sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

ST NINIAN'S HIGH SCHOOL

KIRKINTILLOCH

Head Teacher	Mr David Killin
Depute Head Teacher	Mrs Suzanne Boyle S6
Depute Head Teacher	Mr Garry Mulgrew S5
Depute Head Teacher	Mr Martin Thomas S1/S2
Depute Head Teacher	Mr Paul Fitzpatrick S3/S4

St Ninian's High School	Telephone	0141 955 2386
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Kirkntilloch	E-mail	office@st-ninians.e-dunbarton.sch.uk
Glasgow		
G66 1DU	Website	www.st-ninians.e-dunbarton.sch.uk
	Pupil Absence Line	0141 955 2385

SESSION 2026/2027

All authorities are required by law to issue a copy of the school handbook incorporating current policies and practices of both the council and the school to certain parents in December each year for their use as appropriate.

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INTRODUCTION BY HEAD TEACHER

Dear Parent,

Welcome to St Ninian's High School. This handbook is designed to give you an insight into the school, its aims and achievements. It will also provide you with information about the educational opportunities we offer your son or daughter.

As a Catholic comprehensive school we are a community of love and hope and we recognise the wide ranging talent, interests and abilities of all our pupils. Our ultimate aim is to develop the full potential of all our young people. Our success stems from the way we value every pupil by providing them with the knowledge, skills and confidence to meet the challenges of our ever changing world. We do this in an atmosphere which is happy, disciplined, purposeful and productive. Prominence is given to the quality of relationships between staff and pupils as well as academic achievement.

Our ethos is firmly based on Gospel values. At the same time we promote tolerance, understanding and respect for the views of others. We are committed to equality of opportunity and to the promotion of justice and peace.

The school has consistently proved to be successful in a number of different areas - SQA results, wider achievements and a variety of awards.

The most recent inspection report from Her Majesty's Inspectorate of Education identified the key strengths of the school as: -

- A culture of learning and high aspirations and developing a belief that "anything is possible".
- Strong relationships and high expectations across the school.
- Highly motivated young people who engage well in their learning and are achieving success.
- The very strong sense of shared values across the school community which is underpinned by the school's Catholic identity.
- The consistently high levels of attainment of all young people.
- The creative approaches to developing partnerships.

In August 2009 St Ninian's moved into a brand new state-of-the-art building in Kirkintilloch.

Our success depends to a very large extent on the co-operation and involvement of parents who are encouraged to take an active interest in the work and life of the school. Parents are encouraged to consult with myself or senior staff about the progress and welfare of their children.

I look forward to welcoming you and your children to St Ninian's.

With every good wish.

David Killin
Head Teacher

ST NINIAN'S HIGH SCHOOL

Education in East Dunbartonshire-

East Dunbartonshire Council's vision statement is reflected in the ethos of the Education Service:

"Working together to achieve the best with the people of East Dunbartonshire".

The Education Service works with staff in schools and services to ensure the best outcomes for all our children and young people.

We share the Council's commitment to:

- The Customer
- Excellence
- Innovation
- Partnership
- Our Employees

A Charter for Catholic Schools in Scotland

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

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- A commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;

- An inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;

- A commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;

- A commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;

- The provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;

- A commitment to uphold the moral teaching, faith tradition and sacramental life of Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;

- A commitment to ecumenical action and the unity of Christians;
- The promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- A commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

EAST DUNBARTONSHIRE COUNCIL VISION VALUES AND AIMS

The Vision for the Education Service is '*Excellence for All* - *A commitment to excellence, equity and inclusion that empowers all children and young people to succeed in learning and life'.*

This Vision is combined with the carefully chosen values of respect, courage, creativity, fairness and trust to encapsulate the skills, actions and values expected for all our staff, children and young people.

Underpinning our commitment to continuous improvement for all, five aims were identified as overarching priorities. These aims will be measured against the Education Service improvement priorities to ensure a key focus on improving outcomes for all.

These are as follows:

Equity & Opportunity

To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.

Family & Community Partnerships

To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.

Learning and Teaching

To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.

Child Centred and Future Focussed

To provide an education system based on relationships and collaboration to prepare every learner for a successful future.

Inclusion and Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.

The visual representation of the Vision, Values and Aims was carefully considered. The symbolisation of mind, knowledge, growth, and success is at the heart of the concept. The graphic combines the brain representing critical thinking; the light bulb as a symbol of ideas and innovation; the heart as a symbol of care, compassion and emotional intelligence; the open book as the traditional symbol of knowledge and learning and finally the laurel symbolising growth, harmony and aspiration.

Education Scotland's Thematic Review of the Education Service in September 2024 highlighted the following strength.

"The culture of high levels of trust, high aspirations and high expectations permeates all levels of the system. The relationship-based approach leads to highly effective collaboration at all levels with a strong focus on improving experiences for children and young people."

EQUAL OPPORTUNITIES FOR ALL

In East Dunbartonshire, all children and young people are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination.

The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their age, disability, gender reassignment, marriage and civil partnership, [pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The General Equality Duty was created by the Equality Act (2010) and replaces the race, disability, and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, or belief, sex, and sexual orientation.

The school is committed to the requirements of the Equality Act (2010) and as such we will have due regard to the need to:

- ***Eliminate discrimination, harassment and victimisation.***

- ***Advance equality of opportunity between children and young people who share a characteristic and those who do not.***
- ***Foster good relations between different groups.***

The school will take cognisance of the Equality and Human Rights Commission's 'Technical guidance for schools in Scotland' in the development of its policy and practice.

Technical guidance for schools in Scotland | EHRC (equalityhumanrights.com)

ST NINIAN'S HIGH SCHOOL - OUR VISION, VALUES AND AIMS

At St Ninian's High School our vision is ambitious, challenging and ongoing and reflects the needs of our community and the expectations stakeholders have of our school. By sharing our vision and values we seek to gain the collective commitment of all staff, pupils, parents and the wider community to ensure that our young people develop the necessary skills for life, learning and work.

Our Shared Vision

We strive to ensure that our young people are fully prepared for life in the 21st century. We encourage pupils to be ambitious in their achievements, confident in their abilities, responsible within their community and effective in their learning by promoting the Gospel values and developing the talents of each individual.

Our Aims

- To use our Catholic beliefs as the basis for developing good values which promote respect for self and others.
- To provide a broad range of experiences which develop successful learners, confident individuals, effective contributors and responsible citizens.
- To provide a curriculum which encourages enthusiasm and motivation for learning, enabling each individual to reach the highest standards of achievement.
- To utilise enterprising learning and teaching practices which encourage self-reliance and ambition.

The values which underpin this vision and which shape our approaches, relationships, policies and behaviour are:

Awareness

Being aware of our faith and recognising the needs of our community.

Meeting the needs of all learners is central to our vision and we plan learning and transition based on our knowledge of each individual pupil. We believe in the potential for all to succeed regardless of background and we work hard to understand and remove barriers to learning. We celebrate our successes and share these with our wider community.

Focus

Focusing on our Catholic beliefs and Gospel values.

We create an inclusive ethos, which aims to honour the life, dignity and voice of each person, made in the image of God. We have a commitment to the spiritual formation of our school community, through the shared experience of prayer and liturgy, and in partnership with parents and local parishes. We create an environment where individuals feel happy, safe and secure.

Creativity

Pursuing innovative ways to respond to change whilst upholding our commitment to our faith tradition.

We adopt an enterprising and creative attitude across our school in learning and teaching, the curriculum, meeting pupil needs, working together and linking with the local and wider community. We strive to increase opportunities for personalisation and choice and independent learning across all curricular areas.

Integrity

Remaining true to our Catholic beliefs and promoting respect for self and others.

We adopt an inclusive ethos where all feel valued and respected. We encourage motivation and increase confidence by recognising achievements and valuing successes. We strive to promote a caring attitude where staff and pupils show compassion and support for others. We actively promote equality, fairness and justice in everything we do.

Perseverance

Pursuing excellence through the development of each person's God-given talents.

We have high expectations and work hard to raise the aspirations of all our pupils. We strive to provide opportunities for all pupils to develop their skills for life, learning and work which will enable them to meet the challenges they face now and in the future. Staff are fully committed to school improvement and strive to raise the standards of achievement for all.

Service

Responding to the needs of our community by promoting social justice and opportunity for all.

We value all our stakeholders and actively involve them in the decision-making process. We recognise that together we can meet the challenges we face and believe that by effectively working together in partnership we can drive the school forward. We encourage the spiritual development of our school community. We promote lifelong learning and encourage our young people to serve their community now and in the future.

SCHOOL IMPROVEMENT PLAN

Each year the school prepares an Improvement Plan that sets out the priorities for the session.
Below are the priorities for 2025-2026:

No.	Priority	Actions
1	Improvement in Attainment, particularly in literacy and Numeracy	Address learning loss through a programme of supported study in the Senior Phase Develop further **Be The Change – Digital learning** approaches to enhance learning provision Increase the percentage of learners achieving Levels 3 and 4 in literacy and numeracy by the end of s3 and Level 5 by the end of S4 Ongoing Review of monitoring and tracking data
2	Closing the attainment gap between the most and least disadvantaged	Implement **Be the Change – Outdoor Learning** approaches within the curriculum Deliver a programme of outdoor learning opportunities across the Broad General Education (BGE) Implement a targeted resilience curriculum through partnership working Provide a targeted mentoring programme across the curriculum
3	Improvement in Mental Health and Wellbeing	Implement **Be the Change – Light Up (Wellbeing, Equalities and inclusion)** Programme across the curriculum Universal and targeted engagement of parents in issues relating to mental health Implement reviewed Supporting Learners curriculum focusing on mental health Implement the Mental Health Award in the Senior Phase Develop the mental health ambassador and peer mentoring programme Develop citizenship opportunities through community involvement
4	Improvement in employability skills and sustained, positive leaver destinations	Implement **Be the Change** - **Leadership** programme in partnership with Columba 1400, focusing on the life and ethos of the school Develop **Be the Change- Developing The Young Workforce (DYW)** programme, focusing on employability, within the curriculum through partnership working with business and college providers Develop opportunities for targeted work experience

GLOSSARY OF TECHNICAL TERMS USED IN THE HANDBOOK

S1, S2, S3, S4, S5 and S6

Relates to stages in secondary school.

Access

Basic level courses without an external examination.

Advanced Higher

SQA qualifications that are taken in S6.

BGE

Broad General Education:

Consortium

Schools within an area grouped together with an arrangement that allows pupils from one school to go to another school for a subject that is not available in the home school. A link is also made with a college or colleges and transport is organised.

Continuous Assessment

Is carried out by teachers throughout the school year to check on the progress of pupils, to find out their strengths and weaknesses and, hopefully, to remedy the latter. By assessing the pupils over the whole session a better picture of a pupil's ability should be obtained than by depending solely on the evidence of one or two days in the year.

Co-operative Teacher

Where two teachers are present with a group of pupils and both are able to assist the group, often by individual attention.

DYW

Developing the Young Workforce

Higher

SQA qualifications that can be taken in S5 or S6.

ICT

Information and Communications Technology.

Mixed Ability Group

Where pupils of a wide range of ability are taught together as a class: the work of such a group is largely based on individual or group assignments.

National Qualifications

Details of the National 4 and 5 qualifications are detailed below.
Students in S5/6 have the opportunity to sit Access 3, Higher and Advanced Higher. Only pupils who have gained a National 5 award should attempt Higher in S5.

National 4

New National Qualifications accredited by SQA. Broadly equivalent to previous Standard Grade General and Intermediate 1. There is no external examination for National 4 courses.

National 5

New National Qualifications accredited by SQA. Broadly equivalent to previous Standard Grade Credit and Intermediate 2.

NAB

The National Assessment Bank of Unit Tests for Advanced Higher, Higher and Intermediate Courses.

Setting

This involves the reorganisation of S2 classes into groups based on progress made and Mathematics throughout S1. Pupils who have coped well will be given more demanding work as a class group. Those who have experienced difficulties in S1 will be given a better opportunity, through a reduced pupil/teacher ratio, to improve their abilities. This should enable each pupil to work at a level suited to his or her ability.

SQA

Scottish Qualifications Authority

SCHOOL INFORMATION

Name and Address of School:		St Ninian's High School
		Bellfield Road
		Kirkintilloch
		Glasgow G66 1DU
Telephone/Fax Numbers:	(T)	0141 955 2386
	(F)	0141 775 0585
	e-mail	office@st-ninians.e-dunbarton.sch.uk
	website	www.st-ninians.e-dunbarton.sch.uk

Type of School: St Ninian's is a co-educational Roman Catholic school catering for boys and girls from first to sixth year.

Current roll of School: Spread over the six year groups as follows:-As of August 2026:

S1 - 172 S2 - 159
S3 - 145 S4 - 159
S5 - 137 S6 - 127

Total: 900

Accommodation: In August 2009 St Ninian's moved into a brand new state-of-the-art building on its former site in Kirkintilloch. Set in beautifully landscaped surroundings the building is primarily a three storey block over two levels. It has purpose-built facilities with a wide range of classrooms, science and home economics laboratories, workshops, music practice facilities and fully integrated interactive whiteboard technology. The Physical Education department consists of a games hall, gymnasium, state-of-the-art fitness suite, a grass football pitch, an all-weather football pitch and a mini games area.

There are two fully maintained lifts within the building which are a facility designed for physically disadvantaged or wheelchair users. There is also a purpose-built hygiene room to accommodate disabled pupils.

The assembly hall and stage with changing and make-up rooms provide excellent facilities for school shows, concerts and other presentations including year group assemblies and religious ceremonies where the congregation is too large to be accommodated in the beautiful oratory.

Pupils have access to well-appointed toilets and social and recreational areas within and out with the building.

Community facilities and letting procedures: The school is let on weekday evenings and on Saturdays for various activities. Applications can be made via the East Dunbartonshire website at www. eastdunbarton.gov.uk, by email at letting@eastdunbarton.gov.uk or by phone, 0300 123 4510. They are also contactable at School and Community Letting, East Dunbartonshire Council, Suite F4, 6 Strathkelvin Place, Kirkintilloch, Glasgow, G66 1XT.

Associated Primary Schools: The Primary Schools associated with St Ninian's are:-

Holy Trinity	Newdyke Road, Kirkintilloch	(0141 955 2219)
Holy Family	Boghead Road, Lenzie	(0141 955 2212)
St Machan's	St Machan's Way, Lennoxtown	(0141 955 2205)

School/Community Links: The school is involved with the local community in a number of ways.

The school is part of the New Community Schools Initiative and through this is involved in partnership with other local schools, social work, community education, health board, psychological services, housing department and the police. As part of their RE programme S6 pupils help in Kelvinbank Centre, Campsie View School, Campsie View Home and in local charity shops.

The school is active in many local activities particularly within the local parishes, with the local police and the British Legion (the school is always represented at the annual Remembrance Day ceremony).

We have many links with local industry who support us in a wide variety of ways ranging from assistance with Work Experience placements through to helping fund our Reach for the Stars programme. Reach for the stars is an international organisation of volunteers who help students across the world by providing access to online learning.

SCHOOL COMMUNITY

- Strong Parent Council and PTA partnerships.
- Parent member of Parent Council on School Development Planning Team.
- Link with local businesses.
- Involvement with community issues groups, for example Drugs Awareness.
- Parents involved in learning process through monitoring show my homework.
- School newsletter.

Charities: The school has a well-deserved reputation for charity work. At certain times of the year (such as Lent and Christmas) campaigns are mounted for charities at home and abroad. The main beneficiary at Lent is SCIAF and at Christmas monies raised are used to provide a Festive Lunch for local senior citizens.

Procedures for Dealing with Complaints: St Ninian's High School takes seriously complaints from parents, staff, pupils and the local community and there is a procedure to which all staff adhere. The policy states "the appropriate member of SMT will usually respond to the complainant within 24 hours, sometimes 48 hours but definitely within 72 hours".

Complaints: A Comments/Complaints Form is shown overleaf.

Comments, Compliments and Complaints Procedure
We are keen that you should be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be comments, compliments, or complaints.

If you want to register a comment of any type about the school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

In relation to making a complaint:

- Stage 1 - Frontline resolution: we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.

- Stage 2 – Investigation: if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledged in three working days and decision provided as soon as possible but within twenty working days.

- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.

ST NINIAN'S HIGH SCHOOL (KIRKINTILLOCH)

Comment/Complaints Form

Member of Staff who received the complaint .....

Date & Time received Date..... Time.....

Details of Person Making Complaint:

Name .....
Tel No. .....
Address .....
.....

Category: Parent/Guardian, Local Resident, Member of Public, School Board, Councillor

SMT Complaint Handler .....
Description of Complaint .....

.....

.....

.....

.....

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For SMT Use Only

1st reply to Complainant Date: ..... Time: .....

Action taken .....

.....

.....

Subsequent Contacts Date: ..... Time: .....

Resolution of Complaint Date: ..... Time: .....

Satisfied ..... Dissatisfied .....

This form should be passed to the Depute Head Teacher.

TEACHING STAFF

A school, like any large establishment, requires management structures to ensure that it is both effective and efficient.

The management structure of this secondary school consists of a Head Teacher, and four Depute Head Teachers (DHTs). This group is known as the Senior Management Team. The Head Teacher of the school is Mr Paul McLaughlin who is responsible for the management of the staff, teaching and learning, curriculum and resources.

The Senior Management Team consists of Mr David Killin (Head Teacher), Mrs Suzanne Boyle (Depute Head Teacher), Mr Paul Fitzpatrick (Depute Head Teacher) Mr Garry Mulgrew (Depute Head Teacher), and Mr Martin Thomas (Depute Head Teacher).

Members of the Senior Management Team work closely with Principal Teachers. The school has 16 Principal Teachers (Subject), 6 Principal Teachers (Pupil Support), 2 Principal Teachers (Curriculum Support), 1 Principal Teacher (Support for Learning) and 1 Principal Teacher (Enhanced Learning Resource)

The main function of the Principal Teacher (Subject) is to manage the curriculum of the department.

The Principal Teachers (Pupil Support) have responsibility for the care and well-being of pupils.

Mr G Mulgrew Depute Head Teacher S5

Mr M Thomas Depute Head Teacher S1/S2

Mrs S Boyle Depute Head Teacher S6

Mr P Fitzpatrick Depute Head Teacher S3/S4

ST NINIANS HIGH SCHOOL – STAFF LIST 2026/27 CIRCULAR 02

Senior Management Team	Room	Ext No
HT Mr David Killin	G016	2020
DHT Mrs Suzanne Boyle	G013	2025
DHT Mr Paul Fitzpatrick	G011	2021
DHT Mr Garry Mulgrew	G012	2024
DHT Mr Martin Thomas	G008	2022

Art & Design		
Base	F011	3107
Mr Alistair Dearie PT	**F008**	**3108**
Miss Alison Dick	F004	3104
Ms Hazel Young	F012	3112
Ms Francesca Gallagher	F004	3104

Biology		
Base	S022	2222
Mrs Lisa Currie PT	**S031**	**3231**
Mr Ryan Blackwood (PT DYW)	S027	3227
Ms Caroline McPhillips	S029	3229
Mrs Maria Quigley		
Ms Rebecca Anderson		

Business Education		
Base	S009	3209
Rachael McQueen PT	**S007**	**3207**
Mrs Marion Templeman ABSENT		
Mrs Gemma Roberts (W-F)	S004	3204
Mrs Pauline Mannas	S008	3208
Ms Molly O'Reilly (NQT)	S006	3206

Chemistry		
Base	S022	2222
Ms Caroline McKeown PT	**S030**	**3230**
Mrs Anne-Marie Maxwell	S032	3232
Mr John Carruthers (NQT)	S028	3228

Computing		
Base	S009	3209
Mrs Brenda McQuillan PT	**S003**	**3203**
Mrs Kathleen McLaughlin PT	**S005**	**3205**

Design Technology		
Base	G045	3045
Mr Neil Scott PT	**G047**	**3047**
Mr Jamie Farrell (PTG)	G041	3041
Miss Victoria Taylor	G048	3048
Ms Amie Faddes (NQT)		
Mr Martin Thomas (DHT)		

Drama		
Mr Stephen Kearney PT	**F025**	**3125**
Ms June Brogan-Glen		

Pupil Support (Guidance Team)	Room	Extn No
Miss M McHugh/Mrs S Cahill (StMa)	G022	2018
Mrs P Stafford/Mr M Craig (St T)	G022	2501/2019
Mr Jamie Farrell (St Mungo)	G022	2017
Mrs Liz Ann Bradley (St J Ogilvie)	G022	2018
Mr D Boland / Mrs G Graham (St JP)	G022	2013
Mr Paul John Corr (St Andrew)	G022	2019
Miss U Kempinska / Mrs L Coyle	G022	2017

English		
Base	F022	2503
Miss Amy Marks PT	**F023**	**3123**
Mrs Suzanne Boyle (DHT)		
Mrs Julie Paul	F028	3128
Mrs Louise Horgan		
Jonny Stone	F027	3127
Mr Gareth Webb	F026	3126
Mr Jack Diver	F024	3124
Miss Emma Duffy	F029	2504
Ms Sarah Tait (NQT)		

Geography		
Base	G114	3014
Mrs Ruth Bone	F047	3147
Mr Frazer Satti (PTCS)		

History		
Base	G114	3014
Mrs Michelle Milarvie PT	**G115**	**3015**
Miss Gill Agnew (PTCS)	G117	3017
Miss Rebecca Blyth (PT DYW)	F049	656 2506
Ms Aimee Quinn (NQT)		

Home Economics		
Base	F011	3111
Mrs Elaine McKune PT	**F003**	**3103**
Ms Sientie Dombrowski	F007	3111
Mrs Yvonne Brown	F007	3111
Ms Rhona McKenzie		
Sewing Room	S001	3201

ELR		
Base	G027	3027
Mr John McKean PT	**G031**	**656 2231**
Mrs Katie McCarthy/Mrs Judith Bennet	G029	656 2229

Youth Workers		
EDC - Chris McMenamin	F013	656 2213
MCR Pathways-Shannon Brown	F013	656 2213

Conference Room	**G015**	**656 2015**
Staff Room	**F036**	**3136**
Print Room	**G007**	**2007**

ST NINIANS HIGH SCHOOL – STAFF LIST 2026/27 CIRCULAR 02

Mathematics	Room	EXT
Base	L002	3602
Mrs Siobhan Sherry PT	**L003**	**2507**
Mr Anthony Cahill	L007	3607
Ms Emma Pass	L004	3604
Mr Bernie Lafferty (M-W)	L008	3608
Ms Samantha Cahill	L001	3601
Mr Stuart Young (Th-F)	L008	3608
Mr Daniel Hale	L010	3610
Mr Michael McKean	L009	3609
Mr Stuart Thomson (NQT)		

Modern Languages		
Base	F045	3145
Mrs Diane Stokoe PT	**F044**	**3144**
Mrs Patricia Stafford (PTG)	F043	2501
Mrs Angela Doris	F042	2023
Miss Suzie McCahill	F040	2505
Mr Kevin Watson	F041	3141

Modern Studies		
Base	G114	F014
Mr Gary Hughes PT	**G116**	**3016**
Mr Paul Fitzpatrick (DHT)		
Miss Margo McHugh (PTG)	F002	3102
Mr Martin Craig (PTG)	F038	3138
Mr Rhys Lindsay		

Music		
Base	G111	3011
Mrs Louise MacLean PT	**G112**	**3012**
Mr Struan Young	G097	3097
Miss Fiona Johnston (PTCS)	G104	2502

Physical Education		
Base	G083	3083
Miss Nicola Reilly PT (Mat)	**G083**	**3083**
Mrs Gemma Graham	G083	3083
Mr David Boland (PTG)	G083	3083
Mr David Aubrey (APT Mat)	G083	3083
Mr Paul John Corr (PTG)	G083	3083
Mr Garry Mulgrew (DHT)	G083	3083
Miss Kirsten Brady	G083	3083
Miss Fern Hughes	G083	3083
Ms Hannan Brannon (NQT)	G083	3083
Mr Jack Brownlie (NQT)	G083	3083

Physics		
Base		
Mrs Liz Anne Jaffray PT	**S019**	**3219**
Mr Daniel Shankland PT	**S023**	**656 2223**
Mrs Liz Ann Bradley (PTG)	S002	3202

Religious Education		
Base	F045	3145
Mr Steve Rance PT	**F046**	**3146**
Mr John Dunlop	F048	3148
Mrs Denise Fitzhenry	F046	3146

SFL	Room	EXT
SfLBase	G027	3027
Mrs Michele Stewart PT (We-Fri)	**G026**	**2026**
Mr Frazer Satti (Mon&Tue) APT	**G026**	**2026**
Mrs Marion Templeman PT Absent		
Mrs Jacqui Allan	G021	3021
Miss Nicole Stewart	G028	3028

School Support		
Mr Derryk Gray (SSM)	G006	2036
Mrs Alison Bennett (Mon-Wed)	G007	2008
Miss Aimee Plunkett (Thu-Fri)	G007	2008

Office Staff		
Mrs Shirley McGarry (Supervisor)	G002	2002
Miss Rachel Rooney (Supervisor)	G002	2003
Mrs Myra Loch	G002	2005
Mrs Natalie Smith	G002	2006
Ms Alison Flynn	G002	2001
Mrs Lorna Ross	G002	2004
Ms Jennifer Wootten	G002	2005/2004

Library		
Ms Pamela McLean	F018	2010

Technicians		
Mr Stephen Alexander (senior)	S014	2011
Mr Campbell Duncan (Technical)	G049	2014
Ms Marianne Young (Science)	S014	2011
Mr Ian Ward (ICT Analyst)	S021	2100

Kitchen		
Mr Grant Gallon	G099	2060
	0141	955 2392

School Assistants		
Mrs Jackie Alfer	G019	2033
Mrs Wendy Fleming	G019	2033

Support for Learning Assistants		
Ms Joanna Burke (ELR)	G027	3027
Mrs Jill Campbell (ELR)	G027	3027
Mrs Winifred Glancy	G027	3027
Mrs Jacqueline McGalliard	G027	3027
Mrs Angela McGilvray	G027	3027
Miss Millie May Macleod	G027	3027
Ms Seaneen Carvil	G027	3207
Ms Laura McEwan	G027	3207
Miss Nadia Latter	G027	3027
Ms Ting Ting Wang	G027	3027

ST NINIANS HIGH SCHOOL – STAFF LIST 2026/27 CIRCULAR 02

Support for Learning Assistants Cont. /…

Ms Kavitha Bhushana	G027	3027
Ms Christina Jenkins	G027	3027
Mrs Ana Nunez	G027	3027

Site Coordinator

AM – A Morgan & J Love	G012	2012
PM – K Docherty & C Dickens	G012	2012

Dalkia

Mr Sean Argue	G036	0141 776 1095
Mr Allan West	G036	0141 776 1095

THE SCHOOL DAY

DAY	Period 1	Period 2	**Interval**	Period 3	Period 4	**Lunch**	Period 5	Period 6	Period 7
Monday, Tuesday & Thursday	08.45 – 9.35	09.35 – 10.25	10.25 – 10.40	10.40-11.30	11.30 – 12.20	12.20 – 1.10	1.10 – 2.00	2.00 – 2.50	2.50 – 3.40
Wednesday & Friday	08.45 – 9.35	09.35 – 10.25	10.25 – 10.40	10.40-11.30	11.30 – 12.20	12.20 – 1.10	1.10 – 2.00	2.00 – 2.50	

Revised Times – Start and finish Times remain the same with the current adjustments below.

S1, S2 and S3

Block 1 – 8.45am - 9.35am
Block 2 – 9.35am – 10.25am
Interval – 10.25am – 10.40am
Block 3 – 10.40am – 11.30am

S4, S5 and S6

Block 1 – 8.45am – 9.35am
Block 2 – 9.55am – 10.25am
Block 3 – 10.25am – 11.15am
Interval – 11.15am – 11.30am

All Pupils

Block 4 – 11.30am – 12.20pm
Block 5 – 12.20pm – 1.10pm
Lunch – 1.10pm – 2.00pm
Block 6 – 2.00pm – 2.50pm
Block 7 – 2.50pm – 3.40pm (Monday, Tuesday, Thursday)

THE SCHOOL YEAR 2026-2027

August 2026	
Teachers return (In-service day)	Thursday 13 August
In-service day	Friday 14 August
Pupils return	Monday 17 August
September 2026	
September weekend	Friday 25 September to Monday 28 September
Pupils return	Tuesday 29 September
October 2026	
In-service day	Friday 9 October
October break	Monday 12 October to Friday 16 October (Inclusive)
Pupils return	Monday 19 October
December 2026 and January 2027	
Last day of term	Friday 18 December
Christmas and New Year	Monday 21 December to Monday 4 January (Inclusive)
Pupils return	Tuesday 5 January
February 2027	
February break	Monday 15 February to Tuesday 16 February (Inclusive)
In-service day	Wednesday 17 February
Pupils return	Thursday 18 February
March 2027	
Easter Weekend	Friday 26 March to Monday 29 March
Pupils and Teachers return	Tuesday 30 March
April 2027	
Last day of term	Friday 2 April
Easter break	Monday 5 April to Friday 16 April
Pupils return	Monday 19 April
May 2027	
May Day (closed)	Monday 3 May
Pupils and Teachers Return	Tuesday 4 May

In-service day	Thursday 6 May
Pupils return	Friday 7 May
May weekend	Friday 28 May to Monday 31 May
Pupils and Teachers return	Tuesday 1 June
June 2027	
Last day of school	Wednesday 30 June

*In service day – no pupils attend, school staff only.

Attendance at School

Scottish local authorities have the responsibility to review and revise their procedures for managing situations where children fail to attend their school/early years centre and no explanation for absence is received from their parents/carers. East Dunbartonshire Council recognises that under such circumstances, children may be vulnerable to harm and that timely steps must be taken to ensure that an absent child is safe and well.

Attendance must be recorded twice a day, morning, and afternoon. Each child's absence from school to be recorded in the school register as authorised i.e. approved by the authority, or unauthorised i.e. unexplained by the parent (truancy) or temporarily excluded from school.

The Scottish Government emphasises the need for schools to support attendance for all and create appropriate support for those who find attending school a challenge. Attendance is defined as the "participation in a programme of educational activities arranged and agreed by the school" (Included, Engaged and Involved: Part 1). Engaging in school and in learning is crucial to ensure that children and young people meet their full potential.

ATTENDANCE PERCENTAGE	NUMBER OF DAYS MISSED OVER AN ACADEMIC YEAR	FURTHER INFORMATION
95%	9 days	Attendance at or above this level Gives a learner the best chance of success.
90%	19 days	Attendance at this level leads to less chance Of success. Data shows that learners missing this much School could drop a whole grade in secondary.
80-85%	27-36 days	Attendance at this level has serious implications For learning and progress.

There are a key rights, duties and legal obligations in relation to attendance as outlined in '[Included, Engaged and Involved (Part 1)]'. These are set out below:

- **All children and young people have a right to education; and education authorities have a duty to provide education.**
- **All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential.**
- **All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their school, in order to encourage good attendance.**
- **Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed.**
- **Schools and partners should work collaboratively to promote and support good attendance.**

- **The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.**

All children and young people have a right to education; and education authorities have a duty to provide education. All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential. All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their school in order to encourage good attendance. Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed. Schools and partners should work collaboratively to promote and support good attendance. The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.

Included, Engaged and Involved (Part 1)

Un-notified Absence

Parents/carers have the primary duty of care for their children. During school/centre hours (and during registered school/centre activities), schools/centres must take all reasonable steps to keep children safe from harm. The effective implementation of the procedures will require parents/carers and schools/centres to exercise their respective duty of care and to work in partnership to help to ensure that children are kept safe from harm.
In order to respond appropriately to an un-notified absence, it is important that parents/carers exercise their duty of care, by notifying the school/centre when their child will be absent and the reasons for this. Each session parents/carers will be required to notify their child's school/centre of all absences.

Missing in Education

Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time.

Additional guidance is in place to ensure inter-agency collaboration, involving education services, social work, health services and the police to ensure the safety and educational development of the child. The process aligns with The Children Missing from Education (Scotland) Service in Scotland. (Attendance, exclusion and missing from education - Schools - gov.scot).

Schools should ensure their Child Protection Co-ordinator is notified and seek central support from the ASN and Children's Services team if they have any concerns.

Family Holidays

Every effort should be made to avoid family holidays during term time as this seriously disrupts a child's education and greatly reduces learning time. It should be noted that it not only has an adverse effect on a child while he/she is absent from school, but also leads to extended disruption to a child's education for a period of time when he/she returns to school after the family holiday. Family holidays will only be regarded as authorised absence where prior agreement from the school has been obtained and where it is judged the holiday is important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement, or other traumatic events.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. This leave will be regarded the same as a family holiday but will be recorded separately from school holidays for attendance purposes. Requests should be made in writing detailing the destination and the duration.

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

Information regarding exceptional closures

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, and 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 updated using the usual digital methods of communication used by the school i.e. email, Group call or social media. There will also be updates on the website www.eastdunbarton.gov.uk

(a) Parental Communication with School in Case of Emergency

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school, you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name, class and/or teacher's name is given.

Please ensure that your child knows their home/pick up plan each day. If there are any changes to childcare arrangements, please inform the school before 2.30pm. This should only happen in exceptional circumstances.

Comments, Compliments and Complaints Procedure

We are keen that you should be completely satisfied about your child's education, and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be comments, compliments, or complaints.

If you want to register a comment of any type about the school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

In relation to making a complaint:

- **Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the parent/carer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.**
- **Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.**

- **If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman (SPSO), our reply will include the contact details.**
- **You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.**

Child Friendly Complaints are processes designed to allow children and young people to raise concerns or complaints in a way that respects their rights, ensure accessibility, and provides appropriate support.

Child-friendly complaints are processes designed to allow children and young people to raise concerns or complaints in a way that respects their rights, ensures accessibility, and provides appropriate support.

Child-friendly complaints processes are structured to **empower children and young people** to express concerns about services, treatment, or decisions affecting them. These processes are guided by the **United Nations Convention on the Rights of the Child (UNCRC)**, ensuring that children's rights are central to complaint handling and that their views are taken seriously

The benefits of ensuring our Child Friendly Complaints processes are fully embedded to ensure that:

- They can voice their concerns safely and confidently
- Receive responses that respect their rights and needs
- Contribute to improvements to the Council through meaningful feedback

In embedding these principles East Dunbartonshire are complying with our legal obligations under the **UNCRC**, and fostering a culture of respect, inclusion and accountability for children and young people.

Further information can be found using the following link - Child Friendly Complaints | SPSO

We will take account of our parent/carer needs and will respond with patience and understanding when parent/carers have specific requirements of us. We recognise that some of our parent/carers will encounter the Council at difficult times in their lives and/or when experiencing challenging circumstances, and that this may cause them to act in ways that are out of character, however, the Council has clear expectations around how we aspire to deliver excellence in parent/carer services. We would always suggest that contacting your child's school in the first instance to try and respond to any complaints quickly.

For further information around Council policy please see the link below:

Unacceptable Behaviour Policy 2024 – 2028 - East Dunbartonshire Council

Section 2 Parental Involvement and Engagement and family learning

- The opportunities provided for a parent to become involved in the school – supporting learning at home, improving home-school partnerships and parental representation. *Signpost to the Parental Engagement Strategy.*

- *How the school communicates with parents – parents' evenings, school assemblies and events, classroom visits, e-mail, website, text messaging, radio, phone calls, letters, newsletters etc. - This should include updated arrangement for this session.*

- How the school involves parents in the pupils' education, how information, support and advice is given to parents to help parents support the pupil's learning and at key stages, particularly when choices are being made. *How schools gather parent opinion and encourage parents to share their views. - As above, this should include updated arrangement for this session.*

- *Include information which highlights the school's approaches to engaging and involving parents – direct and easy access, responsive, tools for continuous engagement e.g. homework diaries, open access times – 'drop ins'. - Please advise about current arrangements*

- *Information about the role of the parent council in representing their views on education matters and how they can contact them.*

Scottish Schools (Parental Involvement) Act 2006

Family engagement and support for parents - East Dunbartonshire Council

DATA PROTECTION ACT 2018

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 2018 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people. For full details of how we will use your data please visit - **www.eastdunbarton.gov.uk/council/privacy-notices**

The ScotXed Programme

Education Authorities, the Scottish Government and its partners, have for many years collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme.

The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

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 Skills Development 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 ○ enhance the quality of research to improve the lives of young people in Scotland

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the

data to support research, planning, management and monitoring of education services as well as to produce 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 made publicly available by Scottish Government.

The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). 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 note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website:

(http://www.gov.scot/Topics/Statistics/ScotXed). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA on occasion, in order to help meet our aim of improving the life of young people in Scotland. We may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This 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 or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns: If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

ACCESSING YOUR CHILD'S PUPIL RECORDS

Parents have a legal right of access to their child's core education records, regardless of the age of their child. These are the records held within your child's Personal Pupil Record (PPR). Parents do not have a general right of access to all records that mention their child. To access your child's file, please apply in writing to the Head Teacher.

A child has a legal right of access to all records held about them. This includes records that may be held outwith of the PPR. If a child is aged 12 or over and can show suitable maturity and understanding they may exercise this right of access through a request to the Head Teacher in writing. If your child is aged 11 or younger, or is not considered to have suitable maturity or understanding, then a parent may make an application on their child's behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

AGE OF CHILD	CHILD'S LEGAL RIGHTS	PARENT'S LEGAL RIGHTS
Under 12	A child's parent or guardian may apply on the child's behalf for access to all records	Right of access to core education record (PPR)
12 and older	If able to show a suitable maturity and understanding, the child may apply for access to all records	Right of access to core education record (PPR) No legal right to all records unless acting as child's representative because child is unable to show suitable maturity or understanding

FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished "internal" information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular information please write to the Head Teacher, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request.

Please note that you cannot access personal information on staff or pupils under this legislation. To access personal information about your own child, please see the section on page 27 on Accessing Your Child's Pupil Records.

CHILDCARE INFORMATION SERVICE

The Childcare Information Service is a free service provided by East Dunbartonshire Council. It aims to provide parents with accurate details on childcare provision in a variety of settings e.g. out-of-school care groups, childminders, nurseries, playgroups, holiday play schemes and parent & toddler groups.

It also offers other advice including: choosing quality childcare, accessing help to pay for childcare and contact details regarding childcare organisations.

The Childcare Information Service, launched in May 2000, is a key element of East Dunbartonshire Council's Childcare Strategy which aims to develop quality, accessible, affordable and flexible childcare across the East Dunbartonshire area.

To use this service please call the helpline number on **0300 123 4510, E-mail:** chis@eastdunbarton.gov.uk or log onto the service's website at **www.scottishchildcare.gov.uk.**

PROTECTION

East Dunbartonshire Council has issued Child Protection Procedures and Guidance which all staff must follow to promote the welfare of children and to protect them from harm.

All adults must share the responsibility for promoting children's health and safety and ensuring, as far as possible, that all children are protected from abuse, neglect and exploitation. Children cannot be expected to take full responsibility for keeping themselves safe. Professional staff must work together and in co-operation with families and carers to enable children to grow up in a warm, stimulating and safe environment.

Education staff are required to assist in the protection of children by:

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes
- Being observant of children's needs, views and concerns
- Reporting and recording concerns about the welfare or safety of children
- Monitoring and supporting children in co-operation with relevant professionals, parents and carers.

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult requests this. Information or concerns that a child may be at risk of harm must be passed on in order to protect the child. Staff will treat the matter sensitively, and information will only be passed to those who need to know in order to protect and support the child.

If parents or others have concerns for any child, they can speak to the Head Teacher about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher

is required immediately to contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the Head Teacher.

APPOINTMENT OF ADULTS TO VOLUNTARY CHILDCARE POSITIONS

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has introduced a policy to ensure that any individual who is appointed to a voluntary child care position is not fully listed on the Disqualified from Working with Children LiSt

This policy requires any adult appointed to a voluntary childcare position to undergo a criminal background check to ensure their suitability. The policy applies in particular to:

- parent volunteer helpers in schools who are considered to have **regular** contact with children and young people;
- parents and co-opted members of school boards;
- parent members of local parent-teacher associations;
- elected members serving on committees relating to the development of children's services;
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

The policy builds on East Dunbartonshire Council's *Child Protection Interagency Guidance* (2002) which underpins all child protection work undertaken by local authority services. It also complements the Council's policy on the leasing of council premises to organisations which provide activities and services to children and young people.

USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS

On occasion, the school may seek permission from parents to photograph/video pupils for internal purposes within the school, for Council publicity materials and/or for press/media related activities. If a pupil's image is being used on any webpage or on a webcam, parents will be asked for express consent as this image has the capability of being viewed by any person with Internet access worldwide. Pupil photographs will be held within the school's Management Information System (SEEMIS), parents will be asked for consent.

SCHOOL CAMPUS NO SMOKING POLICY

With the introduction of the Smoking, Health and Social Care (Scotland) Act 2005 and the Prohibition of Smoking in Certain Premises (Scotland) Regulations 2006, East Dunbartonshire Council now operates a no smoking policy across all authority's school campuses. Any person accessing the school must refrain from smoking in any of the school campus areas

THE CATHOLIC SCHOOL

Having chosen to send your child to a Roman Catholic school you will expect the school to support your child's faith development and to offer opportunities and experiences which will encourage your child to take on responsibility for his/her own Catholic beliefs and practices.

In St Ninian's this is done in a variety of ways:

The R.E. Programme - The context of the R.E. programme has been built using the core learning of "This is our Faith" in S1-S3, and we are currently working to develop and implement the Senior Phase "This is our Faith" for S4-S6. It is designed to allow - and indeed encourage - all of our young people to develop their knowledge and experience of their faith, and to provide opportunities to express and reflect upon their own views and those of others. We also offer RMPS at Higher level. In addition, pupils are encouraged to become fully involved and engaged in a community where the values of our faith are central to how we work and learn.

This year both staff and pupils are involved in moving to establish the new "This Is Our Faith" programme as the basis of both our classroom teaching in religious education classes and also as the foundation of our development as a Catholic School.

Liturgy - The school community engages in various forms of Liturgy to allow the school to celebrate its faith.

Charity - Throughout the year our pupils are also encouraged to respond to the needs of others through charitable giving. A number of events will be organised and run by staff and pupils to collect money for a wide range of charities. Some of our fundraising events now sit proudly amongst the traditions of our school, such as the S6 Talent Show, which funds the Christmas Lunch for local senior citizens. There is also the 24 Hour Fast during which S5 and S6 pupils spend the night in the church hall of Holy Family and St Ninian's Parish in an evening of prayer and entertainment to raise funds for the school's selected charities for that year. Other events will be organised to highlight particular charities, world events or liturgical seasons.

New and valuable additions to the school's fundraising success have come from the Wider Achievement group. As part of their programme, they organise events designed to help the charitable organisations they have chosen to help. Pupils are also encouraged to participate in weekly charitable collections through their Supporting Learners classes. The distribution of charitable funds is decided by committee each year and the charities selected reflect our involvement at local, national or global level. We choose our charities to reflect the work of various Catholic and Christian organisations who are able to work across the world with people of all faiths and none, and to reflect charities which may figure in the lives of our pupils and staff. The school's Society of St Vincent de Paul group or SSVP also volunteer and deliver objectives through the soup kitchen.

Spiritual Development - Through the work of the R.E. Department and of the school's Pastoral Team, we ensure that our pupils are given the opportunity to take part in a range of services and prayer experiences appropriate to the Liturgical Calendar and to the age and stage of each pupil.

Partnerships with the Community - Pupils are involved in Parish Liturgies; work with local charities in a practical way; assist local schools in the development of care and work in a partnership with our senior citizens.

Morality - Our Religious and Social Education programmes present moral issues in accordance with the teaching of the Catholic Church, including new Catholic Education Commission guidelines on the teaching of relationships and moral education using the SCES "Called To Love" programme.

Above all the school believes it promotes the practice of Christianity in a practical and spiritual manner that benefits the community. We encourage our pupils to reflect upon rights and responsibilities for themselves and for others in the local, national and global community. Our commitment to Global Citizenship is evidenced not only through elements of the curriculum across all subjects, but also in the way in which pupils are encouraged to see themselves as active citizens and agents for change through programmes such as Project Partnership, charity and awareness raising, Pupil Council, the Justice and Peace Group, The Life Club (focusing on pro-life issues), the Junior St Vincent de Paul group and the Respect For Difference initiative.

Any person who does not wish his/her child to be involved in Religious Education should contact the school and make an appointment with the appropriate Depute Head Teacher to discuss the matter of alternative classes.

RELIGIOUS OBSERVANCE IN THE CATHOLIC SCHOOL

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide "Religious Observance" in Scottish schools. This is defined in a national R.O. Review Group report published in 2004 as comprising: *"community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community".*

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration. [1]

Catholic schools follow the customs and practices of the Church in order to nourish the spirituality and faith of pupils and staff. Our Catholic tradition is enriched by ancient rites, prayers and devotions which help young people to become aware of, and show reverence to, the sacred presence of the living God, Father, Son and Holy Spirit. Guided by this tradition, we celebrate various seasons and special feast days to honour God, Mary his Mother and the Saints.

Pupils are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. Usually a classroom will display a Crucifix on the wall; in some classrooms and other areas of the school, a sacred space will feature a copy of the Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e., Advent, Christmas, Lent, Easter and PentecoSt

This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions – e.g., the distribution of Ashes on Ash Wednesday, the seasons

of Advent or Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.

While Religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values and actions in a positive response to God's invitation to faith.

In terms of pupil participation in R.O. Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing pupils together and creating a sense of community. However, it also makes clear that parents have the right to withdraw children from participation in religious observance and that this right should always be made known to parents and their wishes respected. The Scottish Government also recognises that:

Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.

SECONDARY SCHOOL ADMISSIONS

Registration and enrolment

Information on new school entrants can be found on the council's website at www.eastdunbarton.gov.uk. Enrolment is in January each year. Pupils should be registered in only one school for their catchment area. Information about the school can be found on the school wesbsite. Parents who want to send their child to a school other than the catchment school must make a placing request. Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

Before leaving an Early Learning & Childcare Centre, a transfer of information record for each child will be prepared by Early Years staff to ensure a smooth transition and continuity of education for the child transferring to primary.

School Admissions

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from Shared Services – Education by emailing sharedservices.education@eastdunbarton.gov.uk or calling 0300 1234510.

The Education Service will set enrolment dates and the enrolment should be completed in January prior to the start of term in August. The authority will provide information on enrolments on the website, in the local press and Early Learning & Childcare Centres advertising the date(s) for registration. Parents are asked to provide the relevant birth certificate(s) and proof of residency when enrolling their child(ren).

You are still required to enrol your child(Ren) at your catchment school even if you do not wish him/her to attend that school.

Enrolment dates will be available through the East Dunbartonshire Council website at www.eastdunbarton.gov.uk.

Children eligible for enrolment are those whose 5th birthday falls between 1st March and the end of February the following year.

Secondary School Admissions

Transfer Information will be issued to Primary 7 parents in December/January each year.

If you wish your child to attend a secondary school other than the catchment denominational or nondenominational secondary school(s) for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child(ren) to transfer from a nondenominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents

of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will be accepted following the publication of an advert in the local press inviting applications in early December.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

Primary 1 children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by the Education Service.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. The Education Service can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to East Dunbartonshire Council's Admissions Policy and requests accepted and refused accordingly.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission. Further information is available on the East Dunbartonshire Council website.

Any Placing Requests received after the 15th March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 2 months of receipt of your Placing Request.

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful placing request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents should, however, be aware there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.

Mid Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

CLOTHING AND SCHOOL DRESS

It is the policy of the Education Committee to encourage pupils to wear an acceptable form of school dress as determined by Head Teachers, Parent Councils and parents. In encouraging the wearing of school dress, account must be taken of any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposal will be the subject of widespread consultation with parents and pupils.

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts.

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. – Please note there is a requirement that all jewellery is removed prior to undertaking physical education activities.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE kit which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

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 dress.

Parents are asked to assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Parents/carers receiving income support or income-based Job Seekers Allowance or Housing Benefit or Council Tax rebate (not discount) or Employment and Support Allowance (income related) will normally be entitled to monetary grants for footwear and clothing for their children. Parents who are in receipt of Working Tax Credit and/or Child Tax Credit may also be eligible, the Community Hubs and education office can provide more details. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer. Information and application forms may be obtained from schools, the Community Hubs and the education office.

If you have any queries regarding the school's dress code, please contact the Head Teacher.

The School Dress is as follows:

- Black Blazer
- White Blouse/Shirt
- School Tie
- Black Skirt/Trousers
- Black Pullover/Cardigan

Physical Education Kit

- Black t-shirt
- Plain shorts, jogging bottoms or leggings
- Training shoes

SCHOOL MEALS

We know that maintaining a healthy diet is linked to a happy and active lifestyle. By eating a school meal provided by East Dunbartonshire Council's School Meals Service your child is guaranteed a balanced nutritious meal to keep them healthy and alert throughout the school day.

Food Item	Price List
Panini	£2.18
Sandwich	£1.67
Wrap	£2.18
Plain roll	40p
Soup plus free roll	98p
Main Meal	£1.80
Traditional Meal	£2.54
Filled baked potato	£1.80
Plain baked potato	£1.47
Pizza slice	£1.80
Fresh fruit	45p
Home baking	60p
Crisps	70p
Salad Tub	£1.50
Pasta Tub	£1.50
Sauces	9p
Large bottle water	65p
Milk	47p
Flavoured milk	54p

The meals are freshly cooked on a daily basis by our skilled staff who care about food and your child's wellbeing. Our staff will help your child to make balanced choices. The meals meet the Scottish Government's nutritional regulations.

Any special diets or allergies should be discussed with the school.

Meal prices are reviewed annually. Please contact the School to be advised of the current price.

Free School Meals

Some families may be eligible for Free School Meals. Children of parents/carers receiving income support or income based job seekers allowance are entitled to a free midday meal. Children of parents who are in receipt of child tax credit or working tax credit and child tax credit or employment and support allowance (income related) or support under part IV of the immigration and asylum act 1999, may also be eligible. Information and application forms for Free School Meals may be obtained from schools, the Community Hubs and Shared Services or www.eastdunbarton.gov.uk.

Only those children whose parents receive income support or income based job seekers allowance (and child tax credit where qualifying income criteria has been met) will be entitled to free milk. Milk may however, be available for purchase in the school during the lunch period.

* Side salad free when purchasing a meal or sandwich **
Glass of tap water is free of charge

A daily healthy eating option is also available.

If any pupil has to have a special diet then the parent is asked to contact the school and arrangements will be made if possible. Pupils who bring packed lunches are allowed to use the dining halls.

Water available.

TRANSPORT

(a) General

It is parents' responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to secondary pupils who live three miles or more from their catchment secondary school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education office or www.eastdunbarton.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

The Chief Education Officer 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. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June – July to ensure that consideration can be given to their request for concessionary transport for August.

Parents should obtain an application form from the education office or www.eastdunbarton.gov.uk.

(b) Pick up Points

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

(c) Placing Request

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

In the case of early entry requests, if the child is offered a place in his/her catchment area school, transport will be provided in accordance with the council policy stated above.

Adverse Weather Conditions DRIVER'S

RESPONSIBILITIES

- In adverse weather conditions drivers MUST liaise with Head Teachers to ensure the safety of the children.
- In periods of snow and ice the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.

- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below.*
- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take the pupils to that point, contingency plans should be made with the Head Teacher.
- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

STRATHCLYDE PARTNERSHIP FOR TRANSPORT/EAST DUNBARTONSHIRE COUNCIL'S RESPONSIBILITIES

- SPT will contact a Senior Officer within EDC to advise of difficulties with transport.
- Senior Officer will contact Head Teacher/s.
- Head Teachers to contact parents, where possible by text message, (at peak times there may be delays due to volume across local authorities).
- * In the event of journey being abandoned, Head Teachers will advise the driver of any change to normal home address.
- At the beginning of every session, the school should update the contact details for all parents/guardians for pupils accessing school transport. This will allow school office staff to inform parents/guardians immediately of changes due to adverse weather.
- If the inclement weather is continuous, the school will update their website on a daily basis.

PARENTAL RESPONSIBILITIES

- To ensure child/children are at designated pick up point (please note that in adverse weather this may differ from original point, Head Teacher will advise).
- If there are concerns regarding bus arrival, contact bus operator and/or school.
- Parents should ensure that they notify the school of any changes to their contact details.
- If they have not already done so, parents are advised to register for the text messaging alert system within their child's school.
- Where inclement weather is present and it is probable that the current pick up point is unlikely to be accessed, parents should take a common sense approach and their child/children should be taken or directed to the closest accessible pick up point within a reasonable distance.

SCHOOL BUSES

Special buses are provided in some areas. In other areas timetables are arranged to accommodate school times for starting and finishing. In a few cases the authority provides taxis where no public transport is available.

MEDICAL AND HEALTH CARE

Medical Inspection

The Health Authorities will notify parents if a medical inspection of pupils has to be carried out. Parents may accompany pupils to the medical inspection at the appointed time.

Diphtheria, Polio and Tetanus Vaccinations

If a pupil is to be given any of these, a form will be issued to the pupil to take home for the agreement of parents. The pupil will then be given a date for the injection or vaccination.

Pupils Taking Ill at School

If a pupil reports unwell to the school office treatment will be given for minor illness. Should it appear necessary the school will call in a doctor and contact the parent. Where at all possible parents are asked to collect a sick child at school. Where this is not possible, the school will take appropriate steps to care for the child until the parents are available. If there are any particular arrangements parents have made for such emergencies then the school should be informed, as it should be if the child has any particular medical requirements. Where possible you should telephone before 2.30pm if there are any changes to childcare arrangements.

CONFUCIUS HUB

As one of a number of Confucius Classroom hubs set up by The Confucius Institute for Scotland's School's, we have been lucky enough to secure additional support and resources from Hanban to help promote the learning and understanding of Chinese language and culture. This means that in addition to our permanent Mandarin teacher, we have also hosted a number of visiting teachers from our partner school - Number 42 High School - in Tianjin.

We have also been involved in a number of exchange visits to China with Mr McLaughlin taking part in the Head Teachers' visit. Various other staff have also been fortunate enough to attend the Teachers' Immersion Classes in Tianjin and a number of teachers and pupils have spent time during the summer in both Tianjin and Beijing learning the language and gaining an understanding of the ancient culture. More information regarding the Confucius Institute for Scotland's Schools is available on the University of Strathclyde website under the Humanities and Social Sciences section.

SCHOOL LIBRARY

St Ninian's High School Library offers a warm welcome to everyone, and is a home for books, reading, writing, research, creativity and stories. Pupils can access the library as part of a class during the school day, or in their own time during breaks and lunch, or before or after school. Our library is staffed by a full-time Chartered Librarian whose activities support the school improvement plan in five key ways:

1. **Supporting the curriculum** (by providing access to books and eResources aimed at secondary pupils).
2. **Developing research skills** (by showing pupils how to find and evaluate information).
3. **Creating a culture of reading for pleasure** (with all the benefits that can bring, from improved literacy to boosting wellbeing).
4. **Supporting health and wellbeing** (by providing a safe space, running clubs, keeping an up-todate Shelf Help section and promoting reading for pleasure).
5. **Developing the Young Workforce** (by running a pupil library assistant programme where our young people's volunteering is recognised through the Scottish Government's Saltire Awards).

Pupils can use the library's computers, and have access to a free printer for schoolwork. Pupils can choose to borrow physical books or eBooks from the library.

PUPIL SUPPORT STRUCTURE

All secondary schools have a number of promoted teachers responsible for Pupil Support. They have a caring, counselling and supportive role and assist pupils in a broad range of issues, e.g.

- Care of new admissions;
- Developing close links with P7 pupils and their teachers;
- Monitoring the academic progress and attainment of all pupils;
- Care of pupils facing difficulties - emotional, physical or to do with class work;
- Checking on attendance and timekeeping;
- Giving advice on course and subject choices;
- Preparing reports on pupils - by letter, telephone, interviews, meetings;
- Linking with support agencies such as Social Work, the Careers Service, community organisations, etc.

Each pupil is aware that there is a named member of staff who knows and cares for them as individuals. Pupil Support staff are allocated to a group of pupils according to house system. This is known as a vertical Guidance system and one of its many benefits is that only one pupil support teacher deals with any given family.

House Name	Pupil Support Staff
St Margaret of Scotland	Ms M McHugh
St Andrew	Mr PJ Corr
St John Ogilvie	Mrs E Bradley
St Mungo	Mr J Farrell
St Teresa of Calcutta	Mrs P Stafford/ Mr Craig
St John Paul	Mr D Boland/ Mr Craig

"Relationships across the school community are highly positive and supportive, founded on a climate of mutual respect within a strong sense of shared values and high expectations" *Education Scotland Inspection Report 2018*

Miss McHugh/Mrs Cahill

Mrs Stafford/Mr Craig

Mr Farrell

Mrs Bradley

Mr Boland/Mrs Graham

Mr Corr

As previously indicated pupil support staff play a vital role in establishing and maintaining contacts with parents. Any parent who wishes to discuss a problem with the appropriate pupil support teacher should simply contact the school and arrange to meet the pupil support teacher at a time that is mutually convenient. In an emergency parents should of course contact the school immediately and arrangements will be made to deal with the matter.

By the end of 1st year pupil support staff will know the pupils in their charge, their strengths and their weaknesses and will be able to assist pupils in making a correct choice of curriculum to be followed on entering 2nd year which they will follow to the end of 3rd year. Parents will also be involved in helping their sons or daughters to make the correct choice and pupil support staff will assist parents in this important exercise. To this end, pupil support staff will be directing the thoughts of pupils into this area from 1st onwards. In the course of 1st year pupils will be given a careers booklet to be taken home to parents to enable discussions to take place more fully.

The arrangements for 2025/2026 are:-

S1/S2 – Mr M Thomas **S3/S4 - Mr P Fitzpatrick** **S5 – Mr G Mulgrew** **S6- Mrs S Boyle**

The role of Pupil Support is so crucial to much that happens in St Ninian's that it is our policy to involve not only teachers promoted in Pupil Support but all teachers on the staff e.g.

- All staff take a close interest in the education and welfare of the children they teach;
- All of our teachers are encouraged to contribute to the ethos and the extra-curricular life of the school;
- All teachers work closely with Pupil Support staff in monitoring the progress, attendance and timekeeping of their pupils;
- A large number of teachers take part in our very successful Mentoring programme

"Staff and partners are proactive in promoting positive relationships in the school and wider learning community"

Education Scotland Inspection Report 2018

PARENTAL INVOLVEMENT AND ENGAGEMENT

We in St Ninian's firmly believe in the idea of the school community: that education is a partnership among all members of the school staff, pupils, parents and the wider community. Parents are a vital component of the partnership and we take every opportunity to involve parents in the education of their children.

Contact with parents takes many forms:

- A regular Parents' Newsletter which provides up to date information about school events, pupils' achievements and general topics affecting education.
- Comprehensive pupil reports which list attainment and achievement in each subject and which highlight areas where further progress could be made.
- Parents' meetings - one per session.
- Letters - We write to all parents about arrangements for parents' meetings, early closure, arrangements for supported study etc.
- Copies of these letters are sent to the local Parishes as a means of gaining additional publicity for their contents.
- Letters to individual parents about latecoming, truancy, misconduct, lack of progress or, on a brighter note, to inform them of some meritorious action like improvement on a previous performance.
- Telephone contact in cases of illness or accident or to discuss progress.
- Issuing information leaflets on e.g. homework and study skills.
- The Parent Council which has, as one of its responsibilities, the encouragement of links between home and school.
- The Parent Teacher Association, a body we urge all parents to join and support. Details of their activities are given in our Newsletters. The Chairperson of the PTA is Mrs E. Brogan. The PTA organises a mixture of educational and social events e.g. Discos, Ceilidhs, Fashion Shows and other fund-raising activities etc.
- Information is readily available on the school website.
- Text message contact in case of emergency closure and highlighting important school events i.e parents evenings.
- The open invitation to all parents to support pupils in their extra-curricular activities e.g. attending concerts, supporting our football teams etc.
- Invitations to parents to join us in focus or consultative groups to discuss issues of current interest in education.

Summary of Times for Contact with Parents

- There is a meeting for parents of new entrants in June of the session prior to entry.
- At this meeting, there will be a Mass of Welcome for parents and children.
- In each session, there is a meeting for the parents of pupils in each year group (S5 and S6 together). The dates are included in the school calendar drawn up at the start of each session. Before a meeting, parents will be notified of the details of dates and times.
- Whenever there is a change in the circumstances of a pupil, parents are urged to inform the school in writing.

When parents are concerned about a pupil's progress, or lack of it, they are asked to telephone the school or to write to make an appointment with the relevant member of staff.

LIAISING WITH AND INVOLVING PARENTS IN THEIR CHILD'S EDUCATION

The Education Service is keen to ensure that it involves all parents appropriately and sensitively in their child's education. Under Education Law, "parents" include:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
  - Carers who can be parents;
- Foster carers, relatives and friends who are caring for children under supervision arrangements
- Close relatives, such as siblings or grandparents caring for children who are not "looked after and accommodated" by the local authority or are under home supervision (looked after) arrangements

Everyone who is a "parent" (under Education Law) has the right to receive advice and information about their child's education and take part in activities. The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities.

Schools collect information about a child's family circumstances on an annual basis. Where family circumstances change during a school session, it is important that parents inform their child's school of these changes

Further information about how the Education Service seeks to work with parents is available in the publication Schools, "Parents", "Parental Responsibility" and "Parental Engagement Strategy": A briefing paper for schools and education support services under the management of East Dunbartonshire Council (2007). This publication is available from schools. This publication is available from schools or the Acting Chief Education Officer who can be contacted at:

East Dunbartonshire Council
The Marina
Strathkelvin Place
Kirkintilloch
Glasgow G66
1TJ

Tel: 0300 123 4510
Email: greg.bremner@eastdunbarton.gov.uk

EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

In East Dunbartonshire, all children young people are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination.

The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their age, race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status and disability.

The Equality Act (2010)

The General Equality Duty was created by the Equality Act (2010) and replaces the race, disability and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The school is committed to the requirements of the Equality Act (2010) and as such we will have due regard to the need to:

- *Eliminate discrimination, harassment and victimisation;*
- *Advance equality of opportunity between children and young people who share a characteristic and those who do not;*
- *Foster good relations between different groups.*

The school will take cognisance of the Equality and Human Rights Commission's 'Technical guidance for schools in Scotland' in the development of its policy and practice.

A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ. Tel: 0300 1234510. ***Technical guidance for schools in Scotland | EHRC (equalityhumanrights.com)***

- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Development of Pupils' Spiritual, Moral, Cultural and Social Values

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social, and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development,

especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Child Poverty

The impact of poverty can have a significant effect on children's achievement and attainment.

The Cost of the School Day is a national policy to help raise awareness of the financial barriers families with low income can face and how that can negatively impact on children and young people, especially with regards to their mental health and wellbeing.

In school, supports are in place to ensure barriers to accessing learning are removed and equitable access is in place for all, regardless of their family or carer's financial background.

If you have specific concerns, please contact the school to discuss as there are ways in which support can be provided.

For example:

School uniform recycle

Assistance with trips/outings

Festivals and fundraising events

The Promise

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The findings of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-24, Change Programme 1 and individual service briefings, have helped to inform the plan and can be viewed here *https://thepromise.scot* It is crucial that, in order for The Promise to be kept, the calls to action as outlined within The Promise underpin all existing and future plans of support for children, young people and families within East Dunbartonshire.

UNCRC

East Dunbartonshire Council is committed to developing rights-based approaches in all education establishments. A rights-based approach ensures the articles of the convention underpin the ethos of the organisation and all policy and practice is developed under consideration of the United Nations Convention on the Rights of the Child (UNCRC).

Incorporation of the UNCRC Bill 2023 ensures children and young people's rights are integral to every aspect of decision making, policy and practice in our schools and early years centres. Our pupil forum My Voice My Choice has members from all schools ranging from P6 to S4 year groups. Rights Respecting School Awards are undertaken by all our schools, which encompasses the entire school community.

We aim to:

- Ensure all schools and early years centres have clear guidance on children's rights; what they are and how they will be embedded in the life of the school/centre
- Support establishments working with children and young people to develop a positive and inclusive ethos and culture
- Ensure provision of information, training, advice and support to those working with children and young people as well as their parents or carers
- Provide leadership and ensure accountability through systematic monitoring and review of data
- Support effective partnership working across agencies to further the rights and wellbeing of children and young people

"Young people can talk about their understanding of discrimination and unfairness and the implications of these on others" Education Scotland Inspection Report 2018

PUPIL COUNCIL

There is a very active Pupil Council. These representatives, elected from each year group, meet regularly with Senior Staff to discuss a range of concerns to the student body.

"Young people are aware of their rights and are active in discussions and decisions which may affect their lives"

Education Scotland Inspection Report 2018

PRIMARY-SECONDARY LIAISON

We already have strong and supportive links with our 3 partner primary schools and these will continue to develop within the national 3-18 Curriculum for Excellence programme.

PRIMARY	ADDRESS	HEADTEACHER	PHONE NUMBER
Holy Trinity	Newdyke Road, Kirkintilloch	Mrs. McGill	0141 955 2219
Holy Family	Boghead Road, Lenzie	Mr A Gallagher	0141 955 2212
St Machan's	St Machan's Way, Lennoxtown	Mrs R Miller	0141 955 2205

Working in close collaboration, we aim to continue developing the partnership involving pupil's, parents and teachers.

Pupils

- Are visited in their primary schools by teachers from St Ninian's so that they will already know some teachers before they come to us, and so that teachers can be familiar with, and can build upon, the excellent work being done by pupils in our primary schools.

- Are invited for a two day induction visit to St Ninian's during the third term of Primary 7. During the visit they follow the timetable and get a taste of life in their new school.

- P6/P7 participate in a curricular visit to the school and experience 3 subject areas over a period of 3 weeks.

Parents

- Learn about our school from this handbook.
- Are invited to attend meetings with the Head Teacher and other senior staff e.g. in September there is an open evening for the parents of new entrants during which each department displays its resources and materials.
- Receive copies of newsletters issued by the school.
- Are encouraged to play a full and rewarding part in the partnership, which seeks to deliver the very best education to their children.
- Relevant staff attend pupil reviews when appropriate.

Teachers

Links with our associated primaries are well established. There are regular meetings of the Depute Head Teacher S1 and the Head Teacher with the Primary Head Teachers. Principal Teachers of subject are often invited to address these meetings on issues of current interest

The PT Support for Learning from St Ninian's meets appropriate colleagues in our associated primaries in order to make arrangements to assist pupils with learning difficulties.

Teachers exchange details of the courses taught and the materials used so they are conversant with the curriculum of both sectors. This co-operation is particularly evident in the development of the Curriculum for Excellence programme.

Primary teachers are most welcome to visit St Ninian's with their pupils and become involved in the work we do.

Primary teachers discuss with the Depute Head Teacher (lower school) and the Pupil Support staff at St Ninian's the strengths and weaknesses, the attainments and skills mastered by individual pupils. This effective transfer of information means that we have a picture of strengths, aptitudes, special talents and areas of difficulty for each child. Thus we can help our entrants to settle quickly and build upon the work done by primary colleagues. In addition, pupils create a profile of their latest and greatest achievements in P7. This information is used by a number of subjects across the school to help build upon pupils prior achievements.

Pupil Support staff interview each new first year pupil before October to ensure that they have settled into school life. Contact is made with parents if any serious issues arise.

There are at present close links between our associated primaries and the Modern Languages, English, Physical Education and Maths Departments. Members of these departments visit the primaries and work closely with the P7 teachers observing what materials are being used and identifying strengths of pupils. Groups of Primary 6 and 7 pupils visit St Ninian's for 3 consecutive Tuesday mornings and attend classes in Science, Design Technology, and Art in P6 and Science, ICT and Music in P7.

COURSES AVAILABLE IN THE SCHOOL AND POLICY ON CLASSROOM ORGANISATION

"The curriculum is providing a range of course options and flexible pathways to meet the needs, interests and aspirations of learners"

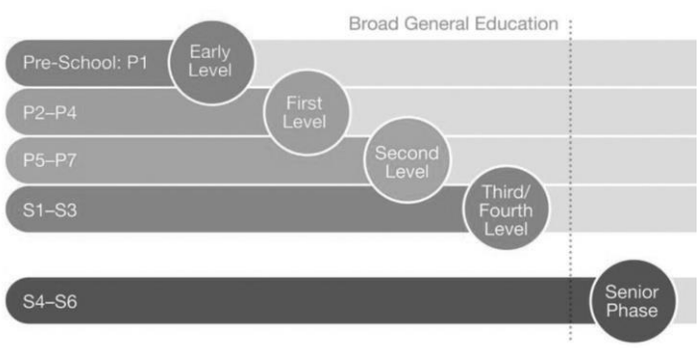
Education Scotland Inspection Report 2018

BROAD GENERAL EDUCATION S1 - S3

In 1st year, while classes are organised on a mixed ability basis, teaching strategies may lead to pupils being grouped, at times, based on ability. Learning in S1 - S3 will take place across all the Experiences and Outcomes in the eight curriculum areas.

In S1, most young people will move from level 2 in primary 7 onto level 3 Experiences and Outcomes and many will progress to study level 4 at appropriate points during S1-S3.

BROAD GENERAL EDUCATION RATIONALE



On leaving primary school, most pupils will have benefited from a wide range of learning experiences and be ready to take on the challenges of progressing their learning in secondary. The work undertaken in P6/7 in the primary is enhanced by strong cluster working with the secondary. There is a need to ensure that in the secondary we build on pupils experiences across all curricular areas and wider achievements. During the early years of secondary education young people will extend their knowledge and skills as well as developing their strengths and interests further. It is an important stage in their education and they need to be engaged and challenged in their learning to ensure that their motivation is sustained, which will lead to a successful transition to the Senior Phase. The broad general education phase is closely connected to the Senior Phase with the learning undertaken up until the end of S3 providing a strong foundation for choosing and specialising in a range of subjects.

At St Ninian's High School the broad general education phase has a clear purpose - to ensure a strong platform for later learning and for successful transition to the new qualifications at the appropriate level for each young person. As they continue to develop the four capacities, the curriculum should enable each young person to:

- Experience learning across all eight curricular areas up until the end of S3.
- Achieve high levels of numeracy and literacy with opportunities to develop these across the curriculum.
- Develop skills for life, learning and work.
- Experience opportunities for personal development and achievement.
- Experience challenge and success.

They should be encouraged to adopt an active and healthy lifestyle equipped with the skills needed for planning their future lives and careers.

The introduction of choice within the broad general education phase should ensure that there are appropriate progression routes at the end of S3 as pupils move into the Senior Phase.

COHERENCE

Taken as a whole, learning activities should combine to form a coherent experience with clear links between different aspects of learning. Subject departments within curriculum areas will work closely together in order to ensure a coherent experience for pupils within the curriculum area and across the experiences and outcomes. Emerging practice in the school such as the interdisciplinary projects timetabled across Technologies and Expressive Arts will ensure our broad general education is coherent allowing pupils to make connections across the learning.

RELEVANCE

Pupils should understand the purpose of their learning and the activities they are engaged in. Courses should be planned so that pupils understand the relevance of their learning to their lives, present and future. This curriculum model aims to enhance relevance through offering choices in S1/2 that focus on personal development, are innovative, and will enhance skills for life, work and learning. **S1 Curriculum**

Language	Mathematics	Science	Social Studies	Technologies	Expressive Arts	Health & Wellbeing	Religious & Moral Education
7.5	**4**	**3**	**3**	**7**	**3.5**	**3**	**2**
English (4) French/Spanish (3) Mandarin (0.5)	Mathematics (4)	Integrated Course (3)	Geography (1) History (1) Modern Studies (1) (Rotation)	Computing (2) Design Tech (1) HFTT (2) Business (1)	Art & Design (2) Music (1) Drama (0.5)	PE (2) Skills Academy (2)	RE (2)

To give an element of personalisation and choice in S2, pupils are given a restricted option choice from 3 of the curricular areas. Details of the no. of periods and options are: **S2 Curriculum**

Language	Mathematics	Science	Social Studies	Technologies	Expressive Arts	Health & Wellbeing	Religious & Moral Education
7	**4**	**3**	**3**	**6**	**4**	**4**	**2**
English (4) French/Spanish (3) Mandarin (3)	Mathematics (4)	Science	Social Subject Rotation	Computing (2) Des Tech (2) HFTT (1) Business (2)	Art (1) Music (2) Drama (1)	PE (2) Skills Academy (2)	RE (2)

With support, pupils will make

- choice of two Technologies

- choice of two Expressive Arts
- choice of two Social Studies - choice made in October of S2
- choice of a Modern Language
- Science continues to be an integrated course, although pupils will be able to choose 2 from 3 discrete sciences at Easter in S2.

S3 Curriculum
Pupils will continue with the subjects chosen in S2.

Staff have very high expectations of all pupils. We expect and encourage them to do well and they respond positively. The teachers at St Ninian's believe that pupils are more motivated to learn when they experience a sense of success and progress and believe that the teacher is interested in them as individuals.

The school appears as an example of good practice on the National Priorities website. The success of Reach for the Stars and other initiatives to raise attainment is highlighted. Included on the website are interviews with staff, pupils and parents.

S3 Curriculum

English	Mathematics	Mod Langs	PE	Opt 1	Opt2	Opt3	Opt4	Opt5	HWB	RE
4	4	3	3	3	3	3	3	3	2	2
	Mathematics (4)		Fre/Span Or Man						Skills academy (2)	

COURSES IN THE UPPER SCHOOL

While the Curriculum for Excellence courses of the Broad General Education being embedded, and with the introduction of National 4+5 courses, the Education authority have adopted an interim position. Towards the end of second year, we have a programme of Guidance and Social Education to assist pupils and parents in their decisions about the courses of study to be followed in third and fourth years.

Advice is given on:

- The range of courses available.
- The strengths, aptitudes and interests of each pupil.
- Entrance qualifications and careers opportunities.
- Progression routes.

S4 courses at present are certificated by the national body, the Scottish Qualifications Authority (SQA).

The main features of the new National Qualifications programme, which is followed by all pupils, are:

Breadth: Each pupil is required to devote time to the study of Language (English and the compulsory study of a modern European language), Mathematics, The sciences, Social Studies, Religious and Moral Education, Physical Education, Expressive Arts and Technologies.

Flexibility: This is assured by ensuring that subjects provide courses at different levels so that the needs and abilities of all pupils are catered for.

Certification: The new National Certificates will be undertaken by the majority of pupils at Level 4 or 5.

A copy of the **S3/S4 OPTION FORM** is shown overleaf.

Given the implementation of a Curriculum for Excellence, the following pages give an outline of the implication of these changes.

S4 Curriculum

Language	Mathematics	Option 1	Option 2	Option 3	Option 4	Option 5	PE	Religious & Moral Education
4	**4**	**4**	**4**	**4**	**4**	**4**	**3**	**2**
English	Mathematics							RE

S5/S6 Curriculum

Option 1	Option 2	Option 3	Option 4	Option 5	Health & Wellbeing	Religious & Moral Education
6	**6**	**6**	**6**	**6**	**1**	**2**
					SL	RE

2026/27 Options Form – S2 > S3

St Ninian's High School

Pupil Name								**Guidance Teacher**	
Planned Destination	**Uni.**		**College**		**Apprenticeship/ Training**		**Employment**		**Intended Career**	

	A	B	C	D	E	F	G	H	I	J	K
	English	**Maths**	**PE**	**Modern Languages**	**Science**	**Technologies**	**Social Subjects**	**Expressive Arts**	**Free Choice**	**Skills Academy / PSHE**	**RE**
	4	**4**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**2**
				French Spanish	Biology Chemistry Physics	Administration & IT Business Management Computing Science Design & Manufacture Food Technology & Cookery Practical Woodwork	Geography History Modern Studies	Art Dance Drama Graphic Communication Music	Art Chemistry Food Technology & Cookery Geography History Modern Studies Music Physics		
1st Preference	***English***	***Maths***	***PE***							***Skills Acad/ PSHE***	***RE***
							Free Choice Reserve Option				

Pupils should complete the Options Form with a parent/ carer. Choices should be entered in the boxes below each column. A reserve option can be selected for the free choice column. Once the Options Form has been completed, pupils will be required to enter their choices on a digital form which will be accessible on Microsoft Teams and via email to parents.

Pupil Signature		Date	
Parent Signature		Date	

Options Form 2026/27 – S3 > S4

You are now required to **make your Options choices for moving from S3 to S4**.

- **Speak to your parent/ carer** about your options choices before you complete the options form.
- In S4, **every learner continues to study English, Maths, PE and RE**.
- Every pupil studies a total of eight subjects in S4, and **this means that you are "dropping" one of your current S3 subjects.**
- Your S4 options **must be picked from the subjects you are currently studying in S3**, and you should select your strongest subjects. This is to give you the best chance of progressing.
- **You must also complete the digital options form** shared on Microsoft Teams.
- **Keep your paper options form safe** until your guidance interview, or hand it directly to your guidance teacher.

Pupil Name: _____

Guidance Teacher: _____

Current S3 Subjects	S4 Choices	
	Subject choice in preference order	Subject
1. *English*	1	*English*
2. *Maths*	2	*Maths*
3. *PE*	3	*PE*
4.	4	
5.	5	
6.	6	
7.	7	
8.	8	
9.	Reserve	

Parent/ Carer Comment:

Pupil Signature: _____ **Date** _____

Parent Signature: _____ **Date** _____

CURRICULUM FOR EXCELLENCE

BRINGING LEARNING TO LIFE AND LIFE TO LEARNING

The values, purposes and principles of the 3-18 curriculum in Scotland are set out in A Curriculum for Excellence. The curriculum aims to support children and young people to maximise their potential across four capacities to become successful learners, confident individuals, responsible citizens and effective contributors.

Curriculum for Excellence 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 children to make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

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. All teachers are responsible for the development of literacy, numeracy and health and wellbeing.

In line with Education Scotland, our school is committed to providing high-quality learning experiences through Scotland's Curriculum Improvement Cycle. This national approach supports continuous improvement by ensuring that the curriculum remains relevant, inclusive and responsive to the needs of children and young people in a changing world. It enables schools to review evidence, reflect on practice, implement improvements and evaluate their impact, ensuring that learning continues to meet the aspirations of Curriculum for Excellence.

Through this process, we ensure our curriculum continues to develop the four capacities of Curriculum for Excellence, promotes equity and inclusion, reflects the principles of Getting it Right for Every Child (GIRFEC) and the United Nations Convention on the Rights of the Child (UNCRC), and supports every learner to achieve their full potential. Curriculum improvement is closely aligned with our School Improvement Plan and our self-evaluation using *How Good Is Our School? (4th Edition)*, ensuring that our learners are equipped with the knowledge, skills, attributes and values they need for learning, life and work.

Curriculum Areas

Expressive Arts – Art & Design, Drama, Dance and Music

Health and Wellbeing

Literacy & English

Numeracy & Mathematics

Religious and Moral Education (RME)

Sciences

Social Studies

OPPORTUNITIES FOR ALL

More recently, in response to the economic downturn and the resultant adverse effects on young people's prospects in the labour market, the Government introduced Opportunities for All in its Programme for Government in September 2011. This is an explicit commitment to *an offer of an appropriate place in learning or training for every 16-19 year old not currently in employment, education or training. It brings together and builds on existing Scottish Government policies and strategies and embraces relevant UK Government policy in a single priority to support young people to participate in learning or training* in order to improve their employment prospects. Opportunities for All became a live offer from 1 April 2012 and will ensure that the post-16 system delivers for all young people. It focuses on supporting young people who have disengaged, seeking to re-engage them with appropriate learning or training from their 16th, until at least their 20th, birthday. Whilst Opportunities for All commits to offering a place in learning or training, those young people who wish to move into employment should be supported to do so.

CURRICULUM FLEXIBILITY

New and innovative courses in S1 include Mandarin, Business Enterprise, Drama, extension of the modern languages option to include Spanish and new approaches to Design Technology.

New assessment strategies allow young people to display breadth, challenge and application in their learning and through a blend of ongoing and periodic assessments.
The Mathematics Department offers an SQA approved Personal Finance Award to S5/6 which equips candidates with skills to understand and manage money throughout their lives. The Award gives students the opportunity to develop skills that are relevant to everyday life and situations. It can also provide a route to higher education and a career in financial services.

Proposals to introduce innovative curricular measures are considered by the school's Senior Management Team. Any change in the curriculum must be informed by self-evaluation and be in the best interests of learners. Parents and pupils are consulted and agreement sought before any new measure is introduced with the Parent Council and PTA kept fully informed. Finally, innovations are carefully monitored and evaluated for impact.

In common with a number of high achieving schools throughout Scotland, St Ninian's High School is keen to offer pupils a curriculum that better meets their needs and allows them to achieve their full potential. We have introduced a number of innovatory measures recently, some of which include:-

Proposals to introduce innovative curriculum measures are considered by the school's Curriculum Flexibility Team, drawn from staff and chaired by a Depute Head Teacher. Parents and pupils are consulted and agreement sought before any new measure is introduced. In addition, parent bodies such as the Parent Council and the PTA are kept fully informed. Indeed, their assistance is sought at appropriate times.

"Young people are building on their learning from BGE with clear progression routes into National Qualifications and more vocationally orientated courses in the

Senior Phase"

Education Scotland Inspection Report 2018

COURSES IN S5 AND S6 AND POST 16 GENERALLY

National Qualifications courses are offered to all students.

These courses will now follow on from National 3, 4 and 5 courses and the decision on what level to study will be based on previous performance.

A comprehensive range of Advanced Higher courses are offered as preparation for Higher Education. Although there will be exceptions based on performance throughout the previous year and final results, the general pathway for pupils is:

National 3 > National 4 > National 5 > Higher > Advanced Higher

Pupils will be guided by the Principal Teachers (Subject and Guidance) on the most appropriate pathway.

If there is any doubt the school should be contacted and individual discussion will be arranged with the appropriate Depute Head Teacher. Students make their choices on an individual basis.

Students who gain Higher passes in S5 may progress to Advanced Higher or choose to broaden their studies into courses in other subjects at Higher or National 5 levels. Those whose S5 passes are at National 5 may similarly choose to progress to Higher courses or other subjects at the same level.

To present the widest choice of curriculum to pupils of all abilities in S5 and S6 the schools in the area have an arrangement so that some subjects not available in all schools can be offered by one of the establishments. Taxis transport pupils around the schools.

In S5/6 there is also a vocational option for pupils where they attend college for two afternoons per week. Courses offered for 2023/2024 include Exercise and Fitness Leadership, Building Services Engineering, Construction Crafts, Hairdressing, Health Care Journalism, Psychology, Scots Law and Fashion Branding Retailing.

The school insists that students in S6 follow as full a timetable as possible and statistics show this increases attainment and the number of certificates gained.

A copy of the UPPER SCHOOL OPTION FORM is shown overleaf.

You are now required to **make your Options choices for moving from S4 to S5**. All S4 pupils are required to complete this form, even if you may be planning to leave at the end of S4.

- **Speak to your parent/ carer** about your options choices **before you complete the options form.**
- You have free choice of subjects, but you should **select your strongest subjects**.
- A reserve choice is needed because not all subject combinations may be possible.
- A **full list of options choices** are provided on Microsoft Teams.
- **You must also complete the digital options form** shared on Microsoft Teams.
- **Keep your paper options form safe** until your guidance interview, or hand it directly to your guidance teacher.
- If you plan to select College as part of our S4 timetable you must have applied and discussed with Miss Blyth

Pupil Name: _____

Guidance Teacher: _____

Current S4 Subjects	S5 Choices	
	Subject choice (Preference order)	Subject
10. English	1	
11. Maths	2	
12. PE	3	
13.	4	
14.	5	
15.	Reserve	
16.		
17.		

Please tick here if you are planning on applying to college as part of your S5 curriculum.

☐	I would like to apply to attend college as part of my S5 curriculum

Pupil Signature: _____ **Date** _____

Parent Signature: _____ **Date** _____

EDUCATION MAINTENANCE ALLOWANCE (EMA)

The Scottish Government has introduced the Education Maintenance Allowance (EMA) Scheme to encourage access to, and participation in further and higher education. If you are 16 years of age or over before 30 September, you may be eligible for an EMA from the beginning of the school term. If you are 16 years of age between 1 October and February, you may be eligible for an EMA from January. This weekly allowance will be payable by East Dunbartonshire Council to students who attend a school managed by the Council, regardless of where they live.

Application forms and further information can be obtained from the Head Teacher or Education Office, Tel: 0300 1234510 Ext 8947 or www.eastdunbarton.gov.uk

ASSESSMENT AND REPORTING

Accurate assessment is crucial to effective teaching and learning.

Why do we assess our pupils?

- To discover their strengths and aptitudes.
- To identify their weaknesses and take appropriate action.
- To check that our teaching materials and methods are sound.
- To provide pupils, parents and teachers with accurate information to help make decisions e.g. on subject choice at the end of second year.
- To find out if pupils are making the progress they are capable of.

How do we assess our pupils?

By a variety of methods e.g.

- Short tests at the end of each unit of work.
- On-going assessment of work carried out in class e.g. jotters, dishes prepared in Home Economics, paintings in the Art department.
- Examinations i.e. Preliminary Examinations for fourth, fifth and sixth years.
- Special projects, assignments and investigations.
- Homework and essays completed in class under examination conditions.
- As well as knowledge and skills we also assess, although less formally, personal qualities such as initiative, self-reliance, tolerance, respect, self-discipline, punctuality, effort etc.
- As indicated above, one of the purposes of assessment is to provide parents with accurate information on how their child is performing in school as well as the feedback needed to help

improve their child's performance. Reports no longer consist of percentage marks and class averages. Each department is now expected to list the skills being taught and report to parents and pupils the extent

to which each pupil has mastered the skills. Where appropriate reports will also give details of a pupil's performance relating to Curriculum for Excellence Levels.

In First Year

Interim reports will be issued in November and detailed subject reports will be issued to parents in April prior to an options exercise.

In Second Year

Interim reports will be issued in November and detailed subject reports will be issued to parents in May.

In Third Year

Detailed subject reports will be issued to parents in February prior to the S3 Parents Meeting where each pupil's choice of National Qualification courses to be followed in S4 will be discussed. Pupils will also be given an options booklet and will be interviewed by Pupil Support staff. Parents are asked to read the booklet, discuss option choices with their child and return the form to the school. An interim report will be issued in November.

In Fourth Year

Detailed subject reports will be issued to parents in January. This report will indicate performance in the recent prelim examinations, which can be discussed further at the Parents Reporting Evening, also taking place in January. An interim report will be issued in October.

In Fifth and Sixth Year

Detailed subject reports will be issued to parents in November. The Parents Reporting Evening will take place in February following the prelim exams.

"There are robust systems in place to track and monitor young people's progress both in the BGE and Senior Phase"

Education Scotland Inspection Report 2018

CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS

East Dunbartonshire Council's policies, procedures and practices relating to children and young people with additional support needs are in line with the Education (Additional Support for Learning) (Scotland) Act 2004 which place duties on education authorities and provide rights for parents of children with additional support needs and young people with additional support needs.

All children require support to help them learn. However there are some children and young people who need some extra support or support which is a bit different from the support provided for all children to make sure they benefit from school education. That support may come from education services but can also be provided by an NHS Board, Social Work, Skills Development Scotland, or independent and voluntary organisations. Children and young people in school who need extra support or a different sort of support from what is generally available have additional support needs.

These additional support needs can arise for lots of different reasons. The reasons why a child or young person may have additional support needs are too many to list here, however the following are examples:

That the child or young person:

- Finds it difficult to behave in school;
- Is hearing or visually impaired;
- Has a particular health need;
- Is living with parents who have a drug or alcohol dependency; Has English as an additional language.

Some additional support needs may only last for a short period of time; other additional support needs will be life long. If you think your child may have additional support needs you should talk to your child's school or pre school provision about this.

All children and young people have their needs continuously assessed and reviewed. Your child's school will be able to show you their assessment of your child's needs and will send you copies of reports on how your child is progressing in school.

All schools and early years establishments in East Dunbartonshire look at children's needs through a wellbeing pathway that ensures a continuum of support from Universal to Targeted in line with the national Getting it Right For Every Child approach. This process allows teachers and others to:

- identify those children who may need additional support;
- make plans to support those children identified; - deliver the support the child requires; - regularly review the support provided.

In addition to the additional support which schools themselves can provide through individual planning or making specific resources available, schools can also request support from East Dunbartonshire Council's specialist educational support services. The Council can also provide individual children with

special equipment and resources if necessary. Some children may also benefit from attending the special schools and specialist resources which East Dunbartonshire manages.

Parents have a very important role to play in their child's education and the views of parents and young people will always be taken into account in making decisions which affect the child or the young person. If your child requires additional support at school you can provide the school with important information about your child which will be helpful in making plans to support your child. Parents and young people will always be invited to participate in reviews of progress.

A small number of children and young people with additional support needs require a coordinated support plan (CSP). All of these children and young people will already have a plan provided for them in school which sets out targets for their learning and timescales for achieving those targets. Parents, professionals and the child or young person can all be involved in regularly reviewing the plans. The CSP sets out the educational objectives for an individual which can only be achieved by services such as health or social work working together with education to support the child or young person i.e. where the support required must be co-ordinated.

If you have a concern that your child's additional support needs are not being met you should always, in the first instance, contact the school to arrange a time to discuss that concern. Every effort will be made by the school and the education authority to resolve your concern at that point. If you are not happy with the way the matter has been dealt with and you continue to have concerns you may be able to make use of one (or more) of the following:

- Mediation
- Independent adjudication
- The Additional Support Needs Tribunals for Scotland

To assist in reaching a satisfactory conclusion.

The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support needs when or if they arise. East Dunbartonshire Council uses Resolve Scotland. For further information contact: 0131 313 8844 or go to www.resolve.org.uk

Supporting Families Service

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include group parenting workshops, bespoke 1 to 1 support and advice. Services also include a holiday play scheme for children and young people with additional support needs as well as our Snack and Play holiday programmes for children who meet the criteria. If you wish to find out more about any of the services please contact the team by emailing: parenting@eastdunbarton.gov.uk A member of the team will be in touch.

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 East Dunbartonshire Council website, and the school's Additional Support for Learning Co-ordinator will be able to outline the support that can be offered in school.

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

Parents, carers and children with additional support needs can also seek independent advice and support through:

Enquire: www.enquire.org.uk, 0845 123 2303
Scottish Independent Advocacy Alliance, 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, 0131 667 6633.

Specialist Support Service – teachers teaching in more than one school

The Additional Support for Learning Team makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the team- work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and/or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children who have language and communication difficulties
- children who have social, emotional or behaviour needs
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend special provision units;
- pre-5 children who have been identified as having significant support needs.

Promoting Wellbeing, Protecting and Safeguarding.

The Scottish Government introduced Getting it Right for Every Child (*GIRFEC)* as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. These are the eight indicators of wellbeing.

The *Getting It Right* approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. This approach, based on the United Nations Convention for the Rights of the Child, is:

- Child-focussed, ensuring that the child and family are at the heart of decisions and supports;
- Based on a holistic understanding of wellbeing;
- Early interventionist to tackle needs as soon as they appear; Joined up, to ensure services work together.

It is the entitlement of every child to be supported throughout their education. The *Wellbeing Pathway* provides a continuum of support from universal to targeted and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child/young person.

Teachers plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, approximately one fifth of learners may experience developmental or environmental difficulties which impact on their ability to learn. For most, modifications can minimise the impact of such difficulties and learning can proceed. These modifications are described as differentiation and in most cases teachers will differentiate as part of normal teaching and learning, without the need for intervention from promoted staff.

Within East Dunbartonshire schools, teachers employ the following model to provide a clear, structured pathway for learners.

- Modifying Content – use of learning materials at different levels
- Modifying Process – varying the length of time children take to complete a task
- Modifying Product – giving children choice in how to express ideas or required learning
- Modifying Learning Environment – giving children areas to work which suit their learning styles

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning.

Where intended progress does not take place, the child/young person's needs are considered within the next stage of the Wellbeing Pathway: Targeted Support.

When a wellbeing concern has been brought to their attention, the pupil support coordinator will consider the following questions in relation to the eight wellbeing indicators:

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

All pupils who are considered for Targeted Support, access this through their Pupil Support or Support for All Group. This ensures that staff comply with duties in CYP Act 2014 and ASL Act 2004, 2009.

All assessments to determine the need for Targeted Support fully involve the views of the child and parents.

Child Protection and Safeguarding

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. "Child protection" means protecting a child from child abuse or neglect. If a child's wellbeing is considered to be at risk, relevant information must always be shared. It is our public responsibility to protect children. Anyone who suspects child abuse or neglect should contact East Dunbartonshire Council Social Work Advice and Response on 0141 777 3000, or the Police. Each school has a designated Child Protection Coordinator, who will work with other professionals, children and (where appropriate), families to safeguard children. The name of the Child Protection Coordinator should be displayed prominently within the school.

ADDITIONAL SUPPORT NEEDS

At one time or another all of us have difficulty acquiring certain skills. The aim of Support for Learning at St Ninian's is to help individual pupils overcome any particular difficulty they may be having. All teachers have a role in this area but Mrs Stewart and Marion Templeman, PT Support for Learning, are our timetabled Support for Learning specialist, with additional assistance from Miss J Allan (Learning Support) and Mrs R Quinn (Wellbeing Teacher), EAL and the Support for Learning Service (EALs Sensory Support).

Our policy for assisting pupils with additional support needs or barriers to learning is based on the following principles and practices:

- Effective liaison with partner primary schools so that we are aware of the strengths and development needs of the new intake.

- S1-S3 pupils are taught in mixed ability classes in most subjects and teachers devise courses and employ methods, which meet the varying needs of individual pupils. There are no separate classes for pupils with additional support needs.
- Mrs Stewart and other members of Support for learning work closely with the pupils and class teachers, to come up with different ways to ensure learning is most effective for the pupil's involved. Eg: different learning materials.
- The allocation of co-operative teachers in some subjects. This means more than one teacher in the class thus allowing opportunities for more individual attention and help for all pupils.
- An assessment policy that reports on strengths and development needs and leads to appropriate action to assist any pupil experiencing barriers to learning.
- The opportunity afforded to parents to contact the Pupil Support staff or the appropriate Depute Head Teacher if they believe that their children are experiencing difficulty with any subject.
- The willingness on our part to involve parents actively in ways which can help to support the pupil's difficulty e.g. helping with reading and spelling. We can also give advice on specialist help and resources that may be available outside the school.
- The opportunity for classroom teachers to contact Mrs. Stewart at any time and alert her to areas of difficulty that a pupil may be encountering.
- Referral to specialist services e.g. the Psychological Service, who have expertise in dealing with particular problems.
- Arranging and attending case conferences about pupils with Additional Support Needs.
- Links with Psychological Services and the Scottish Qualifications Authority so that alternative assessment arrangements are made for pupils with specific needs.
- Visiting teachers with specialist qualifications in helping pupils with certain conditions e.g. hearing or visual impairment.
- A paired reading scheme which provides support for many pupils is offered by our sixth year students and volunteer staff.
- Supporting Learners class pupils follow work that enhances the skills of learning, thinking, studying and doing homework.

We are assisted in the school by East Dunbartonshire's Support for Learning Service. This is a team of specially trained teachers who offer 6 roles to the school:

- Consultation
- Liaison
- Staff Development
- Co-operative Teaching
- Pupil Support
- Resources

These roles facilitate the Support for Learning for all pupils.

SUPPORT FOR LEARNING SERVICES

East Dunbartonshire Council, in supporting inclusion in its schools, has a number of support for learning services.

These are:-

- Social, Emotional and Behavioural Needs Service
- Short term Advice and Response Team
- English as an Additional Language Team
- Sensory Support Team

THE WELLBEING BASE

East Dunbartonshire Council has made provision for the establishment of Wellbeing Support Resources in each secondary school to complement the continuum of support already in place for learners.

The aim of the Wellbeing Support Resource is to provide a safe and nurturing environment for learners who require support for their social and emotional health and wellbeing.

Pupils benefiting from more targeted input on offer include those with emotional health issues, low resilience, behavioural challenges and those at risk of school refusal.

Pupils who attend the base are provided with an opportunity to engage in programmes of work which deal with issues such as Stress and Anxiety, Self-Esteem and Anger Management. They may simply just require temporary "out of class time."

We have now established a pleasant and welcoming Support Base in St Ninian's which Pupils and Parents/Carers can access at all times during the school day. This includes before classes begin in the morning and also during intervals and lunchtimes. The Base compromises of a small classroom-like area and a soft furnished area. There is also a small kitchen where pupils can, if they wish, have something to eat and/or drink.

The Services support pupils through:-

- Consultancy
- Continuing Professional Development
- Co-operative Teaching
- Curriculum Development
- Partnership Working

Further information is available from the service managers who can be contacted via the school.

THE BRIDGE

Rationale:

The base provides a supervised area where referred pupils can spend time when required to be out of class for a number of reasons. Pupils can be referred by Senior Management Team or Guidance staff or can selfrefer for a period of time out if this has been previously agreed as part of support strategy.

Reasons for Referral:

- Pupils can be referred if they are experiencing difficulties maintaining a full time timetable and where it has been agreed that they can be supported in the ASN base in place of a specified subject. For example, pupils who do not follow Modern Languages in the BGE.
- Pupils who become overwhelmed during class time due to anxiety or personal circumstances and require a time out report to the base to continue their work (this has usually been an agreed strategy following discussion with Guidance Teacher, parent/carer and/or SMT)
- Pupils who are finding it challenging to attend school are encouraged to attend the ASN base as a first step in supporting them to return to school for full time education.
- Pupils in Senior Phase who follow a part time timetable may require to spend non-timetabled blocks in the ASN base.
- Pupils who may require a period of catch up may access the ASN base for support with work.
- Pupils on an internal exclusion may be able to access the ASN base where they can undertake supervised study
- Pupils who need a quiet working environment

ENHANCED LEARNING RESOURCE

St Ninian's Enhanced Learning Resource (ELR) provides full time support for pupils whose difficulties are their primary barrier to learning.

The ELR supports pupils who language and communication development is significantly delayed and/or disordered compared to other areas of their development which can be age appropriate. Additional difficulties with organisation, motor planning and literacy can also be present. The provision is based on a model of social inclusion with pupils integrating into the community of St Ninian's.

Pupils access a differentiated curriculum through teaching approaches which are highly intensive and which rely on the development and upkeep of structure and routine. Consequently, there is a huge emphasis on pastoral care.

Pupils are provided with additional support and Speech & Language Therapy and Support for Learning Staff.

AUTISM ADVISOR

St Ninian's has an Autism Advisor who is an established member of the school teaching team and who has been provided with training and ongoing support from a multi-agency team led by and Educational Psychologist and Quality Improvement Officer.

The Autism Advisor is guided by a process of collaborative practitioner enquiry, which allows the school to develop the role of Autism Advisor in response to the needs of their school context.
The Autism Advisor will be able to signpost colleagues to resources and sources of support. While every establishment will use their Autism Advisor differently, the role of the Autism Advisor in St Ninian's includes:

- facilitating staff training
- supporting communication to parents/carers
- planning for schools' Autism Awareness Week
- organising parent/carer evenings with the Educational Psychologist and members of the School Leadership Team
- Supporting individual staff members, using existing school structures (e.g. Pupil Support Group).

PSYCHOLOGICAL SERVICE

We have a link Educational Psychologist from the Council's Psychological Service who supports us in delivering East Dunbartonshire's policy for identifying, assessing and supporting all pupils, particularly those with additional support needs.

The Psychological Service operates at three levels within the Council, namely that of the individual young person / family, the level of the whole school and that of the Authority.

Our link Educational Psychologist works collaboratively with school staff at all stages of intervention with regard to individual pupils, groups of pupils or relevant topics related to the school improvement plan.

HOMEWORK

What Is Homework?

Homework is work undertaken by the pupil outside of the classroom. It may be done at home, in the local library or in the school itself, perhaps in the school library or resource centre.

Why Do We Give Homework?

- To reinforce classroom learning.
- To foster the habits and attitudes which are necessary in later years.
- To prepare pupils for the discipline of private study.
- To give pupils opportunities to be responsible for their own learning.
- To form links with parents and give them an opportunity to become more involved in their children's education.

What Type Of Homework Is Given?

Exercises may take a variety of forms e.g.

- Extra practice of what has been taught in class.
- Note taking and summarising.
- Guided reading.
- Personal reading.
- Learning vocabulary in French or Spanish.
- Writing up the results of an experiment in Science.
- Researching books, newspapers and magazines.
- Watching a film or play on television.
- Preparing a talk to be given in class.
- Revision of notes or trying past papers.
- Consolidating skills in mathematics.

How much homework can a pupil expect?

The amount should be reasonable and vary with the year group.

S1 and S2	4-5 hours per week
S3 and S4	7-8 hours per week
S5 and S6	12-15 hours per week

How can a parent or guardian help with homework?

- By supporting the school policy of issuing homework. If this support is withheld homework will not be issued.

- By simply asking the child if he or she has any homework.
- By helping their child to organise the week ahead and to check that there is a good balance of work and leisure.
- By offering to help where appropriate e.g. volunteering to hear a prepared talk or listening to French vocabulary.
- By writing a comment in or signing a child's jotters.

DESTINATIONS OF ST NINIAN'S LEAVERS

St Ninian's former pupils have been successful in gaining places at universities both locally and further afield. Currently our past pupils are studying a wide variety of courses at many different centres of learning. These include:-

Glasgow University:	Medicine Dentistry Law with French Biochemistry Nursing The Arts Teaching
University of Strathclyde:	Engineering Accounting Marketing Pharmacology Business Business with Languages
Glasgow Caledonian University:	Business Nursing Computing
University of the West of Scotland:	Teaching
Glasgow Kelvin College:	Electrical Engineering Construction Sports Coaching
Stirling University:	Environmental Science Business English
Edinburgh University:	Law Philosophy Medicine
Heriot Watt University:	Chemistry
Glasgow School of Art:	Interior Design Fashion
Dundee University:	Medicine Business
Clyde College:	Social Care

SCHOOL DISCIPLINE

"All young people are well behaved and demonstrate genuine respect towards staff and one another"

Education Scotland Inspection Report 2018

Parental Co-operation

We believe that effective teaching and learning cannot take place in an atmosphere of indiscipline. Consequently our pupils are required to behave well at all times and show a proper regard for their own safety and the safety of others in the school community.

Our policy on disciplining, characterised by care, compassion and concern, is based on the expectations set out in the school's Code of Conduct:-

- **BE CARING**
- **BE PREPARED**
- **BE RESPONSIBLE**
- **BE POSITIVE**

(The Code of Conduct, in its entirety, can be found on page 3 of the diary/planner issued to all pupils).

The Code is just one of several elements in our approach to discipline. Others include:-

- Pupil-staff relationships based on mutual respect.
- Good teaching and effective class management.
- The support of parents.
- The clear communication of standards and expectations to pupils.
- The use of every opportunity to build self-esteem and positive self-image among our pupils.

Where indiscipline arises, the school has a range of strategies. In some cases, a quiet word of warning is adequate. Other cases require a more serious and formal reprimand. A punishment exercise, incorporating a letter to parents, is issued to be completed at home and signed by a parent. Where more severe indiscipline persists a pupil may be issued with a monitoring card on which each teacher indicates the standard of conduct displayed by the pupil in class every period. These cards are signed daily by a parent and countersigned by a Senior Manager or Principal Teacher.

The Head Teacher and senior staff keep the behaviour of individual pupils, of class and of year groups under regular review. Serious indiscipline in one subject may lead to the pupil being placed in the Alternatives to Exclusion provision. There he/she will work for two weeks on materials supplied by the department. Parents will be notified.

If there is persistent indiscipline the pupil may be excluded from school. Parents will be notified immediately and invited to visit the school to provide written assurance that the pupil will comply with the rules and disciplinary requirements of the school.
All allegations of bullying are taken seriously and our anti-bullying strategy is activated immediately when an allegation is made or bullying is suspected. It is our firm belief that every child is entitled to a secure and safe learning environment. Pupils and parents are encouraged to report any incident of alleged bullying. Both victim and accused are given the opportunity to discuss the situation and parental involvement is sought. We have similar processes for allegations of racism.

CELEBRATING ACHIEVEMENT

We have a strong ethos of achievement and attainment and this is promoted in a number of ways. The use of praise is vital in helping to develop confident individuals and successful learners. We celebrate the academic successes and the wider achievements of learners in a variety of ways and in doing so we strive to raise their ambitions and encourage them to be enthusiastic and motivated for learning.

Reach for the Stars

As part of our promotion for achievement and attainment we hold termly award ceremonies for S1-3. These "Reach for the Stars" ceremonies see pupils' achievements acknowledged and celebrated by staff and other pupils.

Information is gathered throughout the year through the school rewards system in which achievements are recognised by teachers and merits are issued to pupils on a regular basis in class. An element of competition between our house groups is encouraged by displaying the number of merits gained by each group and a House of the Term being identified. In addition, pupils with 10 merits are awarded a Bronze Star Badge to wear on their blazer, pupils with 20 are awarded a Silver Star Badge and pupils who reach 30 are awarded a Gold Star Badge. These achievements are displayed on house group notice boards.

These ceremonies also allow for some fun activities to reward pupils for their successes and these activities are facilitated by S6 pupils in the Rewards Committee. The members of this committee display their leadership skills in helping to host the events.

The final recognition for achievement in the school calendar is a rewards trip for pupils in S1 and S2, which takes place in June.

Achievement Awards

We also celebrate the attainment and achievements of our pupils in the Senior Phase (S4-6) with our biannual Achievement Ceremonies. Again, throughout the year, teachers issue Achievement Award Slips to pupils who display aspects of our school values that underpin or vision and aims: integrity, perseverance, service, awareness, focus and creativity. These are recorded centrally and along with the academic tracking and monitoring information are used to recognise the achievements of our senior pupils.

Prize-givings

Each year we hold two Prize-giving Ceremonies and these are the highlight of our Attainment and Achievement Calendar. Our ceremony for pupils in the broad general education (S1-3) is held in June each year. At this, we recognise the Academic Attainment and the effort of pupils across the range of curricular areas as well as wider achievements and attendance. This ceremony is held during the school day and the parents of the prize winners are encouraged to attend.

Our Senior Prize-giving is held each October and it recognises the achievements of pupils in the previous academic session. This allows us to base our academic awards on performance in SQA exams. This year, over 170 prizes were awarded ranging from academic success and excellence to individual subject prize winners at each level to 17 special prizes recognising wider achievements. Our Special prizes are sponsored by a number of the friends of St Ninian's and each winner is presented with a trophy.

Again, due to the importance we place on this event, we encourage parents of prize winners to join us for the evening's celebration. We are also joined by a number of local figures involved in education and the local authority.

St Ninian's Leadership Academy

Back in 2007, 13 pupils and 3 teachers attended the Columba 1400 Leadership Academy funded by Schools of Ambition. The academy was seen to be a great success with the school reaping the benefits of the freshly honed leadership skills of a number of the pupil body. The premise of the academy was building on leadership potential in people through the leadership values of St Columba: integrity, perseverance, creativity, service, focus and awareness.

In order to create a sustainable model and to promote leadership in our learners, we have used pupils and staff who have experienced the leadership academy to deliver the course to others. Each year since the original course, a variety of S2 and S3 pupils, selected by teachers for displaying leadership potential, have attended our Leadership Academy in Ardlui, Loch Lomond. This has seen 98 pupils undergo leadership training accompanied by a number of teachers. The Leadership Academy has been so successful that East Dunbartonshire provided funding for us to deliver the course to pupils and staff from Lenzie Academy and Primary 7 pupils from our Associated Primaries.

On return to school, those who have attended the course, use their skills to help better the school community. This has seen them assist at Parents' Evenings and Information nights, set up Homework support classes for younger pupils, lead extracurricular activities and charitable ventures.

WIDER ACHIEVEMENT

Duke of Edinburgh

St Ninian's High School has recently launched The Duke of Edinburgh Award Scheme, a leading achievement award aimed at pupils from the age of 14. A small group of pupils from S6 are currently undertaking the Bronze Award. As part of this award they have to complete a personal programme of activities in four different sections which includes: voluntary work; a physical activity; a skill and preparing for their overnight expedition. Pupils have the opportunity to choose which activities they would like to complete and record their evidence as they go. We hope in the future to offer this award in the earlier year groups and at both Silver and Gold level.

Prince's Trust XL Group

We have two XL Groups - one is in S4 and one in S5. Throughout the course of the year, pupils complete SQA units on Personal Development while being supported by school staff and the Prince's TruSt The groups organise a number of events and projects ranging from Tea Parties to Primary Football Tournaments from School Discos to Enterprising Projects. The projects have been extremely successful and the young people have gained a lot from this.

PUPIL USE OF MOBILE PHONES IN SCHOOL

There have been many concerns raised by Head Teachers, staff and parents about the extensive use of mobile phones by pupils and the associated risks of such use while in school.

The Education and Cultural Services Committee of East Dunbartonshire Council as a result of these concerns, agreed that each school should have the power to set its own policy in relation to pupil use of mobile phones in school.

All establishments will incorporate the following points into their policy:

1. Schools will discourage, and will also advise parents to discourage pupils from bringing mobile phones to school.
2. Parents will be advised that East Dunbartonshire Council will not accept liability for the loss or damage of mobile phones which are brought into the school or school grounds by pupils
3. If pupils bring mobile phones to school, the phones must remain switched off while the pupils are in class. Head Teachers will have the power to extend the switching off of the mobile phones by pupils to the whole school building and also to the school grounds.
4. Where a pupil is found by a member of staff to be using a mobile phone outwith the policy of the school, the phone will be confiscated. When a phone is confiscated, the relevant member of staff will pass on a receipt to the pupil. In order, the pupil can present the receipt at the end of the school day to uplift a phone.
5. If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or staff, this will be regarded as a serious offence and the Head Teacher, depending on the circumstances, will decide on an appropriate discipline. In certain circumstances, the pupil may be referred to the Head of Education. If images of other pupils or staff have been taken, the phone will not be returned to the pupil until the images have been removed.

PARENTAL INVOLVEMENT ACT

(1) The Scottish Schools (Parental Involvement Act) 2006 aims to improve the quality and extent of parents' involvement in their own child's learning and in the education the school provides. It modernises and strengthens the framework for supporting parental involvement. It also establishes a structure and process to replace School Boards with Parent Councils.

(2) The Act outlines three areas where parents should be supported and encouraged to be more involved in their child's learning:

- At home - providing parents with information on what their children are learning at school and how this can be supported at home
- Through school - providing parents with opportunities to contribute to the life of the school e.g. by helping out in the classroom or at school events
- In a more formal way - deciding what kind of parent representation the schools should have (3)

Parent Forum

Every parent in the school is known as a member of the parent forum and as a member can expect to:

- Get information about what their child is learning
- Get information about events and activities in the school
- Get advice/help on how they can be supported in their child's learning
- Be told about opportunities to become involved in the school
- Have a say in selecting a Parent Council to work on behalf of all parents at the school

(4) Parent Council

From August 2007 Parent Councils are recognised as the representative body of the parent forum. The role of the council is to:

- Work in partnership with the Head Teacher and staff to support the school
- 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

(5) St Ninian's High School has established a Parent Council.

(6) Parent Councils will play an active role in supporting parental involvement in the work and life of the school, while also providing opportunities for parents to express their views on their children's education and learning. The Parent Council, as a statutory body, will have the right to information and advice on matters which affect children's education. The school and the education authority will consult with the Parent Council and take their views into account wherever decisions are being taken on the education provided by the school.

ST NINIAN'S HIGH SCHOOL

SCHOOL COUNCIL CONSTITUTION

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1 INTRODUCTION

This is the Constitution for the St Ninian's High School, School Council. The Constitution as approved, can only be altered after a consultation phase, which takes into account the views of all School Council members and the Parent Forum.

The St Ninian's High School Council Constitution complements the Scottish Schools (Parental Involvement) Act 2006.

2 OBJECTIVES OF THE SCHOOL COUNCIL

The objectives of the School Council are to:

- Work in partnership with the School to create a welcoming community that is inclusive for all parents and guardians.
- Promote partnership between the School, its pupils, their parents and guardians, and the local authority.
- Promote partnership with the Church.
- Develop and engage in activities that support the education and welfare of the pupils.
- Identify and represent the view of parent/guardians on the education provided by the School and other matters affecting the education and welfare of pupils.

3 MEMBERSHIP OF THE SCHOOL COUNCIL

The membership of the St Ninian's High School Council will be a minimum of 5 and maximum of 15.

Up to one third of the School Council may be made up of members taken from School Teaching Staff, other School Staff, the Community, the Catholic Church and Pupil Council. Therefore up to two thirds of the School Council will be made up of parent members of whom 2 members must be representatives of the PTA, while the PTA remains an active group. This means that the minimum number of Parent members must be 3.

The School Council may co-opt members as required.

The local Archdioceses will be contacted and asked to nominate a co-opted member as required.

The term of membership of the School Council will be 2 years for Parent members.

A parent or guardian of a child at the School may volunteer to be a member of the School Council.

In the event that the number of volunteers exceeds the number of places set out in the constitution, members will be elected by drawing lots unless 30 parents, or a quarter of the electoral roll (whichever is the smaller) sign a request for an election to take place. If this is the case voting slips will be sent to members of the Parent Forum via their children or may be requested from the School.

When a vacancy for a parent member occurs, the Council can co-opt to fill the vacancy unless 30 parents, or a quarter of the electoral roll (whichever is the smaller) sign a request for a by election. The request to hold a by-election must be received within 2 months of the vacancy arising.

A Council member may resign office at any time by giving notice in writing to the secretary to the Board.

When a parent or staff member vacancy occurs and a request has been received to hold a by-election, this by-election must be held as soon as possible and, in any case, not later then 3 months from the occurrence of the vacancy. The sole exception to this is when the vacancy occurs within 6 months of the end of the member's term of office. Any person elected or co-opted to fill this vacancy will serve for the remainder of the term of office of the person whose place is being filled.

Where a vacancy for a co-opted member occurs, the Council is always required to co-opt another person as soon as possible.

A non-co-opted Council member may, during the term of office, become ineligible through his or her child leaving the school; or in the case of a staff member, through retiral or transfer to another school. In such cases the member must resign.

If the membership of the School Council falls below 3 Parent Members, the School Council cannot operate until this number is made up via the procedure stipulated above. In this case, notice will be given to members of the Parent Forum requesting new Parent Members.

4 REMOVAL OF MEMBERS

If a member of the School Council acts in a way that is considered by other members to undermine the objectives of the School Council, their membership of the Council can be terminated if the majority of Parent Members of the Council agree. Notice of termination would be given in writing to the member who would have 7 days to respond.

5 OFFICE BEARERS

The Office Bearers shall be Chair, a Vice-Chair, a Secretary.

The Chair and Vice-Chair shall be Parent Members of the School Council.

The Secretary shall be appointed by the School Council and does not require to be a member of the School Council.

The School Council will select the Chair and Vice-Chair.

The Chair and Vice-Chair will serve a term of 2 years unless he or she becomes ineligible for membership of the School Council in which case the School Council will elect a new Office Bearer.

6 SCHOOL COUNCIL MEETINGS

The School Council will, (when possible), meet 6 times per year. Should a vote be required to make a decision, each parent member at the meeting will have one vote, with the Chair having the casting vote in the event of a tie.

A School Council meeting requires a minimum of 3 parent members to be quorate.

6.1 ADDITIONAL MEETINGS/SPECIAL MEETINGS

Any 2 members of the School Council can request a special meeting. In such circumstances all members of the School Council will be given at least one week's notice of date, time and place of this meeting.

Any 30 members of the Parent Forum or 10% of the members of the Parent Forum (whichever is lower), can request a special meeting to discuss issues falling within the School Council's remit. In such circumstances all members of the School Council and Parent Forum will be given at least 2 week's notice of date, time and place of this meeting and will circulate details of the matter or matters to be discussed at the Special Meeting.

6.2 ANNUAL MEETING

The Annual Meeting will, if possible, take place in May of each year unless circumstances prevent this. A Notice of Meeting including date, time and place will be sent to all members of the Parent Forum at least 2 weeks in advance.

The Annual Meeting will include:

- A report on the work of the School Council.
- Selection of the Office Bearers if required.
- Discussion of issues that members of the Parent Forum may wish to raise.
- A financial report from the PTA.
- Report from the Headteacher.

6.3 NOTES OF MEETINGS

Copies of the Minutes of all meetings will be available to all parents/guardians of children at St Ninian's High School:

- On the school Website.
- On St Ninian's High School Notice Board.
- On Parish notice boards (St Flannan's, St Ninian's, St John of the Cross, St Machan's, St Paul's, St Dominic's and St Joseph's).
- From the school office.

6.4 CONFIDENTIALITY

Meeting of the School Council shall be open to the Parent Forum unless the School Council is discussing an issue that it believes must be dealt with in a confidential manner. In such circumstances, only members of the School Council and the Head Teacher or her/his representative may attend.

7 CHANGES TO THE CONSTITUTION

The School Council may change its constitution after obtaining consent from the Parent Forum. Members of the Parent Forum will be sent a copy of any proposed amendment and given a minimum of 14 days to respond to the proposal.

PARENT COUNCIL MEMBERS 2025/26

Name	Address	Remit
Mrs Y Webb	c/o St Ninian's High School	Chair
Mrs S MacLean	c/o St Ninian's High School	Vice Chair
Mrs P Breslin	c/o St Ninian's High School	Church Representative
Mr J O'Dowd	c/o St Ninian's High School	Parent
Mrs M Wilson	c/o St Ninian's High School	Parent
Mr N Hutchison	c/o St Ninian's High School	Parent
Ms K Jamieson	c/o St Ninian's High School	Parent
Mrs K McKenna	c/o St Ninian's High School	Co-opted Member
Mr P McLaughlin	c/o St Ninian's High School	Head Teacher
Mrs S Boyle	c/o St Ninian's High School	Depute Head Teacher
Mrs J Wootten	c/o St Ninian's High School	Clerk

PARENT TEACHER ASSOCIATION

The school has an active Parent Teacher Association which organises a wide selection of events throughout the year. Some are specifically fundraising in intent but others are of a social nature. In recent years the Association has gifted a number of items to the school - computer equipment, musical instruments and an examination kit consisting of French and Spanish dictionaries, calculators, protractors, and compasses etc. for use by pupils in the SQA examinations. The PTA also contribute to the annual prizegiving. Meetings are held once per month. The Chairperson is Mrs M McCarney.

IMPORTANT ADDRESSES

Education Office

Southbank House

Strathkelvin Place

Kirkintilloch

Glasgow

G66 1XQ

0141-578-8000

Local Councillor(s)

12 Strathkelvin Place,

Kirkintilloch,

1TJ.

0141-578-8000

Careers Officers

Ms S Fleming / Mrs L Forrester

Whitegates,

Kirkintilloch,

0141-776-3998

Area Registration Services Office

(for footwear and clothing/free meals purpose)

21 Southbank Road,

Kirkintilloch,

Glasgow,

G66 1NH.

0141-776-2109

East Dunbartonshire Education Convener

Cllr Jim Goodall

12 Strathkelvin Place,

Kirkintilloch,G66

G66 1TJ.

0141-578-8000

CLD & Children's Services

(School Letting Office)
166 Drymen Road,

Bearsden, G61 3RJ.

0141-578-8695

Fax: 0141 943 1688
E-mail: letting @eastdunbarton.gov.uk

Although information within this handbook is correct at the time of 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.