence* are shown in the table below.

Curriculum Level	Stage
Early	The pro-school years and P1
First	To the end of P4
Second	To the end of P7
Third, Fourth	S1 to S3 (Fourth level broadly aligns to SCQF level 4)
Senior phase	S4 to S6, and college or other means of study

Pupils in years 3, 4, 5 & 6 discuss with class teachers as well as Guidance staff and Senior Management, their progress and what is expected of them. Clear attainment targets are set based on measures made through Cognitive Ability Testing (CAT). In years 5 and 6, targets are set based on performance in Standard Grade examinations in S4. The focus of discussions after target setting is on how pupils should attain these targets, this involves dialogue on what constitutes effective learning and pupils have to focus on study skills. In years 1 and 2, the English and Mathematics departments administer National Tests as and when appropriate.

In years 3 and 4, pupils' reports are made in terms of the appropriate Standard Grade or Intermediate attainment levels. In Standard Grade, Credit levels are 1 & 2, General levels 3 & 4, and Foundation levels 5 & 6. At Intermediate 1 and Intermediate 2 levels are A, B & C.

A timetable for reporting is listed below:

S2 Reports	January	2011
S4 Reports	February	2011
S5/6 Reports	March	2011
S1 Reports	May	2011
S3 Reports	June	2011

A sample of Report forms is given in Appendix 5 at the end of this Handbook.

In addition to these reports, Parents' Meetings are held for each year group. The purpose of these parents' meetings is to allow parents and teachers to discuss pupils learning and progress. We encourage parents to participate in these very useful events. An appointment system is used to arrange meeting as many teachers as possible at S3 – S6 parents' meetings. Listed below are dates for parents' meetings:

S5/6	Parents and Carers' Evening	Thursday	9 <sup>th</sup> December	2010
S4	" " " "	Wednesday	23 <sup>rd</sup> February	2011
S3	" " " "	Tuesday	15 <sup>th</sup> March	2011
P7	" " " "	Thursday	9 <sup>th</sup> June	2011

## A PARENTS AND CARERS' GUIDE TO HOMEWORK



Parents and carers have different memories of homework. Sometimes these are pleasurable, sometimes not. Homework could be interesting and fun but it could also be tedious and frustrating. Whatever your experience, most parents and carers still believe that homework is important for their children.

Experts tend to agree on four basic purposes of good, well constructed homework namely in helping:

1. children to become more enthusiastic about learning. This is more likely to happen when children have some choice, e.g. where to learn, what time to do it, what method or style suits them best and who to do it with;
2. to develop new skills and practice old ones. Skills can be anything from reading more quickly to better presentation of work. It needs to be within a task that children can see the point of and enjoy;
3. pupils consolidate what has been learned in class;
4. pupils develop confidence to deal with setbacks and frustrations, to overcome difficulties and solve problems.

### **SUCCESSFUL HOMEWORK WILL DEPEND ON:**

- ✓ How interesting/engaging the task is.
- ✓ What the rival attractions are.
- ✓ The child's relationship with the teacher.
- ✓ What kind of day he/she has had.
- ✓ How much of it there is.
- ✓ The place where it is done.
- ✓ The time when it is done.
- ✓ Who, if anybody, it is done with.
- ✓ How much encouragement he/she receives at home.

### **MAKING HOMEWORK WORK WITH THE POWER OF THREE**

To get everything working well together rests with three key people:

**The Teacher**

**The Parent**

**The Pupil.**

If all three are positive about homework then this is the ideal.

Replace any of the three with a negative sign then **learning** becomes less effective.

## **WHO IS RESPONSIBLE FOR WHAT?**

### **The Teacher:**

- ✓ To set homework which is interesting/right level.
- ✓ To mark homework timeously where appropriate.
- ✓ To be aware of other pressures on pupils.
- ✓ To be realistic about deadlines.
- ✓ To give recognition and “reward” for effort and work well done.
- ✓ To check homework diary weekly.

### **The Pupil:**

- ✓ To keep careful note of what is required and when it is due.
- ✓ To plan ahead.
- ✓ To make time and do homework carefully/well.
- ✓ To look for help when stuck or frustrated.
- ✓ To make sure to hand in completed homework on or before the due date.

### **The Parent:**

- ✓ To know what the school/teachers expect of pupil.
- ✓ To know what the school/teachers expect of parents and carers.
- ✓ To talk with the child about his/her learning.
- ✓ To listen to worries/complaints and be patient.
- ✓ To get in touch with the school if there are worries.
- ✓ To sign homework diary weekly.

## **THE POWER OF PLACE**

Where children do their homework is a very important factor.

Thinking of yourself.....

Where do you feel most comfortable when you are Reading? Writing? Working?

For children where they learn is important. They will have their own preferences. It is helpful to talk to them and consider what you could do together to create a nice homework place.

What are the options?

- ✓ Bedroom?
- ✓ Desk?
- ✓ Bed?
- ✓ Floor?
- ✓ Beanbag?
- ✓ Music on or off?
- ✓ Kitchen Table?
- ✓ Living Room Sofa?
- ✓ Dining Room Table?
- ✓ TV on or off?
- ✓ Alone or with company?

## HEALTH WARNING

### ***DON'T***

- ✓ Insist they turn off music.
- ✓ Discourage them from doing their homework with friends.
- ✓ Require them to do their homework as soon as they come home from school.
- ✓ Nag!

### ***DO***

#### Talk About

- ✓ What kind of music helps you learn.
- ✓ What kind of homework is best done with music off.
- ✓ Remember learning is a social activity. It not only makes it more enjoyable but you learn better along with others, as long as you stay on task!
- ✓ Agree on a time which suits them best and get them to stick to it.
- ✓ **Check their homework diary and sign it on a weekly basis.**

The following is a rough guide to the amounts of homework expected at various stages:

S1 and S2 - up to 4 hours per week.

S3 and S4 - Up to 8 hours per week (including self-motivated revision)

S5 and S6 - Up to 13 hours per week (including self-motivated revision)

If your child is happy doing more then encourage them, but remember they should have a rounded social life too!

Adapted from Pupils/Parents/Teachers –  
The Homework File  
By kind permission of The Scottish Executive Education Department  
April 2001

All pupils are supplied with a homework diary/planner. Teachers encourage the use of these planners to note down the exact nature of homework and the date and time at which it is due. We encourage parents to assist us by checking these planners on a regular basis. A space for parental signature is available for each week of the session.

# **SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES**

## **RELIGIOUS EDUCATION POLICY**

### **1. Guiding Principles**

Religious Education in Rothesay Academy makes a distinctive contribution to the curriculum by:

- a) encouraging pupils to become aware of a wide range of religious interpretations of personal experience and of their importance to believers;
- b) fostering attitudes of open enquiry and awareness of prejudice.

### **2. General Aims**

Religious Education in Rothesay Academy will encourage pupils over their school life to:

- a) reflect on and respond to the values, beliefs and practices of religious traditions within our community and beyond;
- b) be aware of the practical consequences of religious commitment.

### **3. Attitudes and Values**

Through Religious Education pupils in Rothesay Academy will be assisted to develop attitudes and to consider, and where appropriate explore, generally accepted values - this will be done by encouraging:

- a) integrity through a readiness to represent religions accurately;
- b) curiosity through a willingness to explore their own and other people's beliefs and traditions;
- c) respect for other people's values, customs and beliefs.

### **4. Organisation of Religious Education in Rothesay Academy**

- a) Religious Education is blocked within the Personal and Social Education programme. There is one lesson of P.S.E. per week and its duration is 55 minutes.
- b) Religious Education is taught in their Tutor Groups by their Year Tutor.
- c) All R.E. teachers are non-specialists.

### **5. Religious Education Syllabus**

In S1 and S2 pupils continue with the 5-14 RE curriculum concentrating on Islam and Buddhism.

**Parents and carers can opt that their children do not attend Religious Education by writing to the Principal of Campus.**

## RELIGIOUS OBSERVANCE POLICY

### 1. Guiding Principles

Religious Observance in Rothesay Academy will:

- to
- a) contribute to the whole school ethos and provide opportunities for the school to come together as a community;
  - b) not be seen simply as the activity of a believing community but will be extended to include collective expressions of joy, sadness, and reflections on shared values and concerns;
  - c) respect the different beliefs of pupils, teachers and parents and carers.

### 2. General Aims

Religious Observance in Rothesay Academy will:

- a) allow pupils to engage in a shared activity reflecting and expressing their spiritual needs and allow those who wish, to worship;
- b) celebrate important occasions in the life of the school and the community.

### 3. Provision of Religious Observance in Rothesay Academy

Opportunities for Religious observance and contemplation of major issues in society will be provided throughout the session.

Such events will include Christmas, Easter and the annual Remembrance Service in November.

Chaplains and others with expertise in the chosen areas of focus will lead these assemblies. There will be at least six such opportunities in each session.

### 4. The Role of the Chaplains

- a) The Chaplains, in consultation with the Rector, will decide on a theme for Assemblies during the session.
- b) The Chaplains are invited to attend extra-curricular functions associated with the life of the school.
- c) The Roman Catholic Chaplain is made aware of the timing of the R.E. lessons and has an open invitation to be present.

Parents and carers from ethnic minority religious communities may request that their children be permitted to be absent from school 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.

## EXTRA CURRICULAR ACTIVITIES

In our school, staff and pupils work happily together both in and out of the classroom. The rapport developed between pupil and teacher during extra-curricular activities improves the general atmosphere of the school and influences attitudes and behaviour in the classroom. At Rothesay Academy pupils are encouraged to become involved in the extra-curricular life of the school.

Music plays a major part in school life. The Band plays, not only at school functions but participates in concerts within the community both locally and nationally.

In conjunction with Rotary we hold an annual Young Musician of the Year.

The Academy has become renowned for its School Shows, the most recent of which, "Olivia" was performed in June 2010.

Another annual event is our Feast of Talent in which our Hospitality, Music, Expressive Art and Technical pupils put on an evening of food, music, art and technical for parents and school partners.

Sport also plays a significant role in the life of the school and participation in a variety of inter-school sports occur annually.

In recent years pupils have participated in the Inverclyde Schools Championships, Argyll & Bute Swimming Gala, and Athletics with great success.

Being a school on an island we have tried over the years to ensure that this does not disadvantage pupils' participation in musical events, sporting events or cultural events. At some point throughout the year, each pupil will have the opportunity to participate in one of a wide variety of school outings. In the past years, these included various sporting outings including ski trips, musical trips to Ballet and Theatre and also trips to Holland, Normandy and Belgium.

Supported Study is available to assist pupils with their learning and is arranged by departments.

Within Scottish Education an important development has been Education for Work and Enterprise and within the Academy we have endeavoured to ensure that pupils are well aware of opportunities open to them in industry. A full programme of certificated Work Experience covering 4th year and Work Shadowing in 6th year has been in place for several years. We are also endeavouring to ensure that, apart from the experience gained through these channels, visits are organised to Careers Exhibitions.

In 2010 the School Librarian reached the finals of the "Librarian of the Year" award for her innovative support for the curriculum and pupil librarians.

Our Joint Campus Community Garden featured in September 2008 on Beechgrove Garden and is a joint initiative staff, pupils, parents and the community are proud of.

In 2009 the Joint Campus was awarded Argyll & Bute's Excellence in Education award under the heading "Working Together". This was awarded because the campus has developed cross sectoral teaching with greater depth of learning and access to staff. Pupils continue to work together in their Garden and to develop Community partnerships. They are working in Social Enterprise with the Campus kitchen. Primary and Secondary staff develop, plan and deliver a topic week in June for P7 – S1 pupils, and a fantastic Campus Christmas Concert. Technicians support the whole Campus as does the Librarian and there is a Campus ethos of all staff taking responsibility for all pupils.

As a joint Campus we were delighted to achieve our first Green Flag in September 2010.

## ENTERPRISE IN EDUCATION OVERVIEW

### BACKGROUND

Determined to Succeed is the Scottish Government's strategy for delivering enterprise in education. It goes to the heart of the vision for a smart, successful Scotland. Its long-term drive is to build an enterprise culture in Scotland that will give young people a better chance of realising their full potential and will give the economy of Scotland the skills, new ventures and entrepreneurs it needs for growth.

Across Scotland, Determined to Succeed is generating energy, enthusiasm and creativity in teachers and young people. It also involves parents, businesses, local authorities and the Scottish Government.

### THE MAIN ISSUES

Since its publication, Determined to Succeed has led to an increased emphasis on the importance of enterprise in education. It is underpinned by two main concerns:

- Young people need to be prepared for a **world which is changing rapidly**. Many of the jobs they will do when they leave school do not yet exist and they will probably have several jobs during their lifetime. They need to have the **skills and attitudes to cope with an unpredictable future**, to be able to **deal with setbacks and disappointments in a positive way**, and to **continue to learn for the rest of their lives**.
- To prosper, **Scotland needs people who are enterprising as employees, employers and entrepreneurs**. Young people need to be able to **make the most of their abilities** to contribute to the world of work and the wider community. From the earliest age, children have a natural ability to be enterprising and it is important for that ability to be nurtured throughout education.

### KEY STRANDS

There are four key strands of entitlement for children and young people within enterprise in education, as outlined by Determined to Succeed:

#### ENTERPRISING TEACHING AND LEARNING

Good enterprising teaching and learning is being embedded within the curriculum in all subject areas. This will:-

- provide opportunities for learners to think and act in enterprising ways
- allow teachers to adopt an enterprising approach
- promote positive attitudes
- provide opportunities for learners to develop skills such as problem solving, decision making and evaluating risks.

#### ENTREPRENEURIAL LEARNING

This type of learning involves 'learning by doing' and is about giving students the chance to experience the world of work. In order to provide this experience for our pupils, teachers now actively look for connections to real-life situations with class based work, and also bring people from the 'outside world' into the school.

## WORK BASED VOCATIONAL LEARNING

### **Skills for Work**

Pupils are being provided with a greater choice of subjects and vocational courses as they progress into S3. This reflects an increasing interest in acquiring both academic qualifications and skills which employers are looking for.

In partnership with Argyll College and James Watt College, a variety of courses are offered to S3/4 including Rural Skills, Early Education in Childcare, Construction, Hairdressing, Creative Digital Media and Hospitality. For the first time the school has been able to offer progression of these courses into S5/6 where demand has been great enough to establish viable classes.

## CAREER EDUCATION

All aspects of career education are undertaken through PSHE classes in S1 to S6. In addition pupils are involved with:-

### **Work Experience**

All pupils in S4 are given the opportunity to participate in this programme which allows them to experience the world of work. Amongst other things, this challenges pupils to demonstrate their ability to work with others successfully, demonstrate employability skills, communicate effectively and take responsibility.

### **Work Shadowing**

In S6 pupils can organise a work placement of their own which will help them to consider possible career choices. Students are required to find and set up the placements, demonstrating more responsibility and communication skills.

### **Mock Interviews**

All S6 pupils undergo these interviews which prepare them for applying for a job, preparing for an interview and then going through the interview process. Each candidate is given feedback on their performance.

Pupils in the Academy are keen to support major events and projects by fundraising across the school. This year we have had a number of events initiated by pupils. Non Uniform Day, Coffee Morning, World Book Day.

## **DATA PROTECTION ACT 1998**

Information on pupils, parents and carers and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the school.

## **SCHOOL DISCIPLINE**

The school is committed to the principles behind the document “Better Behaviour, Better Learning” (SEED). Only through good behaviour can learning be maximised.

Staff have been trained in the “Assertive Discipline” methodology of Lee Canter Associates. Good behaviour has to be taught and reinforced through rewarding compliance with class rules and routines. Pupils who are off task will be warned that there will be consequences for not returning to task. The level of consequence is the minimum level of interaction necessary to return a pupil to the task in hand.

The policy for behaviour management in the school is under constant review to reflect the needs of pupils to be in a good learning environment. This policy is based on simple unambiguous rules all class management built on set routines.

### **Expectations**

Research indicates that setting high expectations in the areas of behaviour, attitude and learning has a profound effect on pupil achievement.

It is our wish that these high expectations are set by staff, pupils and parents and carers.

### **Staff’s Expectations of Pupils**

The school’s expectations of pupils are expressed in the Code of Conduct and Classroom Rules which are stated below and have been agreed with pupils via the School Council and parents and carers via the School Board:

#### **Code of Conduct:**

1. Come to school punctually with the proper equipment, prepared to work & learn.
2. Be considerate and polite to staff, other pupils and visitors to the school.
3. Be safe and calm in all areas of the school.
4. Take pride in your school: treat the school buildings, your own and other people’s property with respect.

#### **Classroom Rules:**

1. Listen to the person who is meant to be talking.
2. Follow all instructions first time.
3. Use property and equipment as instructed.
4. Keep hands, feet, objects and unkind words to yourself.
5. Quality work at all times.

#### **Pupil’s Expectations of Staff:**

1. Be polite, consistent and fair.
2. Arrive on time for classes.
3. Prepare and mark their work including homework, as appropriate.
4. Listen to pupils.
5. Recognise and praise good work and behaviour.
6. Deal fairly with inappropriate behaviour.

## **School's Expectations of Parents and carers:**

1. Accept prime responsibility for their child's education.
2. Support this Framework for Intervention.
3. Where possible, attend parents and carers' evenings and private consultations about their child.
4. Read and respond to written reports.
5. Provide, as far as possible, suitable homework conditions.
6. Encourage their child's full participation in school.
7. Inform the school of factors which may adversely affect their child's learning.

## **Parents and carers Expectations of Staff:**

1. Treat their child as an individual.
2. Adhere to the pupil expectations as identified above.
3. Keep them advised about their child's progress whether related to behaviour or realisation of potential.
4. Be supportive and proactive in trying to find solutions to individual pupils' behavioural difficulties.

## **Rewards**

Praise is the most important reward of all and underpins the whole system. Praise takes the form of both verbal and written feedback to pupils about their work and conduct on a regular basis.

Staff are therefore recommended to use positive encouragement and praise with their pupils whenever possible. During the course of the session parents and carers can expect to receive praise postcards in recognition of their child's efforts in school. Other forms of praise used include:

- Note to parents and carers
- Departmental award ceremonies
- Year group award ceremonies
- Annual award ceremonies
- Departmental displays of work
- Displays of pupil work in public areas of the school
- Photo displays of activities
- Achievement board
- Feedback to Primary Schools
- Reward trips

## **Consequences – Dealing with Negative Behaviour**

Although the school's emphasis is on promoting positive behaviour we recognise that from time to time some pupils will exhibit negative behaviour of varying degrees. At such times teachers will intervene using a variety of strategies depending upon the level of disruption. Parents and carers will be kept informed and, in particularly challenging cases, will be fully involved with the school to try to support their child to overcome their difficulties.

The focus of corrective action in class has to be to redirect the pupils attention to his/her work. Teachers will use the minimum level of interaction to achieve this. It may be that a pupil simply needs 'a look' from the teacher to achieve this. In other cases further action may be required such as a formal warning.

In more severe or persistent cases the pupil may be referred to the Head of Department or to guidance staff. Where referral is made it will be normal practice to advise parents. At all times it is our aim to keep parents informed and included in our work with young people.

With the emphasis on learning and teaching any cases of severe disruption lead to the pupils concerned being removed from class. Such pupils are sent to our 'time out' room which is staffed by rota with promoted teachers. Pupils with a record of disruption may have a designated link teacher from the support department to work with them and their parents and advise on individual behaviour plans which will be shared with relevant teachers.

Other agencies such as educational psychologist, social work, health etc., may be involved in joint working with the school to help all young people achieve their maximum potential.

## **HOME AND SCHOOL LINKS**

The Academy encourages strong links between parents and carers and the school. We believe this key partnership is at the centre of working successfully with our young people.

We communicate with parents and carers in various ways:

- 1) Regular school reporting;
- 2) Regular school newsletters;
- 3) Participation of membership of the Parent Forum and new Parent Council;
- 4) Participation in membership and working with the Parent/Teacher Association;
- 5) Regular news items in local press – this is done by a group of pupils within the school;
- 6) Holding regular parent consultation evenings
- 7) Holding parent information evenings in the Academy and associated Primary Schools for key times in a young person's education e.g. transition to Secondary and subject choice throughout the years in the Academy;

In addition to the above we supply more detailed information on the subject choice for 2<sup>nd</sup> into 3<sup>rd</sup> year transition and for 4<sup>th</sup> year into 5<sup>th</sup> & 6<sup>th</sup> year transition. These documents give much more detailed information regarding the nature and content of courses as well as the careers information relevant to each subject.

## **ATTENDANCE AT SCHOOL**

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

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, Etc, Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised that is approved by the authority, or unauthorised that is unexplained by the parent (truancy) or temporarily excluded from school.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Family holidays during term time are now categorised as unauthorised absence. In very exceptional circumstances a family holiday may be categorised as authorised if it is judged to be important to the well-being and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

Parents and carers may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted and the pupil noted as an authorised absentee in the register.

Clearly with no explanation from the parent, the absence is unauthorised.

Pupils are registered to the school each morning at the registration period at the start of the school day. Additionally, pupils are registered to each individual class throughout the day.

It is of great assistance to the school in monitoring attendance if parents can phone us as early as possible on a day in which they know their child is going to be absent. In addition to advising us of the absence, an expected duration of the absence would also be very helpful. It is anticipated that this session we will be moving to an automated call system whereby parents who have not notified us of a pupils absence will be contacted and advised that we note their child is absent from school.

The school places very high importance on attendance. Our target figure for all pupils is to be in school for 95% of the session. Not only does this ensure good continuity in learning but it also is excellent preparation for the world of work.

Where there are concerns regarding the child's attendance, parents will be contact and invited to discuss the child's attendance with a member of Guidance staff or a Depute Head. If concerns persist and the school is not satisfied with explanations given for poor level of attendance or irregular attendance or frequent late-coming, then the school has to write to refer the case to the local Attendance Council. This Council consists of members drawn from local School Boards. Attendance Councils have a range of options available to them. These include continued monitoring of attendance; referral of the child to the Reporter to the Children's Panel or indeed refer to Legal Services Department of the Council for prosecution of parents in the Sheriff court.

If your young person is taken ill at school we will contact you or an emergency contact to agree if they should remain in school or be collected by an agreed adult.

## Illness During the School Day

If a child takes ill or feels unwell during the school day, he/she should advise the class teacher and will be referred to the school office. The school has a number of qualified first-aiders who will assess the situation and contact parents where necessary. If a pupil has to go home, then this will take place only in consultation with the parent or carer who will be invited to come and collect the child from school or make arrangements for the child to be looked after by some other suitable adult. Under no circumstances should children decide to go home without referral to a member of staff and signing out at the school office. In the event that a child does have to leave school and go home to parents during the day, it would be helpful if parents/carers could notify us of any continued absence which is foreseen.

### Medical and Health Care

Parents or guardians have prime responsibility for their child's health and should provide schools with information about their child's medical condition. Parents/guardians must complete, sign and date a consent form available from the school prior to any medication being administered by staff.

Once the parental consent form has been completed and the Head Teacher has agreed to the administration of medicine, the parent/guardian must deliver the medication to school. Under no circumstances will an oral instruction be accepted from a parent or guardian. All medication must be delivered complete with the original pharmacy or dispensed label identifying pupil's name, date of dispensing, name of medication and strength, dosage and the frequency, expiry date, quantity, method of administration and additional instructions. It will be the parents'/guardians' responsibility to replace time expired medication timeously and dispose of outdated stock.

Where a pupil's needs have been assessed as significant, parents/guardians must in collaboration with health professionals and the Head Teacher, reach an understanding on the school's role in helping with the child's health care needs and in drawing up an individual Health Care Plan. Parents'/guardians' cultural and religious views will be respected. The Head Teacher must seek parents' agreement before passing on information about their child's health to other school staff. Parents/guardians should appreciate that sharing of information is important if staff and parents are to secure the most informed care for a pupil.

From: Support Children, Supporting Effective Learning  
Section J: Partners in support  
Paper 6: Administration of Medicines

## **Attendance and absence data for the school is provided in Appendix 6.**

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance.

Where figures or percentages based on a number of pupils under any particular heading is between 1 and 4 no information is given and \*\*\* is inserted in place of the figures.

Adults attending day school classes are excluded.

The Authority's and Scotland's figures include all education authority and grant-aided secondary schools, but exclude all special schools.

## **SCHOOL/COMMUNITY**

In the Academy we recognise the pivotal roll which the school plays in our local community. This is why we make every effort to promote the school's successes and keep everyone informed of what is happening. Where possible we participate in local events. In recent years this has been most noticeable by the frequent public performance of our school musicians. Additionally, we have concerts in the school and produce a school show every two sessions. This session we had a community Christmas Concert.

We aim to produce a school newsletter most months to inform the community of the activities in the school. This is also published on our website.

## CLOTHING AND UNIFORM

The school, in accordance with Education Authority and Scottish Executive Policy strongly encourages the adoption of school uniform. The details of this uniform are as follows:

Plain Black skirt or trousers  
White blouse or shirt  
\*School tie  
Black pullover or cardigan

This uniform was established in August 2009 following consultation with all parents and pupils.

### P.E. Uniform

Plain white T-shirt  
Plain black shorts or tracksuit bottoms  
Trainers

(Plimsoles are not acceptable).

\* There is a special tie which only 4th, 5th and 6th year pupils are permitted to wear. This tie can be purchased in school.

The Education Committee recommended at its meeting on the 21st of August 1997 that - "The adoption of a distinctive dress code chosen to enhance the ethos of the school should be encouraged in all schools". Given that there is substantial parental and public approval of uniform, schools in Argyll & Bute are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposal to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and carers and pupils. Against this background it should be noted that it is policy not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

There are forms of dress which are unacceptable in school, such as items of clothing which:

- potentially, encourage faction (such as football colours).
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties (such as loose fitting clothing, dangling earrings);
- are made from flammable material for example shell suits in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils or be used by others to do so.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform and, in particular, pupils will not be denied access to examinations as a result of not wearing school uniform.

Parents and carers receiving income support, income based job seekers allowance, council tax rebate, housing benefit or working tax credit (subject to entitlement) will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants made by parents and carers in different

circumstances is at the discretion of the Director of Community Services. Information and application forms may be obtained from schools and from the area office.

With regard to the loss of pupils' clothing and/or personal belongings, parents and carers are asked to assist by ensuring that valuable items/unnecessarily expensive items of clothing are not brought to school. Parents and carers should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

## HEALTH AND SAFETY IN PHYSICAL EDUCATION

Jewellery worn as a result of body piercing must be such that removal is possible and easily undertaken. Jewellery, watches, belts with metal buckles etc., may cause injury to the wearer or others taking part in P.E. and they must therefore be removed. It is absolutely essential that children comply with this instruction to avoid unnecessary injury, or cause injury to others.

## **SCHOOL MEALS**

The school has a dining hall which operates a cashless catering system.

Pupils entering Rothesay Academy will be provided with a Young Scot Card. This card can be used to build up credit for school meals. Machines for doing so are provided in the dining hall and adjoining social area. Snacks are also available for morning intervals.

The policy of the school is to provide good healthy food and snacks. We abide by Authority and National Guidelines as given under the Hungry for Success Programme which promotes healthy eating in Scottish Schools. Pupils may also bring their own packed lunches and space is available in the social area for pupils to take such meals.

If your child has any special dietary requirements which we require to take into account then please notify us.

Children of parents and carers receiving income support, or income based jobseekers' allowance or Child Tax Credit (subject to entitlement) are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and the Area Office.

## **SCHOOL TRANSPORT**

### ***General***

The Education Authority has a policy of providing free transport to secondary pupils who live more than three miles from their local school by the recognised shortest walking route. Parents and carers who consider they are eligible should obtain an application form from the school or the Education Office. These forms should be completed and returned before the end of February for those pupils beginning the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate Head of Service has discretion in special circumstances to grant permission for pupils to travel in transport provided by the Authority where spare places are available and no additional costs are incurred.

### **Pick-up Points**

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph). It is the parent's and carer's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

### ***Placing Request***

The Education Authority does not provide transport for those pupils attending a school as a result of a placing request other than in exceptional circumstances.

## **MEDICAL AND HEALTH CARE**

The Academy works in co-operation with the Health Authority to ensure that appropriate inspections, treatments are available. This includes provision of BCG treatment.

The procedures to be followed in the event of child illness during the school were given separately under the Attendance procedures section. In order to safeguard children's health, it is essential that parents/carers inform the school of any particular medical requirements or of special arrangements to be made if a child has to be taken home.

In the event that a child has to receive medication during the school day, parents should contact the school in order to complete the necessary documentation and advise us of what has to be put in place.

## **ADMINISTRATION OF MEDICINES IN SCHOOL**

Parents or guardians have prime responsibility for their child's health and should provide schools with information about their child's medical condition. Parents/guardians must complete, sign and date a consent form available from the school prior to any medication being administered by staff.

Once the parental consent form has been completed and the Head Teacher has agreed to the administration of medicine, the parent/guardian must deliver the medication to school. Under no circumstances will an oral instruction be accepted from a parent or guardian. All medication must be delivered complete with the original pharmacy or dispensed label identifying pupil's name, date of dispensing, name of medication and strength, dosage and the frequency, expiry date, quantity, method of administration and additional instructions.

It will be the parents'/guardians' responsibility to replace time expired medication timeously and dispose of outdated stock.

Where a pupil's needs have been assessed as significant, parents/guardians must, in collaboration with health professionals and the Head Teacher, reach an understanding on the school's role in helping with the child's health care needs and in drawing up an individual Health Care Plan. Parents'/guardians' cultural and religious views will be respected. The Head Teacher must seek parents' agreement before passing on information about their child's health to other school staff. Parents /guardians should appreciate that sharing of information is important if staff and parents are to secure the most informed care for a pupil.

## **INFORMATION IN EMERGENCIES**

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

## **JOINT PARENT COUNCIL**

In Rothesay Joint Campus we have been fortunate to have a fully constituted active and supportive Parent Council. This started work in August 2007.

In August 2010 it was agreed to have a Joint Campus Council.

The members of the present Council are as follows:

Caroline Gorman (Chair)	Carol Robertson
Aynsley Stewart (Vice-chair)	Martin Catlin
Jo Shorey	Gay McLachlan
Ann Thomson	Kevin McLachlan
Fiona Campbell	Claire Kent
Laura McGregor	Cathie Palmer
Maureen Shaw	Sheena Finlay
Pam Shaw	Diane Kean
Dorothy Cullinane	Charlotte McIntyre
Dorothy McDonald	Kirsteen MacDonald
Christine MacArthur	

Laura Edwards (Clerk)

Wendy Brownlie, as Principal of Joint Campus, acts as an advisor to the Parent Council.

The Parent Council, over the past few sessions, has tried to encourage all parents to participate in the life of the school. A large amount of money has been raised to support various activities.

### **Parent Forum and Parent Council**

The Scottish Parliament has passed a new law called the Scottish Schools (Parental Involvement) Act 2006 to encourage and support more parents to become involved in their child's education.

The main aims of the Act are to:

- help parents become more involved with their child's education and learning
- welcome parents as active participants in the life of the school
- provide easier ways for parents to express their views and wishes

To help achieve these aims, all parents will automatically be members of a Parent Forum at their child's school and will be entitled to have a say in what happens at the school.

As members of the Parent Forum parents will have a say in selecting the Parent Council (the representative body) who will work on behalf of all parents at the school.

The role of the Parent Council is to:

- support the school in its work with pupils
- represent the views of all parents
- encourage links between the school, parents, pupils, pre school groups and the wider community
- report back to the Parent Forum

The new Parent Council was recognised in law from August 2007. For more information on the Act or to find out about parents as partners in children's learning please contact the school or Community Services: Education (01369 708 5226) or visit the parent zone website on [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)

## RESULTS

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

### **SQA Examination Results (% of S4 Roll)**

By the end of S4		2007/2008	2008/2009	2009/2010
5+ Awards at Level 3 or Better	Rothesay Academy	93	89	93
	Argyll and Bute	94	92	94
	Scotland	91	91	92
5+ Awards at Level 4 or Better	Rothesay Academy	77	72	87
	Argyll and Bute	84	81	83
	Scotland	76	78	78
5+ Awards at Level 5 or Better	Rothesay Academy	24	21	35
	Argyll and Bute	37	36	38
	Scotland	34	35	35

By the end of S5		2007/2008	2008/2009	2009/2010
1+ Awards at Level 6 or Better	Rothesay Academy	38	35	36
	Argyll and Bute	45	46	47
	Scotland	39	41	43
3+ Awards at Level 6 or Better	Rothesay Academy	18	18	16
	Argyll and Bute	25	24	23
	Scotland	22	23	24
5+ Awards at Level 6 or Better	Rothesay Academy	9	6	5
	Argyll and Bute	10	10	8
	Scotland	10	11	11

By the end of S6		2007/2008	2008/2009	2009/2010
3+ Awards at Level 6 or Better	Rothesay Academy	24	25	26
	Argyll and Bute	31	36	34
	Scotland	30	31	33
5+ Awards at Level 6 or Better	Rothesay Academy	14	16	18
	Argyll and Bute	19	23	22
	Scotland	20	21	22
1+ Awards at Level 7	Rothesay Academy	5	6	5
	Argyll and Bute	13	17	15
	Scotland	13	14	14

### ***For Information***

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	Intermediate 1 at A-C; Standard Grade at 3-4
Level 3	Access 3 Cluster; Standard Grade at 5-6

**Estimated S5 January Roll As A Percentage Of The S4 Roll  
In September Of The Previous Session**

	<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>
Rothesay Academy	75	74	69
Argyll & Bute	80	87	81
Scotland	65	67	72

**PUBLIC EXAMINATION RESULTS: ANALYSIS**

The Authority's and Scotland's figures include all education authority and grant-aided secondary schools.

For fourth year SQA results the "percentage of pupils achieving" under any heading is calculated by expressing the number of pupils achieving as a percentage of the S4 roll in September, at the start of the school year. The percentage shown under the fifth and sixth year headings is calculated by expressing the number of pupils achieving in S5 and S6 as a percentage of the original S4 roll, in S5 and S6 as a percentage of the original S4 roll.

The S4 to S5 staying on rate is calculated by expressing the S5 roll at the start of the second term (January) as a percentage of the roll of the same group of pupils when they were in S4 at September of the previous school year.

Where figures or percentages based on a number of pupils attaining certificates under any particular heading is between 1 and 4 no information is given and \*\*\* is inserted in place of the figures.

**LEAVER DESTINATIONS**  
**Number of Pupils Leaving in School Year 2009-10**  
**And Percentage With Destination As:**

	<b>ROTHESAY ACADEMY</b>	<b>ARGYLL &amp; BUTE</b>	<b>SCOTLAND</b>
Total number of Leavers	66	957	54,097
Full-time Higher Education %	50	35	36
Full-time Further Education %	14	19	27
Training %	8	4	5
Employment %	12	30	19
Other known Destination %	17	12	13
Not known %	0	1	1

## ADDRESSES

Executive Director of  
Community Services: Cleland  
Sneddon  
Kilmory  
LOCHGILPHEAD  
Argyll  
PA31 8RT  
Tel: 01546 604 168

Head of Children and  
Families  
Dougie Dunlop  
Argyll & Bute Council  
Kilmory  
LOCHGILPHEAD  
PA31 8RT  
Tel: 01546 604 256

Head of Adult Services:  
Jim Robb  
Kilmory  
LOCHGILPHEAD  
Argyll  
PA31 8RT  
Tel: 01546 604 323

Head of Education:  
Carol Walker  
Argyll House  
Alexandra Parade  
DUNOON  
PA23 8AJ  
Tel: 01369 708 527

Head of Service:  
Quality Standards Manager  
Chris Shirley  
Argyll House  
Alexandra Parade  
DUNOON  
PA23 8AJ  
Tel: 01369 708 528

Head of Community &  
Culture:  
Donald McVicar  
Argyll & Bute Council  
Kilmory  
LOCHGILPHEAD  
PA31 8RT  
Tel: 01546 604 364

Executive Director of  
Customer Services:  
Douglas Hendry  
Argyll & Bute Council  
Kilmory  
LOCHGILPHEAD  
PA31 8RT  
Tel: 05146 604 244

Head of Facility Services:  
Community and Culture  
Malcolm Mcfadyen  
Argyll & Bute Council  
Kilmory  
LOCHGILPHEAD  
PA31 8RT  
Tel: 01546 604 412

Area Careers Officer:  
Shirley McFarlane  
Victoria Street  
ROTHESAY  
PA20  
Tel: 503600

Centre Supervisor:  
Carol McNeil  
Moat Community Education  
Centre  
Stuart Street  
ROTHESAY  
Isle of Bute  
PA20 OEP  
Tel: 503696

Area Corporate Services  
Manager  
Eaglesham House  
Mountpleasant Road  
ROTHESAY  
Isle of Bute  
PA20 9HQ  
Tel: 501350

Local Councillor:  
Mrs Isobel Strong  
Argyll & Bute Council  
Kilmory  
LOCHGILPHEAD  
PA31 8RT

Local Councillor:  
Mr Robert Macintyre  
Argyll & Bute Council  
Kilmory  
LOCHGILPHEAD  
PA31 8RT

Local Councillor:  
Mr Len Scoullar  
Argyll & Bute Council  
Kilmory  
LOCHGILPHEAD  
PA31 8RT

## COMPLAINTS FRAMEWORK

Argyll and Bute Council recognises the value of having a well defined complaints procedure which operates throughout the Education Service. An effective procedure provides an opportunity to resolve the areas of dissatisfaction with the service on offer and can lead to an improvement in its good running.

The key factors of the procedure are:

- clear written guidelines on how to register a complaint;
- designated staff to handle complaints;
- all complaints are logged and monitored;
- clear timescales for dealing with complaints as publicised;
- local remedy is priority;
- regular analysis at establishment and authority level is undertaken;
- the procedures will be adapted in light of analysis.

In operating the framework, targets for response are:

- acknowledgement of any complaint within three working days of receipt;
- response as quickly as possible where this is appropriate;
- a more detailed response within two working weeks.

All complaints should, in the first instance, go to the Head Teacher or the officer in charge of the establishment. Local remedy is the foundation of a well founded system as it is faster and more likely to be effective. If dissatisfaction remains after having local contact, staff in the Education Office will be happy to assist.

'All children and young people in Scotland have the right to be cared for and protected from harm and to grow up in a safe environment in which their rights and needs are respected. The welfare of children is paramount'.

Child protection is both a professional duty and a core responsibility for all staff in Rothesay Academy. As a school, we subscribe to the authority vision, values and aims on child protection and are committed to making sure that effective procedures are in place to ensure the best care, welfare and protection of our pupils. The school actively promotes good relationships between staff and pupils and encourages pupils to show concern and understanding for others.

To ensure that our child protection procedures are effective, every member of staff follows guidelines prescribed by the education authority. Staff are updated on these guidelines at the beginning of every session. A member of the senior management team has been appointed as the child protection co-ordinator and staff have opportunities to undertake additional training in child protection each session. The school has excellent and strengthening links with other agencies such as social work, health and the police.

## **INTERNET USE IN ARGYLL & BUTE SCHOOLS**

### What is the Internet?

The Internet is a huge network of computers making a worldwide community, with millions of members, providing a vast amount of information with great possibilities for education. All schools in Argyll and Bute will offer pupils supervised and controlled access to the Internet.

The Internet offers a range of facilities, allowing users to obtain information and resources, to communicate with each other and to publish information.

### Educational benefits of the Internet

Information and Communications Technology (ICT) projects run by Argyll and Bute Education Service have shown that the use of ICT in schools provides a number of learning benefits, including:

- improved subject learning across a wide range of curriculum areas as well as independent study and cross-curricular project work
- improved motivation and attitudes to learning
- development of independent learning and research skills
- improved vocational training
- development of network literacy (i.e. the capacity to use electronic networks to access resources, create resources and communicate with others)
- social development.

Learners have always needed to be able to find relevant and reliable information quickly and easily, and to select, interpret and evaluate what they find. Searching for information on the Web can help to develop these information skills.

## **MOBILE PHONES**

Concern has grown over mobile phones misuse including text bullying, filming violent incidents, downloading inappropriate material and harassment. There is a broad consensus that this needs to be tackled in schools with Scottish Government and local authority support. It is timely to introduce a culture of appropriate and responsible use.

Imposing an outright ban on bringing mobile phones into schools would not be appropriate. The authority acknowledges that mobile phones have a part to play in securing pupils' personal safety before and after school and on journeys to and from school. Moreover, a ban would be difficult to enforce and would not be consistent with the aim of developing a culture of responsible mobile phone use by pupils.

However, mobile phones present a number of problems:

They are valuable items that may be stolen;

Their use can render pupils subject to potential bullying;

Even when in silent mode texts can undermine classroom discipline;

Mobile phones with integrated cameras could lead to child protection and data protection issues with regard to inappropriate capture, use or distribution of images.

While accepting the value of mobile phone technology, it is essential that pupil use of mobile phones does not impede teaching, learning and good order in classrooms. For this reason the following guidance will be incorporated into school policies on the use of mobile phones in schools.

Mobile phones are not to be used within the school building, i.e., they are to be switched off as soon as the pupil enters the school building and may only be switched on when leaving. This means that pupils can only use mobile phones outside the school at break and lunchtimes. The only exception to this would be in an emergency with the approval of a member of school staff. Head Teachers may, at their discretion, allow any member of staff to approve such requests or may nominate a specific person to consider such requests.

Inappropriate use of a mobile phone in school will result in the phone being confiscated until the end of the school day when the pupil may retrieve it from the school office. If another offence is committed by the same pupil then the phone will be confiscated and only returned to that pupil's parent or guardian in person.

Continued inappropriate use may result in parents/guardians being informed that their son or daughter will no longer be permitted to take a phone to school for a specific period to be determined by the Head Teacher.

Emergency contact to and from parents/guardians must always be made through the school office.

## **SCHOOL WEBSITES IN ARGYLL AND BUTE**

**This school has its own website.**

**The address is: [www.rothesayacademy.org.uk](http://www.rothesayacademy.org.uk)**

Many school websites begin as a source of information about the school but can soon become an activity for learners, providing visitors with up-to-date information on school activities and an insight into the ethos of the school. Creating a wide range of digital information that can be seen by teachers, parents, other pupils and people all over the world develops self-esteem.

Parents, both current and prospective, can view pupils' work and activities, read the school newsletter, find out the date and time of events, send e-mail to the school and learn more about the school community.

Schools can form links with others around the world, and project their strengths and ethos to all who visit the site.

When learners are involved in web publishing they not only learn to work creatively with text, graphics and sound, but also develop their ICT skills in a meaningful, collaborative context. It enables learners to demonstrate understanding of a topic by presenting it in an accessible and creative way.

**GLOSSARY OF TECHNICAL TERMS USED IN HANDBOOK**

**Assessment** - finding out how well a child is doing at school, mainly through examinations and the marking or grading of work done in class. "Continuous assessment" means that the teacher tracks the educational progress of each child in classwork.

**Advanced Higher**

The level of course which can be taken in some subjects after Higher level.

**Catchment area** - the residential area from which a school normally draws its pupils (also referred to as 'zoning' or the school's "delineated area").

**Child guidance service** - a service staffed by psychologists employed by the education authority to help children who have difficulties with learning, problems with behaviour or other special needs.

**Cognitive Ability Testing** – A set of tests constructed by NFER Nelson to assess pupils verbal and numeracy skills. This gives us information on preferred learning styles as well as possible predicted results at Standard Grade Examinations.

**Common course or curriculum** - courses or subjects taken by all pupils, as generally happens in primary school and in the first and second years of secondary school.

**Comprehensive school** - a secondary school meant to cater for pupils in the whole ability range. Most secondary schools in Scotland are comprehensive.

**Co-ordinated Support Plans** – A statutory strategic planning document to co-ordinate the provision of services for those children and young people who meet the criteria outlined under the Additional Support for Learning Act to help them work towards their agreed long-term educational objectives.

**Core curriculum** - the compulsory areas of study which all pupils must normally follow. Pupils may be allowed to choose other courses or subjects outside 'the core'.

**Curriculum** - the range of subjects or areas of study taught at school.

**Education authority** - the local government body responsible for the running of education services in its area.

**Extra-curricular activities** - activities run by the school, mainly through school clubs and sports teams outside the ordinary school day or timetable, to promote new interests, hobbies and pastimes, among pupils.

**Highers** - Higher Grade of the Scottish Certificate of Education, usually taken in the fifth and sixth years of secondary school or at a college of further education.

**Intermediate II Courses**

Level of the National Curriculum. This is the level below Higher level.

**Intermediate I Courses**

One of the levels of the National Curriculum in schools. This is the level below Intermediate II.

**Mixed ability group teaching** - pupils of different abilities being taught in the same class or group. Most pupils are taught this way at primary school and in the first few years of secondary school.

**Personal, Social and Health Education (PSHE)** - This deals with learning to handle relationships with others, reaching decisions properly, or dealing with various practical matters relating to the pupils development into adulthood.

**Religious Education** – A course of study which focuses on learning about various religions in the world.

**Religious Observance** – An event or function which celebrates an event in the context of belief in religion.

**Setting** - putting pupils into different classes or groups for various activities, like reading and maths, according to their abilities in these. Pupils might therefore be in the 'top' set for some subjects and in the 'middle' or 'bottom' set for others.

**Additional support needs** - children are said to have additional support needs if they need additional or special help with their education compared with a majority of children of their age. Help may cover special tuition, medical support, therapy or special adaptations.

**Standard Grade** - these are the courses currently followed by pupils in S3 and S4. They are taken at three general but overlapping ability levels.

**S.Q.A.** - The Scottish Qualifications Authority. This body was formed on the 1st of April 1997 by the merger of the Scottish Examination Board and SCOTVEC and is responsible for awarding all certificates.

**Team Teaching** - two or more teachers working together with a class or group of pupils, pooling their knowledge and expertise.

**SCHOOL RUNNING COSTS**

Under the terms of the Parents' Charter, information on the running costs of schools must be included in the Handbook. The details comparing the Academy with Regional and National expenditure is shown below:

**BUDGET FOR FINANCIAL YEAR 2009/2010**

	<b>Total School Running Costs at April 2010</b>	<b>School Roll at September 2009</b>	<b>Cost per Pupil</b>
<b>ROTHESAY ACADEMY</b>	£2,529,967	426	£5,939
<b>ARGYLL &amp; BUTE</b>	£29,874,080	5,479	£5,452
<b>SCOTLAND</b>	£1,695,802,434	302,921	£5,598

Notes

1. National average relates to Scotland. Authority and National averages are calculated over all education authority and grant aided primary and secondary schools but excluding special schools.
2. Financial year = 1 April to 31 March.

S3 Options Form 2011/2012

C 3 periods		D 3 periods		E 3 periods		F 3 periods		G 3 periods		H 3 periods	
French		Geography		Biology Int 1		Computing		Art & Design		Art & Design	
<i>Skills for Work</i>		History		Biology Standard Grade		Administration		German		Chemistry***	
Construction Crafts – Int 1				Chemistry Int 1 only		Craft & Design		Hospitality		Home Economics	
Creative Digital Media – Int 1				Physics Standard Grade		Practical Craft Skills		P.E.		Hospitality (Skills for Work)	
Early Education & Childcare - Int 1						Graphic Communication				Music	
Hairdressing – Int 1											
Rural Skills – Int 1											
Uniformed & Emergency Services – Int 1											

This is a sample Option Form and may be subject to change.

## Senior Options Form 2011/2012

Name:.....

Class:.....

A 5 periods			B 5 periods			C 5 periods		
Code	Subject	Level	Code	Subject	Level	Code	Subject	Level
C208	<b>Geography</b>	Int 2	C007	<b>Biology</b>	Int 2	C214	<b>Administration</b>	Int 2
C208	Geography	H	C007	Biology	H	C214	Administration	H
C044	<b>History</b>	Int 1	C270	<b>English</b>	Int 1	C270	<b>English</b>	Int 2
C044	History	Int 2	C270	English	Int 2	C270	English	H
C259	History	H	C270	English	H	C033	<b>Graphic Communication</b>	Int 2
C100/1	<b>Mathematics</b>	Int 1	C069	<b>Physics</b>	Int 2	C033	Graphic Communication	H
C100/1	Mathematics	Int 2	C069	Physics	H	C216	<b>Information Systems</b>	Int 2
C100	Mathematics	H				C216	Information Systems	H
	* <b>Construction Crafts</b>	Int 1/2				C035	<b>Woodworking Skills</b>	Int 1
	* <b>Creative Digital Media</b>	Int 1				C035	Woodworking Skills	Int 2
	* <b>Rural Skills</b>	Int 2						

D 5 periods			E 5 periods		
Code	Subject	Level	Code	Subject	Level
C223	<b>Art &amp; Design</b>	Int 2	C223	<b>Art &amp; Design</b>	H/Int2
C223	Art & Design	H	C012	<b>Chemistry</b>	Int 2
C060	<b>German</b>	H/Int 2	C012	Chemistry	H
C100/1	<b>Mathematics</b>	Int 1	C059	<b>French</b>	Int 2
C100/1	Mathematics	Int 2	C059	French	H
C100	Mathematics	H	C260	<b>Hospitality – Skills for Work</b>	Int 2
C231	<b>Music</b>	H	C201	Hospitality - Practical Cookery	Int 2
C205	<b>P.E.</b>	Int 1	C212	* <b>Psychology</b>	Int 2
C205	P.E.	Int 2		* <b>Early Education &amp; Childcare</b>	Int 2
C205	P.E.	H			
	* <b>Hairdressing</b>	Int 1			
	* <b>Uniformed &amp; Emergency Services</b>	Int 1			

1. Tick the box if you want to choose Peer Support (S6 only).   
Level abbreviations: Int 1 = Intermediate 1, Int 2 = Intermediate 2 and H = Higher.  
Students will also have 2 periods of core P.E., 1 of PSHE and 2 private study periods.
2. If you want to take an Advanced Higher course, enter it in the appropriate column. Your Guidance Teacher will let you know whether or not it will be possible to offer the course.
3. S5 students – choose one course from each column.  
S6 students – choose four courses (or three if you are opting for an Advanced Higher and 2 Highers). One of these may be the school based Peer Support option.
4. \* Courses offered in partnership with Argyll College will run at the college's discretion.
5. Whilst the school will make every effort to run all courses offered, this cannot be guaranteed. In the event of a course you have chosen being withdrawn, your Guidance Teacher will help you make a new choice.
6. Your Guidance Teacher will help you choose the combination of subjects which make the most suitable overall course for you, taking into account your career plans. Remember, you are aiming to achieve the best qualifications you can.

This is a sample Option Form and may be subject to change.

<b>Mathematics</b>
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Mathematics plays an important role in our lives. It is used in everyday activities such as buying food and clothes, keeping time and playing games. Through applications developed in various historical and cultural contexts, mathematics has been one of the decisive factors in shaping the modern world. Mathematics continues to grow and to find new uses in science, technology, business and social life. As pupils progress, they should be helped to develop increasing awareness of a range of mathematics and its applications. The problems and enquiries with which they engage will entail working with various kinds of information, drawing graphs for example, possibly using computer software. This will often involve them in using numbers, sometimes in the form of approximations, and applying number in money and measurement. They will need to know about properties of shapes and ways of describing movement. Consequently, their abilities in problem-solving and enquiry should involve: information handling; number, money and measurement; and shape, position and movement.

**National Assessments**

First Name of Child passed:

"Level " grade on 18/May/2009

Individual comment on pupil by teacher.

<b>Working Levels</b>				
<b>Element</b>	<b>Level</b>	<b>3</b>	<b>2</b>	<b>1</b>
Information handling				
Number, money and measurement				
Shape, position and movement				
Problem solving and enquiry				

<b>Effort</b>	
Always works conscientiously	
Usually works conscientiously	
Making some effort but capable of more	
Rarely puts in the effort to make good progress	

<b>Progress</b>	
Making very good progress	
Making good progress	
Making fair progress	
Making unsatisfactory progress	

<b>Homework</b>	
Always makes a good attempt	
Usually makes a good attempt	
Occasionally makes a good attempt	
Rarely makes a good attempt	

<b>Behaviour</b>	
Always behaves well	
Usually behaves well	
Some improvement required	
Serious concerns	

Class Teacher: Mr A Smith

<b>Intermediate 1 Biology</b>
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**Course Content:**

The course is divided into three national units lasting 40 hours each. Each unit is assessed by a unit test covering Knowledge and Understanding and Problem Solving. In addition, practical assessment is on-going throughout the three units and is assessed internally on a pass or fail basis. Both the Intermediate 1 and Access 3 courses consist of the following three units:

Health & Technology, Growing Plants & Biotechnological Industries

As Intermediate 1 is awarded in grades A to D as opposed to Standard Grade 1 to 7, the following equivalences are used:

Intermediate 1 A/B = Standard Grade 3

Intermediate 1 C = Standard Grade 4

Intermediate 1 D = Standard Grade 5

Access 3 Pass = Standard Grade 6

No Award = Standard Grade 7.

<b>Course Units</b>
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Health and Technology	Not yet completed.
Biotechnological Industries	Not yet completed.
Growing Plants	Not yet completed.

Individual comment on pupil by teacher.

<b>Effort</b>	
Always works conscientiously	
Usually works conscientiously	
Making some effort but capable of more	
Rarely puts in the effort to make good progress	

<b>Progress</b>	
Making very good progress	
Making good progress	
Making fair progress	
Making unsatisfactory progress	

<b>Homework</b>	
Always makes a good attempt	
Usually makes a good attempt	
Occasionally makes a good attempt	
Rarely makes a good attempt	

<b>Behaviour</b>	
Always behaves well	
Usually behaves well	
Some improvement required	
Serious concerns	

Class Teacher: Mr A Jones

<b>Standard Grade Physical Education</b>
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**Course Content:**

In Standard Grade Physical Education, students experience a variety of practical subjects:

1. Badminton
2. Personal Survival Swimming
3. Archery
4. Indoor Hockey

The assessable elements of the course are:

1. Practical Performance 50%
2. Knowledge and Understanding 25%
3. Evaluation of Performance 25%

**Standard Grade Elements**

Practical Performing at Grade

Knowledge & Understanding at Grade

Individual comment on pupil by teacher.

<b>Effort</b>	
Always works conscientiously	
Usually works conscientiously	
Making some effort but capable of more	
Rarely puts in the effort to make good progress	

<b>Progress</b>	
Making very good progress	
Making good progress	
Making fair progress	
Making unsatisfactory progress	

<b>Homework</b>	
Always makes a good attempt	
Usually makes a good attempt	
Occasionally makes a good attempt	
Rarely makes a good attempt	

<b>Behaviour</b>	
Always behaves well	
Usually behaves well	
Some improvement required	
Serious concerns	

<b>Equipment</b>	
Always brings equipment	
Usually brings equipment	
Occasionally brings equipment	
Rarely brings equipment	

Class Teacher: Mr MacDonald

**ATTENDANCE AND ABSENCE****By Stage for School Year 2009/2010**

Total Number of Possible Attendances (Pupil Half Days 000s)						
	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S1-S5</b>
SCHOOL	30,962	23,560	27,452	31,740	24,998	138,712
ARGYLL & BUTE	362, 750	353,837	382,927	377,345	314,641	1,791,500
SCOTLAND	20,375,279	20,601,741	21,076,798	20,825,660	15,739,991	98,619,469

Percentage Authorised Absences (%)						
	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S1-S5</b>
SCHOOL	3.8	5.8	6.5	5.7	6.5	5.6
ARGYLL & BUTE	5.1	5.5	5.5	4.7	5.2	5.2
SCOTLAND	5.3	6.2	7.0	6.4	5.8	6.2

Percentage Unauthorised Absences (%)						
	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S1-S5</b>
SCHOOL	0.7	0.9	2.9	1.9	1.3	1.6
ARGYLL & BUTE	1.1	1.4	2.3	2.4	3.0	2.0
SCOTLAND	1.5	2.2	3.0	3.5	2.8	2.6

The Government has set targets not only for the academic achievement of the school but also for attendance. Listed below are the targets for minimising absence for the Academy, Argyll & Bute Council and Scotland.

<b>Target Measure</b>		<b>Absence recorded (2008/2009) Average number of half days absence per pupil</b>	<b>Absence recorded (2009/2010) Average number of half days Absence per pupil</b>
Absence	SCHOOL	35.8	27.6
	ARGYLL & BUTE	29.0	27.7
	SCOTLAND	34.2	33.9

## **SCHOOL HANDBOOK INSERT FROM THE SCOTTISH EXCHANGE OF EDUCATIONAL DATA (SCOTXED)**

### **Transferring Educational Data About Pupils**

Education authorities and Scottish Government have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Careers Scotland 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 examination results. Accurate and up-to-date data allows us 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 which influence pupil attainment and achievement,
- share good practice,
- target resources better.

### **Data Policy**

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

A subset of this information is passed to Scottish Government for research and National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

### **Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data.

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

Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. 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 of Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith Scottish Government.

### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse at [Peter.Whitehouse@scotland.gsi.gov.uk](mailto:Peter.Whitehouse@scotland.gsi.gov.uk) or write to The ScotXed Support Office, 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 are available on the ScotXed website, [www.scotxed.net](http://www.scotxed.net), which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/jahia/lang/en/pid/220>.

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

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