



# Graeme High School

Session 2016-17



# School Handbook

## CONTENTS

|   |    |
|---|----|
| Foreword from the Director of Children’s Services | 1  |
| A Word from the Head Teacher                      | 2  |
| School information                                | 3  |
| Staff   | 4  |
| Agreed term dates                                 | 5  |
| School day./school closures                       | 6  |
| Attendance and absence/late coming                | 7  |
| School meals/free school meals/clothing grants    | 8  |
| Transport   | 9  |
| Pupil dress code                                  | 10 |
| Pupil enrolment                                   | 11 |
| Complaints, comments and suggestions procedures   | 12 |
| Parental involvement                              | 13 |
| Parent Council                                    | 14 |
| Vales and mission statement                       | 15 |
| Positive relationships and rewards                | 16 |
| Graeme High Achievement Award                     | 17 |
| School Curriculum                                 | 18 |
| Our Curriculum—Broad General Education            | 19 |
| Our Curriculum—Senior Phase                       | 20 |
| Home Learning                                     | 21 |
| Additional Curriculum                             | 22 |
| Extra-curricular                                  | 23 |
| Assessment and reporting                          | 24 |
| Additional Support Needs                          | 25 |
| School improvement                                | 26 |
| Useful websites                                   | 27 |
| Additional information                            | 28 |

## FOREWORD FROM THE DIRECTOR OF CHILDREN'S SERVICES

This handbook contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

Falkirk Council is keen to work with parents, not only to allow you a greater opportunity to contribute to your child's education, but also to encourage you to play a greater role in the life of the school as a whole. We offer a number of opportunities when you will be able to make your voice heard in relation to your own child's education, your local school, and Children's Services as a whole.

Throughout each school year there will be opportunities for you to discuss your child's progress with his/her teacher. There will also be Council-wide events for parents organised by Children's Services. These events are spread across the school year and each focuses on a particular theme. The events are open to all parents and they are also attended, wherever possible, by the Education Portfolio Holder as well as members of the Service's Management Team. Each session offers parents an opportunity to ask questions about aspects of their child's education. Dates for these events will be issued by your child's school and we hope you will be able to come along and hear about, and contribute to, our plans for Education in Falkirk.

Parental involvement in the decision making process and performance monitoring are now, more than ever, an integral part of school life and will continue to become even more transparent in future years. We look forward to developing that partnership with your support.

We are pleased to introduce this handbook for session 2017/18 and trust it will provide you with all the relevant information you may need concerning your child's school. If you have any queries regarding the contents of the handbook please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification required.

Robert Naylor

Directors of Children's Services

Falkirk Council

**Footnote:** If you want a printed copy of this handbook, please ask the school.

It may be possible to offer some assistance in helping to translate all or part of this handbook to parents whose first language is not English. Enquiries should be directed in to the Communications Officer for Children's Services (tel: 01324 506602).

## A WORD FROM THE HEAD TEACHER

Dear Parent /Carer,

A very warm sincere welcome to Graeme High School. We regard you as important partners in the work of the school and as vital members of the Graeme High Team. As a parent/ carer you will always be welcome in the school and we will make every effort to involve you in your child's education and in our school community.

We have compiled this guide to give you the basic information that you will need as your child makes that important move from primary to secondary school. It covers every aspect of life at Graeme High, and I hope that you will enjoy reading it and that you will find it useful.

Graeme High encourages its pupils to be all that they can be, whether this is in subject classrooms, the sports field or in the many extra-curricular activities offered at our school.

Graeme High is very fortunate indeed in having a highly talented and committed staff, both teachers and support staff, who strive to offer each pupil the highest standard of education and development.

We make every effort to meet the needs and aspirations of all pupils in a safe, caring and stimulating environment where pupils feel happy and ready to give of their best.

Once you have read this guide, I hope you will begin to feel a part of the Graeme High School community. Please do not hesitate to contact me personally if you require further information.

I am sure your child will enjoy Graeme High; the staff and I certainly do, and I very much look forward to meeting you in the near future.

Yours sincerely

Lesley A Carroll

Headteacher



**GRAEME HIGH SCHOOL**

## SCHOOL INFORMATION

### OFFICIAL ADDRESS

Graeme High School, Callendar Road, Falkirk FK1 1SY

Tel. No. 01324 622576 Fax. No. 01324 508681

E.mail: [graemehigh@falkirk.gov.uk](mailto:graemehigh@falkirk.gov.uk)

Website: [www.graemehigh.com](http://www.graemehigh.com)

### CURRENT ROLL 2013/2014

|        |        |        |        |        |       |            |
|--------|--------|--------|--------|--------|-------|------------|
| S1 202 | S2 187 | S3 186 | S4 179 | S5 160 | S6 97 | Total 1011 |
|--------|--------|--------|--------|--------|-------|------------|

### ASSOCIATED PRIMARY SCHOOLS

Graeme High School is a non-denominational school who works in partnership with 6 local primary schools:

- ◆ Hallglen Primary School
- ◆ Laurieston Primary School
- ◆ St Margarets Primary School
- ◆ Victoria Primary School
- ◆ Westquarter Primary School
- ◆ Whitecross Primary School

Most of our new pupils come from these 6 schools, but we are pleased to welcome pupils from other schools where parents/carers have chosen to send them Graeme High.

### ACCOMMODATION

Since August 2000, education has taken place in our brand new “state of the art” school. Our facilities include a well equipped library and learning resources centre, a games hall, two gymnasia, a dance studio, a 20m length swimming pool, playing fields, a floodlit astro-turf all weather pitch, a suite of music rooms, a drama studio and a large assembly hall. The school is well equipped with modern ICT equipment and software and there is a network linking all departments and administration. There is ready but controlled access to the world wide web.

## STAFF

At present the 1011 pupils who attend the school are served by a teaching staff of 92.9 (including P.E. and Music staff shared with our cluster primary schools) with a Support for Pupils complement of 7.

The school management team currently comprises the Headteacher and 3 Depute Head Teachers (D.H.T.) and a Resources & Administration Manager. We also currently have 1 Acting Depute Head Teacher.

|                             |                     |                    |                |
|-----------------------------|---------------------|--------------------|----------------|
| <b>Headteacher:</b>         | Ms Lesley A Carroll |                    |                |
| <b>Depute Head Teacher:</b> | Mr R Queenan        | Depute Head        | Morrison House |
|                             | Mr Stephen Beath    | Depute Head        | Lockhart House |
|                             | Mrs Kristy Rennie   | Depute Head        | Steele House   |
|                             | Mr Andrew Buchanan  | Acting Depute Head |                |
| <b>Resources Manager:</b>   | Mrs Eira Walls      |                    |                |

Each Depute Head Teacher, with the exception of Mr Buchanan, is responsible for a House. Our three Houses: Lockhart, Steele and Morrison take their names from the first three Rectors of the school.

The Support for Pupils Team consists of three Depute House Heads. Each are responsible for a specific group of pupils and they maintain a close interest in these pupils throughout the time they are in Graeme High School. A fourth PT has responsibility for the management of Support for Pupils. This means looking after all of the additional needs of our pupils and liaising with agencies outside the school.

Each house is also supported by three curricular Principal Teachers who work with five form classes, and a team of form teachers who remain with pupils throughout their time at Graeme High School.

|                | Lockhart          | Morrison        | Steele               |
|----------------|-------------------|-----------------|----------------------|
| Pastoral PTs   | Roz Dunning       | Lisa Sturrock   | Sinead Bradley       |
| Curricular PTs | Kevin Kennedy     | Caroline Harper | Frank Levey          |
|                | Mark Ruddy        | Lorna Lyon      | Elaine Peat (acting) |
|                | Adrienne Galletly | Fiona MacLeod   | Michele Phee         |

**Find a full staffing list on our school website.**

**AGREED TERM DATES FOR SESSION 2017-2018**

| <b>School Year</b>                         | <b>Term Dates</b>                               |
|--|---|
| Autumn Term Begins (Staff Only - Dev Days) | Monday 21 August 2017<br>Tuesday 22 August 2017 |
| Autumn Term Begins (Pupils)                | Wednesday 23 August 2017                        |
| Autumn Term Ends                           | Friday 6 October 2017                           |
| Winter Term Begins (Staff Only - Dev Days) | Monday 16 October 2017                          |
| Winter Term Begins                         | Tuesday 17 October 2017                         |
| Winter Term Ends                           | Friday 22 December 2017                         |
| Spring Term Begins                         | Monday 8 January 2018                           |
| Spring Term Ends                           | Thursday 29 March 2018                          |
| Summer Term Begins                         | Monday 16 April 2018                            |
| Summer Term Ends                           | Friday 29 June 2018                             |

## GRAEME HIGH SCHOOL

### SCHOOL DAY

The school operates a six period day.

Warning bells are at 8.35 a.m, 10.45 a.m. and 1.05 p.m. to allow staff and pupils to reach their classes on time.

|                   | Mon, Wed, Fri        | Tue, Thur       |
|-------------------|----------------------|-----------------|
| Form Tutor Period | 8.40am—8.50 am       | 8.40am—8.50 am  |
| Period 1          | 8.50am—9.40am        | 8.50am—9.40am   |
| Period 2          | 9.40am—10.30am       | 9.40am—10.30am  |
| Interval          | 10.30am—10.45am      | 10.30am—10.45am |
| Period 3          | 10.45am—11.35pm      | 10.45am—11.35pm |
| Period 4          | 11.35am—12.25pm      | 11.35am—12.25pm |
| Lunch             | 12.25pm—1.05pm       | 12.25pm—1.05pm  |
| Period 5          | 1.05pm— 1.55pm       | 1.05pm— 1.55pm  |
| Period 6          | 1.55pm—2.45pm        | 1.55pm—2.45pm   |
| Period 7          | Meetings/ Activities | 2.45pm—3.35pm   |

### SCHOOL CLOSURES

On days when there are planned early closures parents will normally receive at least three days' advance warning by means of a letter delivered by their children.

In the event of emergency early closures (e.g. caused by bad weather, fire or a failure of the heating system) the children will be given the choice of going home (if buses have been arranged), staying in school under supervision until the normal closing time or going home to a friend's house.

Under these circumstances no advance warning can be given so we would ask parents to instruct their children what to do should such an emergency occur and in particular to arrange alternative shelter should the family home not be available.

In such circumstances the school maintains close contact with the bus company and tries to ensure that all pupils from outlying areas are dismissed in good time so that they may get home safely. During periods of extreme weather conditions parents are asked to tune into Central FM which will broadcast details of any school closures. We will also contact you through our 'text messaging' system and post updates on the school's website.

**More information on emergency closures can be found on our school website. We also make use of Twitter to provide parents with up-to-date information.**

## ATTENDANCE AND ABSENCE

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded twice a day, morning and afternoon.

Absence from school is recorded as authorised, that is approved by the education authority, or as unauthorised, that is unexplained by the parent (truancy).

Please let the school know by letter or phone if your child is likely to be absent. If there is no explanation from a child's parents / carers, the absence will be regarded as unauthorised. All pupils returning from absence must bring a note of explanation indicating the period of absence and signed by the parent.

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. The headteacher can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the headteacher before the holiday. If the headteacher does not give permission before the holiday, it will be recorded as unauthorised absence. The headteacher may also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the headteacher on this basis is regarded as authorised absence.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved by the headteacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However the education authority has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

House teams monitor attendance on a monthly basis. Where attendance of a pupil causes concern and/ or is seen to deteriorate, the Depute House Head will make contact with parents/ carers to seek support for improvement.

## LATE COMING

All pupils are expected to attend school punctually each day, arrive prior to the warning bell at 8.35am. Pupils who arrive late report to the School Office where a lateness slip is issued. Persistent late coming is investigated by House staff and appropriate action taken. An automated telephone message is sent if a pupil has been late for school.

## SCHOOL MEALS

Secondary Menus offer healthy and tasty meal options whilst reflecting the Scottish Government food and drink legal requirements for School Lunches. Special diets and allergies are usually accommodated subject to consultation with the parent/guardian and the regional dietician. Meal prices are reviewed annually. Please contact the school to be advised of the current price.

Graeme High School is a health promoting school. We educate pupils in the positive benefits of healthy diet and exercise. Our canteen services are provided by an outside contractor “Scolarest” and pupils pay for what they choose. A range of main courses and desserts are provided each day as well as a variety of healthy options such as salad baguettes, pasta bar and fruit.

Pupils bringing packed lunches may eat them in the dining area.

Pupils who require a special diet should advise their Depute House Head.

The school cafeteria operates a cashless catering system. Each pupil will receive their own cashless catering card which can be topped up with credit at machine in the social area or dining hall. Parents are advised that these machines only accept coins. Parents can also add money to their child’s lunch card by making an online payment, available through our school website. Please visit the Parent/Carer Zone, online payments section.

Pupils who are entitled to free school meals will have their cards automatically topped up each day. It is vital that pupils bring their cards each day and take personal responsibility for looking after them. We may require to charge a fee for lost or damaged cards that require to be replaced.

## FREE SCHOOL MEALS AND CLOTHING GRANTS

### **Free School Meals and Clothing Grants**

Some families may be eligible to apply to Falkirk Council for free school meals and / or a payment towards the cost of footwear and clothing.

**Application Forms for Clothing Grant and Free School Meals** including eligibility criteria are available from Falkirk One Stop Shops or can be downloaded from the Falkirk Council website – [www.falkirk.gov.uk](http://www.falkirk.gov.uk). The forms have to be completed by the parent / carer and evidence of income received may have to be provided. Please note that an application has to be made for each school year.

More information or help with completion of the form can be obtained from the Council’s Advice and Information helpline on 01324 590599.

**Medically Prescribed Diets**—Parents/Carers with a child/ren on a medically prescribed diet should contact the Headteacher in order to obtain and complete a prescribed diet referral form. The Schools Meals Service will only accommodate a child/ren with a medical referral supplied by their G.P.

**More information on school meals can be found on our school website.**

## TRANSPORT

In the afternoon, all school buses returning from Graeme High School load at the bus loading bays at the town centre side of the school. For their own safety and that of others, pupils must promptly and carefully obey the instructions of the senior staff who supervise the bus queues from 2.45pm and 3.35pm, depending on the school finish time.

The Authority provides free transport at the beginning and end of the school day for those pupils attending their local school where the distance between home and school, as measured by the shortest reasonable walking route, is two or more miles.

**Application forms are available from our school office, and completed forms should be returned to: Falkirk Council**

**Transport Planning Unit**

**Abbotsford House**

**David's Loan**

**Falkirk**

**FK2 7YR**

**Lost bus passes must be replaced by parents who should contact the school Transport Helpline on 01324 504966/ 01324 504724.**

Pupils must obey the School Rules while travelling to and from school. Misbehaviour on school transport can cause a risk to the safety of all passengers being transported as well as other road users and pedestrians. All students must:

Remain seated when the vehicle is in motion and wear a seatbelt if one is available.

Never distract the driver, touch the vehicle door controls or interfere with any emergency equipment unless an emergency occurs.

In the event of misbehaviour, pupils may be banned from school transport, in which case parents will be responsible for getting them to/ from school.

**More information on school transport can be found on Falkirk's Council website:**

<http://www.falkirk.gov.uk/services/schools-education/school-life/school-transport.aspx>

## GRAEME HIGH SCHOOL

### PUPIL DRESS CODE

Session 2016-17

Pupils in Graeme High School are proud to wear the distinctive uniform of the school which has chosen by the pupils.

Details of ordering/purchase/cost arrangements will be issued through our Associated Primaries – or alternatively by contacting the school office.

The Full Uniform for Prefects consists of:

- Black Blazer with Badge (and braid for prefects only)
- White shirt/blouse
- Black trousers or skirt
- School tie complete with logo
- Prefect badge
- Black school shoes



There are very few pupils who have a problem with wearing the uniform as described above. The popular view is that the uniform is smart, of good quality and good value.

Pupils are also asked to have the following items for use in the gymnasium:-

White T-shirt, self-coloured (preferably black) shorts/ skirt, gym socks and shoes, swimming costume (preferably black) and towel. Knee-length “Bermuda-type” shorts are not acceptable.



On the playing fields:-

Suitable footwear, self-coloured shorts/skirt (preferably black), socks, team jerseys which can be bought from the P.E. Department or from local shops.

## GRAEME HIGH SCHOOL

### PUPIL ENROLMENT

#### MOVING FROM PRIMARY SCHOOL IN TO FIRST YEAR

The vast majority of our pupils join us in this way and we make every effort to ensure that their early experiences in school are happy ones.

We are in regular contact with Primary School staff to learn as much as possible about our new pupils before they join us;

Graeme High School staff, accompanied by pupils from last year's Primary Seven visit the pupils in their Primary Schools to continue the "getting to know you" process;

- Graeme High School staff attend evening meetings in the Primary Schools to meet with parents;
- Pupils and parents are given an opportunity to see around the school and to meet members of staff and senior pupils;
- First Year classes are arranged to ensure that no child is isolated from former classmates. Special requests from parents can normally be accommodated when classes are constructed;

At the start of the new session, particular care is taken to help new First Year pupils settle in safely and find their way about.

Parents/Carers who wish to make a Placing Request for their child to attend a school other than their catchment area school, should do so by completing a Placing Request Form. Parents/Carers must however enrol their child at the catchment area school for their home address whilst awaiting the outcome of their Placing Request Application. Applications will be accepted from the 1st Thursday in December each year to 15 March the following year. Parents/carers will be notified of the outcome in writing by 30 April of that year.

#### PUPILS ENTERING THE SCHOOL AT OTHER TIMES OR STAGES

Parents who wish to visit the school and/or to enrol their child are asked to contact the school office who will arrange an appointment with the appropriate Depute Head.



**A Graeme High Pupil Handbook provides additional information for new students. Written for students, by students, the handbook provides a learners' guide to Graeme High.**

## COMPLAINTS, COMMENTS AND SUGGESTIONS PROCEDURE

### **Compliments, Suggestions and Complaints Procedure**

Falkirk Council Children's Services are keen that you should be completely satisfied about your child's education and we encourage feedback on our services from parents, pupils and members of the public. We are interested in feedback of all kinds, whether it be compliments, suggestions or complaints. Compliments and suggestions can be giving to schools by writing, by email, telephone or in person.

If you have a complaint about the school, please let us know. It is better that concerns are shared openly and resolved quickly, rather than being allowed to damage the relationship between home and school. We will deal with the issue confidentially and as quickly as possible. If we have made a mistake we will apologise and try to put things right.

There are some things which you should take note of in relation to making a complaint:

Parents must first consult the school regarding their complaint. Although we try to respond as quickly as possible, issues can sometimes be complex and the school may need time to investigate them.

The Council's complaints handling procedure sets a time limit for making a complaint of six months from when the customer first knew of the problem.

If your complaint has not been satisfactorily resolved by the school, it may be eligible for consideration at the second stage (by Children's Services, Sealock House). Complaints will not be considered by Children's Services unless they have been thoroughly considered by the headteacher.

If you remain dissatisfied after this further investigation, you can raise the matter with the Scottish Public Services Ombudsman.

You should also be aware that you have the right to raise concerns with your local Councillor, MSP or MP.

You can find out more about the Council's Complaint Procedure from the Falkirk Council website.

## PARENTAL INVOLVEMENT IN THE SCHOOL

All Falkirk Council schools welcome parental involvement. Research has shown that when parents are involved children do better in school.

### Parents Meetings

Graeme High offers opportunities for parents to discuss their child's progress with teachers through arranged meetings. In addition to these set dates, parents are able to contact the school at any time to ask for information or for a meeting. An evening parents' consultation meeting is arranged for each year group during the session to enable parents to discuss with their child's teachers subject assessment, attitude to work and general progress. Parents receive a letter of invitation to parents' meetings when these are arranged and an appointment sheet. These letters and sheets are normally sent home to parents via pupils. A reminder is also sent out to parents' telephone. A list of all important dates in the school calendar is sent to parents each August. This will also appear each year on our website. It is extremely important that all parents/carers attend the consultation evening. This is a vital opportunity to review progress and to set targets for the year ahead. Staff are always well prepared for these occasions and a full attendance of parents encourages them in their work. It also lets pupils know that both parents and staff care deeply about their progress and their welfare. Additional information meetings are held for particular year groups to keep parents informed at key stages in their child's education. At all parents evenings, parents are able to feedback to the school via parental questionnaires and Senior Management Team members are also on-hand to assist with any questions, issues or concerns.

### Pupil Reports

Full reports are issued each session, and Target setting update letters are sent out routinely throughout the year to keep parents informed of their child's progress. Copies of pupil reports are received by form tutors and Depute Head of House. The form tutor will speak to each pupil offering praise and support for improvement.

### Letters to Parents

Regular newsletters containing items of information and topics of interest about school activities is produced. Each pupil is given a copy to take home. Furthermore, the school endeavours to contact by post or by telephone the parent of any child about whom particular concern is felt.

### Contact with the School

Parents are always welcome at the school to discuss matter of concern. Your child has been placed in one of the three Houses of the school. We ask that you contact your child's Depute House Head in the first instance as she/he is the person with the closest link to your son or daughter and is therefore most likely to be able to help you with your enquiry or concern.

Should a more senior involvement become necessary, the House Head responsible for your child's house group will be the person who can give most help. It is strongly recommended that you telephone the school in the first instance to arrange an appointment as both Depute House Heads and House Heads have teaching and other commitments. If an emergency arises, we will always make arrangements for a parent to be seen by a member of the Management Team at short notice.

## PARENT COUNCIL

Graeme High School as an active and vibrant Parent Council. Our parent council play an active role in our school improvement planning and play an important role in consultation, feedback, implementation and review of key school improvements and school policy.

The three essential ingredients for successful parent participation are:

1. Good information
2. Honest consultation
3. Effective participation

Here at Graeme High, being involved with our Parent Council is recognised as the best way to achieve this. The Parent Council has a responsibility to encourage the partnership between the school and parents and with the wider community.

All parents or carers are part of the Parent Forum which then elects the parent members of the Parent Council. If you are interested in becoming part of the Parent Council, please contact your child's Depute Head Teacher.

The Parent Council may be contacted in writing or by telephoning Graeme High School. The Council must report its activities to all parents at least once a year, which it does at the A.G.M. It also places inserts in the school's termly newsletter to parents.

**Our Parent Council have an area on our school website. Here you will find further details about the current work of the Council, and agendas and minutes of meetings.**



## VALUES AND MISSION STATEMENT

### VALUES

Our values have been recently changed to reflect the views of our current pupils and their parents/ carers. Staff, pupils and parents all had a significant input into these values.

**Respect**

**Honesty**

**Responsibility**

**Determination**

**Excellence**



### MISSION STATEMENT

Our aim in Graeme High School is to develop the talents of each individual pupil as fully as possible within a pleasant and orderly environment.

Pupils are encouraged to set their own personal standards of excellence in all aspects of their lives— the academic, the practical, the sporting and in their social development.

Members of staff attempt to help our pupils achieve these standards by adopting levels of expectation which are both realistic and demanding. We aim to foster a sense of pride in achievement in each of our pupils.

## POSITIVE RELATIONSHIPS AND REWARDS

### HOUSE POINTS

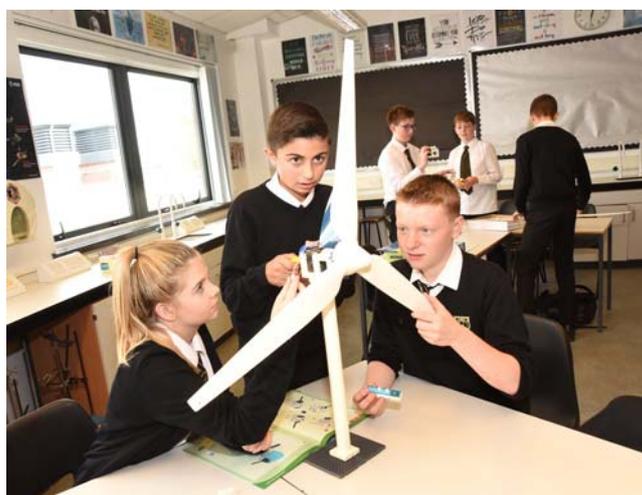
Pupils at Graeme High School are divided into three houses. Throughout the year students earn house points for good attendance, behaviour and effort. There are also a number of house events where pupils compete for House points in sports, quizzes, talent shows and novelty activities.



### POSITIVE BEHAVIOUR AND RELATIONSHIPS

Graeme High School is a restorative Community, where by interacting with each other in a positive manner, we continue to improve our school values and ethos. We resolve issues through our commitment to Restorative Practices. To maintain positive relationships, we use a 3 step restorative conversation process. Parents, pupils and teachers are entitled to expect an atmosphere free from disruptive distractions to prevail in classrooms, and conditions of safety and calm to prevail in corridors and playground. The sanctions which we employ in instances of misconduct range from a verbal rebuke and written punishment exercise to exclusion from school for pupils guilty of serious or persistent misbehaviour. However, it is our experience that problems tend to be resolved quite easily when the school enjoys the whole-hearted, consistent support of parents/carers.

Pupils can earn CAP (Curriculum Achievement Points) through working hard in classes, doing well in assessments or contributing well to class activities. These points are awarded by class teachers in recognition of pupils who consistently work well in their class. Pupils can also achieve WAP (Wider Achievement Points) through participation in extra-curricular clubs, whole school events and Inter-house events. To be eligible for reward trips, pupils are required to achieved both CAP and WAP points.



## GRAEME HIGH SCHOOL ACHIEVEMENT AWARD

The Graeme High School Achievement Award has been designed to **recognise and celebrate pupils' wider achievements**, many of which happen outside the four walls of the classroom. The categories are similar to three out of the four Duke of Edinburgh award categories. This means that by the end of S3, there is a smooth transition and pupils can progress on to the Duke of Edinburgh Award if they wish. It also offers pupils who may not be involved in many extra-curricular the opportunity to set themselves challenges and get involved.

The three categories that pupils will work towards are **Physical, Skills and Community Involvement**. To achieve the award each year, pupils must have completed activities from all 3 categories for a sustained period of time. If all three categories are not met by the end of the year, all is not lost and pupils can work on building upon their achievements the following year at their own pace. Some pupils may find that they are doing relevant activities in their spare time which would count towards achieving the award—the award is designed to recognise and celebrate activities.

S1—Pupils work towards a Bronze Star Award

S2—Pupils work towards a Silver Star Award

S3—Pupils work towards a Gold Star Award

All S1-3 students are supported by their form prefect and through PSE lessons. Prefects act as senior verifiers and one of their responsibilities is to act as encourager and mentor to ensure students keep on track with their activities and achievements. Pupils are given time both in form class and PSE classes to give them every opportunity to reflect and log their successes for the year both in and out of classrooms.



**More information on extra-curricular opportunities can be found on our website. Here you will find detail of clubs and societies available to students.**

## SCHOOL CURRICULUM

### **Curriculum for Excellence — Bringing learning to life and life to learning**

Curriculum for Excellence has now 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 is now fully implemented. Glow, Scotland’s unique, online network supports learners and teachers and plans are being developed 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 each transition 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, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy and health and wellbeing from Early Level through to Senior Phase. It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There are new ways of assessing progress and ensuring children achieve their potential. New qualifications at National 3, 4 and 5 are now embedded into our curriculum. Our well regarded Highers and Advanced Highers have been updated to take account of and support the new approaches to learning and teaching.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that is 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 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. We have revised Learning to Achieve – our core educational policy. Learning to Achieve describes in detail how Curriculum for Excellence will be delivered in our educational establishments. We will use Learning to Achieve to monitor, develop and improve outcomes for children and young people.

## OUR CURRICULUM—BROAD GENERAL EDUCATION

The curriculum in S1-3 is designed using the Experiences and Outcomes outlined in Curriculum for Excellence, and staff plan learning opportunities for students based on core principles. In S1-3, the curriculum is organised under the following areas:

- Literacy and English
- Numeracy and Mathematics
- Health and Wellbeing
- Sciences
- Social Studies
- Technologies
- Expressive Arts
- Religious and Moral Education

In S2 and S3, students have the opportunity to build personalisation and choice into their learning, and begin to form their individual learning pathway through the curriculum. This is possible through a variety of elective programmes which add depth to curricular programmes.



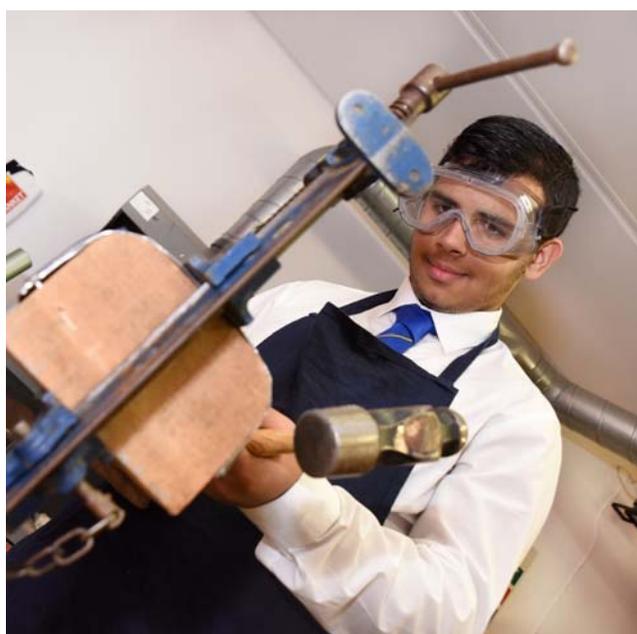
### Inter-disciplinary Learning

In S1-3 there are also a number of inter-disciplinary projects, where students have the opportunity to develop their learning across a number of subject areas. Effective interdisciplinary learning: can take the form of individual one-off projects or longer courses of study; is planned around clear purposes; is based upon experiences and outcomes drawn from different curriculum areas or subjects within them; ensures progression in skills and in knowledge and understanding; can provide opportunities for mixed-stage learning which is interest-based.

## OUR CURRICULUM—SENIOR PHASE

The senior phase covers S4-6 and is one cohort rather than three separate year groups. A variety of pathways through this phase will be possible. One of our guiding principles has been to see pupils leave school with the best possible exit qualifications and ready to make a positive transition into further or higher education or the world of work. In order to accomplish this we recommend that pupils entering the senior phase choose their 5 best or most appropriate subjects plus another curricular offering that complements or enhances their journey. For some students this may be another subject, for others it may be personal development, core skills, a vocational offering or work experience placement.

Over the past few sessions we have enhanced our curriculum to include a variety of vocational offerings including the formation of a Beauty Academy and Bike Technician Academy.



Our Careers advisor, Karen Stewart makes regular visits to Graeme High School, and assists pupils in developing future plans for learning, life and work. Students can make appointments through their Depute Head of House to discuss college and university courses, or to find out about modern apprenticeships, careers plans and employment opportunities.

**More information on our curriculum can be found on our school website.**

**Current personalisation pathway forms are added each session.**

## HOME LEARNING

### HOME LEARNING

Home Learning is an essential element in successful learning.

It allows efficient use of class time, skills to be reinforced and encourages pupils to develop habits of study, research and independence in learning. It can create time for higher order thinking and extend pupil understanding. Graeme High School is therefore committed to issuing regular home learning opportunities to enhance the learning experiences of our pupils.

Home Learning:

Improves understanding and learning of coursework and therefore raises attainment

Enhances independent learning skills and encourage regular, individual study skills

Provides opportunities for higher order thinking and skills

Develops self esteem through positive feedback

Provides parents with an opportunity to monitor the progress of their children

Encourages the development of effective study habits

Parents are partners in education and have a valuable role to play in supporting the school policies in this area. Specific advice about how to support your child in this area is available on our website.

### SUPPORTED STUDY

Graeme High School endeavours to help pupils with their studies and homework in a number of ways. One of the most important of these is the supported study scheme. To support student learning, subject areas provide additional lunchtime and after-school support sessions to address areas of difficulty. Teachers make themselves available to help pupils with revision and preparation for national and prelim examination. These additional classes significantly help to increase the number of pupils reaching their learning targets.

**More information on home learning and supported study opportunities provided by each subject area are available on our school website.**

## ADDITIONAL CURRICULUM

A part of the week is devoted to areas such as Physical Education, Personal and Social Education and Religious and Moral Education.

### PHYSICAL EDUCATION

All students are expected to participate in physical education activities. If a pupil is injured or has an ailment affecting participation, he/she should bring a note to explain this. There are a range of activities undertaken in a PE lesson and it is often possible for a suitable alternative activity to be undertaken without aggravating the ailment.

### RELIGIOUS & MORAL EDUCATION

All pupils from first year to fourth year experience Religious & Moral Education. This is concerned both with the study of religious beliefs and practices and also with the pupil's own search for meaning, value and purpose in life.

### RELIGIOUS OBSERVANCE

Acts of religious observance are characterised by the opportunities they afford pupils to reflect on their role in the world, their relationship with others and their personal beliefs. Such opportunities are provided by means of religious assemblies and services as well as by visits from various members of the clergy to individual classes at appropriate points throughout the session. Through our Equal Opportunities policy, opportunities are taken to ensure that all our pupils appreciate that we live in a multi-cultural society and also to emphasise that the contributions of all ethnic groups to that society are equally valued.

### ASSEMBLY

Regular assemblies are held which enable pupils to share together and celebrate those things which we value. They also provide opportunities for pupils to reflect on moral concerns. These are opportunities within the cycle of assemblies to reflect on local and national issues as well as important school business. We also invite speakers to school assemblies to discuss the work of a broad range of caring and charitable organisations.

### PSE

Throughout the school, Personal and Social Education is offered by Depute House Heads and a good many invited outside speakers. Supported by contributions from other departments, the programme aims to support pupils with their education and give them opportunity to learn about and discuss issues relevant to their lives. The emphasis within the Personal and Social Education programme varies depending upon the age of the pupil.

Graeme High School tries to involve the pupils in a variety of community work, public service and assistance with charities. From time to time pupils are taken or allowed out of school to pursue curricular work. These occasions are an integral part of the on-going courses of study.

## EXTRA-CURRICULAR

### SPORTS

Graeme High School has excellent sports facilities. Pupils have the opportunity to participate in a wide range of sports including: athletics, basketball, badminton, football, gymnastics, hockey, netball, rugby, skiing, swimming, table tennis and dance. On Wednesday evenings, Graeme High School runs a sports hub, where pupils are encouraged to try out new activities and make new friends.]



### CLUBS

For those with interests beyond the sporting, a number of clubs are offered. Included are participation in Public Speaking, Debates and Conferences, Drama, Young Enterprise, Community Involvement, Amnesty International, Jewellery Making, German, Crochet Craft, Scripture Union, String Group, Spanish, Laser Design, Eco-Fashion, Traditional Baking Skills, Guardian Angels, Outdoor Activities, Mathematical Challenge, Photography and School Yearbook Committee.

### MUSIC

Pupils have the opportunity for tuition in the following instruments: Brass, Woodwind, Strings (upper and lower) Piano, Percussion, Recorders, Classical Guitar and Keyboards. The school has various groups and ensembles. Several members of these groups have been successful in gaining places in the local Youth Orchestra. Choirs ensure that all pupils with an interest in music have the chance to take part in extra curricular events, such as school concerts and other school productions, as well as external events.

### TRIPS AND EXCURSIONS

Participation in trips and excursions, whether residential or non-residential, can do much to enrich and enhance the education experience of youngsters. Therefore the school seeks to provide as many opportunities as possible for pupils to enjoy this participation. During the past few years pupils from Graeme High School have had the opportunity to take part in a large number of excursions which have ranged from day trips to historical sites through Biology field trips to Millport and on to major expeditions to France and Italy.



## ASSESSMENT AND REPORTING

Assessment can help teachers to find out how well pupils are learning, how efficiently lessons are being taught and how appropriate teaching materials are. Pupil work is assessed on a continuous basis. This means that class teachers build up information about pupil progress using a variety of methods.

As well as using tests, teachers use formative assessment strategies such as: using open ended questions, giving appropriate thinking time to answer, using traffic lights to identify difficulties. Learning intentions are shared at the beginning of each lesson and completed outcomes discussed at the end. Teachers also share the success criteria for each task. This means they explain how the work will be marked and what is expected of pupils. Pupils are encouraged to discuss and assess each other's work to provide support and help with understanding.

Parents have the opportunity to find out about their child's learning through a range of means –

- Parent Consultation Evenings
- Ongoing discussion with teachers
- Information Evenings
- Reports
- Target Setting Letters
- Folios of work
- Learning logs

Pupil Summary Reports are sent home to parents and you have an opportunity to comment on these. Our school calendar outlines key assessment and reporting deadlines for each year group. In addition, parents are welcome to contact the school at any time to ask for information or for an appointment to consult with the Principal Teacher or Depute Head of House.

At the end of their broad general education, all students complete a learning profile which includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom. This helps them to prepare a learning pathway for the Senior Phase. In the Senior Phase, students develop and maintain a further profile to assist them in making a successful transition from school into higher and further education, training and employment.

**Key reporting and assessment dates are shown on our school calendar. This can be viewed on our school website.**

## ADDITIONAL SUPPORT NEEDS

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on the Falkirk Council website: <http://www.falkirk.gov.uk/services/schools-education/additional-support-needs/>

These procedures have been strengthened through the Children and Young People Act (2104).

Working with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and parents – decisions are made jointly with parents, children and young people with regards to the best possible education to meet the needs of the child within the resources available.

### SUPPORT FOR PUPILS

Pupils' additional support needs will be identified and addressed through the Getting It Right For Every Child processes. This involves close co-operation between the parent or carer, the child and the staff in school – they are the core part of the Team Around the Child. Others involved in your child's education and well-being will also be part of the Team, and will help to complete a rounded picture of assessment where appropriate. The Team will also draw up and review plans to meet the needs identified. Their activities are co-ordinated by the Named Person, who is responsible for ensuring plans are implemented and has an overall picture of the pupil's progress. You will be told who the Named Person is for your child when they start school. If you believe your child may have unrecognised additional support needs, your first point of contact should be the child's class teacher or form tutor.

The school makes provision for pupils with additional support needs throughout their education: each teacher differentiates the Curriculum for Excellence within their class to provide educational targets and objectives suited to their age and stage of development the school has an experienced Support for Learning Teacher to co-ordinate and organise support for children the school can call on the time of a Support for Learning Assistant for exceptional cases

### DISPUTES AND RESOLUTION IN ADDITIONAL SUPPORT NEEDS

Schools and Early Years facilities do their best to support pupils, and are responsive to the needs of parents, carers and pupils. Nevertheless, problems may arise, and it is important to deal with these as soon as possible. In the first instant it is usually wise to contact the school or nursery directly, and if the matter cannot be satisfactorily resolved, they may call on the services of some of centrally-based staff – the Additional Support for Learning Adviser, the Educational Psychologist or the school's attached Team Manager. Children's Services also commission independent mediation through Children in Scotland. Their services, called Resolve, may be arranged by the Additional Support for Learning Adviser, or accessed directly by parents on 0131 222 2456. Parents, carers and children with additional support needs can also seek independent advice and support through:

- Enquire – the Scottish advice and information Service for additional support for learning: [www.enquire.org.uk](http://www.enquire.org.uk), 0345 123 2303
- Scottish Independent Advocacy Alliance; [www.siaa.org.uk](http://www.siaa.org.uk), 0131 260 5380
- Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) [www.sclc.org.uk](http://www.sclc.org.uk), 0131 667 6633.
- Let's Talk ASN, c/o Govan Law Centre, [letstalkasn@edlaw-org.uk](mailto:letstalkasn@edlaw-org.uk), 0141-445-1955.

Depute Headteacher, Mr Ken Duncan, maintains an overview of all pupil support issues and also chairs the School Liaison Group which directly focuses the combined energies of school-based and external colleagues to support pupils who are experiencing particular difficulties. The School Liaison Group meets regularly and manages the extent of external involvement in all such cases. Key staff include:

Mr Ken Duncan, Depute Head Teacher Personal Support  
Mrs Fiona MacLeod, Principal Teacher Personal Support  
Ms Lyn McLafferty, Educational Psychologist

## SCHOOL IMPROVEMENT

### STUDENT PERFORMANCE IN EXAMINATIONS

| By the end of S4 | Percentage of the relevant S4 roll achieving: | 2014 | 2015 | 2016 |
|------------------|---|------|------|------|
|                  | English & Maths at level 3 or better          | 98   | 97   | 97   |
|                  | 5 or more awards at level 3 or better         | 81   | 76   | 85   |
|                  | 5 or more awards at level 4 or better         | 80   | 73   | 80   |
|                  | 5 or more awards at level 5 or better         | 38   | 29   | 40   |

| By the end of S5 | Percentage of the relevant S4 roll achieving: | 2014 | 2015 | 2016 |
|------------------|---|------|------|------|
|                  | 1 or more awards at level 6 or better         | 48   | 49   | 66   |
|                  | 3 or more awards at level 6 or better         | 26   | 30   | 41   |
|                  | 5 or more awards at level 6 or better         | 8    | 15   | 15   |

| By the end of S6 | Percentage of the relevant S4 roll achieving: | 2014 | 2015 | 2016 |
|------------------|---|------|------|------|
|                  | 3 or more awards at level 6 or better         | 30   | 38   | 39   |
|                  | 5 or more awards at level 6 or better         | 22   | 24   | 30   |
|                  | 1 or more awards at level 7                   | 11   | 14   | 12   |

### SCHOOL LEAVER DESTINATIONS

|                           | 2012/13 | 2013/14 | 2014/15 |
|---------------------------|---------|---------|---------|
| Total Number of Leavers   | 163     | 201     | 183     |
| Higher Education (%)      | 33      | 27      | 25      |
| Further Education (%)     | 14      | 19      | 21      |
| Training (%)              | 15      | 12      | 15      |
| Employment (%)            | 21      | 31      | 24      |
| Negative destinations (%) | 13      | 9       | 14      |

### SCHOOL PLANS

Graeme High School is committed to continually reflecting on their progress and we use key documents, such as the National Improvement Framework and How Good Is Our School, to measure this progress. This session we have a number of improvement initiatives looking to increase attainment for all, and closing the attainment gap between our most disadvantaged pupils and pupils from less deprived areas. Furthermore, we are developing strategies to increase and widen access for our pupils to both further and higher education, as well as supporting those pupils who are least likely to make a positive transition from school into education, employment or training.

**More information on our achievements in the past year can be found within our annual Standards and Quality Report. This includes standards in relation to literacy, numeracy and health and well-being, and achievement.**

## USEFUL WEBSITES

The following websites provide a useful information for parents. Additional sites are highlighted on our school website:

Choosing a School: A Guide for Parents – information on choosing a school and the placing request system –

<http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

Parentzone provide information and resource for parents and Parent Councils

<http://www.educationscotland.gov.uk/parentzone/index.asp>

Information about how the curriculum is structured and curriculum planning –

<http://www.educationscotland.gov.uk/thecurriculum/>

Broad General Education in the Secondary School – A Guide for Parents and Carers

[http://www.educationscotland.gov.uk/resources/b/genericresource\\_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64)

Information on the Senior Phase

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work –

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skill sforlearning.asp>

The Skills Development Scotland website ‘My World of Work’ offers a number of tools to support career planning –

<http://www.skillsdevelopmentscotland.co.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications

<http://www.sqa.org.uk/>

**Links to additional websites can be found in our Parent/ Carer Zone, within our school website.**

## ADDITIONAL INFORMATION

A wide variety of additional information is available from our school website. Within the Parent/Carer Zone you will find extended information on many of the sections contained in this handbook, as well as details of school policies. There are also additional section sections on the following topics:

- Medical Care and School Health Service
- Insurance and personal property
- Lost property
- Data Protection Act
- Online enquiry form
- Parent Council area
- Study skills

**There is a wide variety of additional information of additional information available on our school website. Please inform us if there are additional areas you would like to read about here.**