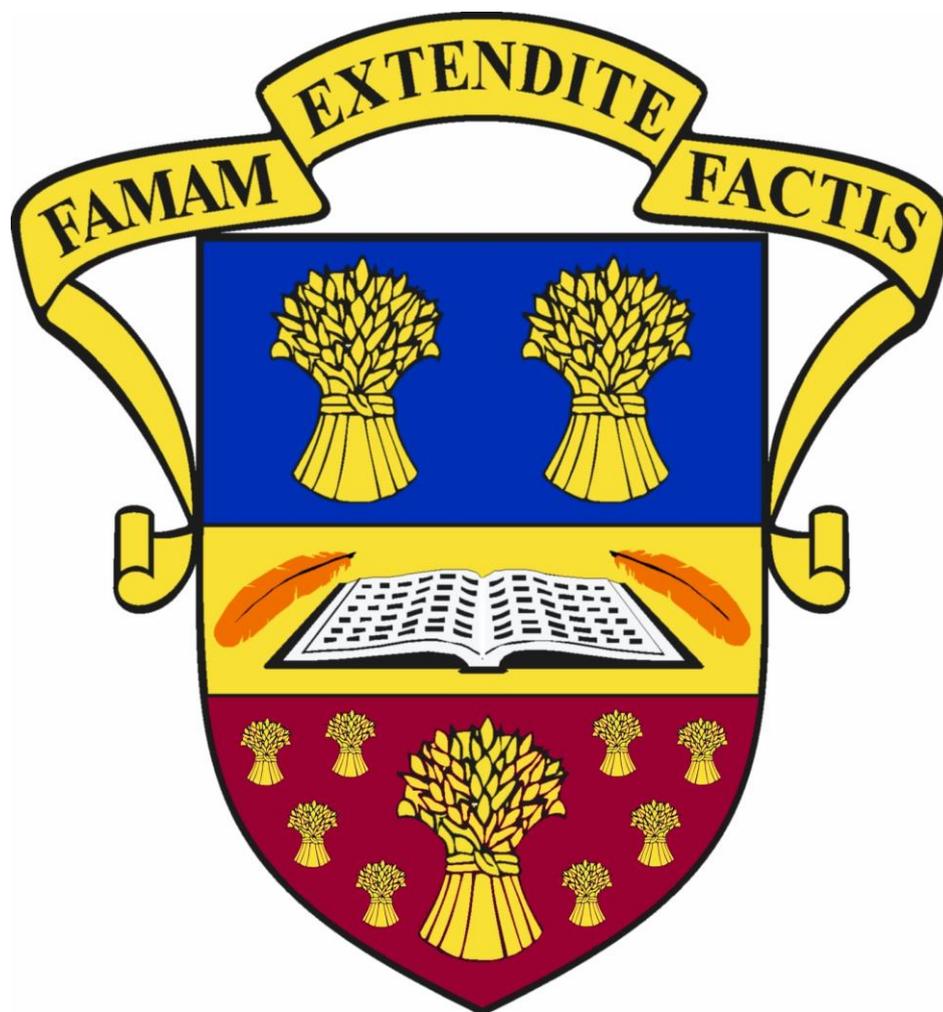


Ellon Academy



School Handbook

Updated December 2016

This document is available in alternative formats. (Please contact the Head Teacher)

School Address Details

Ellon Academy Community Campus
Kellie Pearl Way, Ellon
AB41 8LF

Telephone - 01358 720715
Fax - 01358 723758
E mail - ellon.aca@aberdeenshire.gov.uk
Information Line - 0870 0544999 Pin Number 02 10 40
Website - www.ellonacademy.org.uk/

Welcome Letter

Dear Parent

Welcome to Ellon Academy. I hope that our partnership will be productive and enjoyable and that your child settles quickly with us.

We take pride in the fact that this is a happy and industrious school with a real sense of team spirit and it is our hope that your child enjoys his/her time at Ellon Academy.

The education of a child is far too important to be left to a school alone. Parents have a very important part to play too. This School Handbook explains what you can expect of us and also indicates how we can work together to develop a meaningful and productive partnership.

Aberdeenshire Council School Handbooks are designed to inform parents of as many aspects of secondary school life, and has been written in response to 'School Handbook Guidance (Scotland) Regulations 2012'. Section D of this Handbook will be updated annually to provide current information. The Handbook is also available on our school website – <http://www.ellonacademy.org.uk/>

We hope you find our Handbook clear and informative. Please feel free to contact us with any suggestions for improvements.

Yours sincerely

Mr Tim McKay
Head Teacher

Please note – any reference to “Parent” includes guardian/carer and any person who is liable to maintain **or** has parental responsibilities (within the section 1 (3) of the Students (Scotland) Act 1995) in relation to, **or** has care of a child or young person.

Please note that whilst all information within this booklet is correct at the time of printing, it is possible that some items may change during the course of the year.

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The Senior Management Team

Rector

Depute Rector (Cheyne / Keith)

Depute Rector (Forbes)

Depute Rector (McDonald)

Depute Rector (Sinclair)

Support Manager

Mr Tim McKay

Mr Paul Cruickshank

Mrs Elaine Henderson

Mrs Kim Hall

Mr Ian Wright (Acting)

Mrs Susan McGill



House

Cheyne

Forbes

Keith

McDonald

Sinclair

Principal Teachers of Guidance

Paula Waugh

Nicole Jeffrey

Sheana Brown

Claire Kaczmarek (Acting)

May Watt, Niall Corser

Guidance staff can be contacted by telephoning the school on 01358 720715

School Background

Ellon Academy is a large rural, comprehensive secondary school with a long tradition of excellence and positive relationships with the local community.

Ellon Academy moved to the new Community Campus in August 2015. This state-of-the-art building has excellent educational and community facilities. From being the ancient capital of Buchan, serving a vast outlying rural community, Ellon has developed dramatically over the years to become a thriving and popular commercial town serving both the local community and Aberdeen, the oil capital of Europe.

In the past thirty years these changes have been reflected in the growth of the academy. In 1979 the school catered for only 500 pupils; today approximately 1,093 pupils attend the school and are supported by 80 teaching staff.

Staff at Ellon Academy are aware that all individuals have different talents and abilities - not all of which can be reflected in examination statistics, although we are proud of the excellent levels of achievements of our pupils. The range of courses and activities on offer at the school provide opportunities for an individual's abilities to be stretched and challenged. As a community school, these opportunities are available to anyone living within the community.



Opportunities for success exist for all young people. Our Support for Learning Team provides not only a high level of support but also a platform from which pupils with additional needs can be included into mainstream education.

Visits of Prospective Parents

Prospective parents can contact the School Office (01358 720715) and request an appointment to visit the school and meet with the Head Teacher or the Depute Rector (Admissions Officer). During this visit we can arrange a tour of the school and you will have an opportunity to ask any questions and discuss any particular needs for your child(ren).

Annually, Primary 7 parents are also invited to visit the school during a working day, to meet the Head Teacher, tour the school and ask questions about the education offered at Ellon Academy. These visits generally take place in January / February.

Admission/Enrolment

Parents of pupils joining S1 will receive information about S1 admissions. This information is circulated to primary schools in the Ellon Academy catchment area and then issued to parents.

Parents of pupils joining the school in classes other than S1, or in the middle of a school session, should contact the school who will arrange for an admission meeting. Arrangements will also be made for the parents and child to visit the school.

School Zone

The school has 10 associated primary schools, which range in size from small to large open-plan schools, spread over a very wide catchment area. Pupils living three or more miles from Ellon Academy within our catchment area are transported free of charge to the school.

During adverse weather conditions school transport may not operate. Information on school closures and transport information is available on the Aberdeenshire Website.
www.aberdeenshire.gov.uk/closures/default.aspx

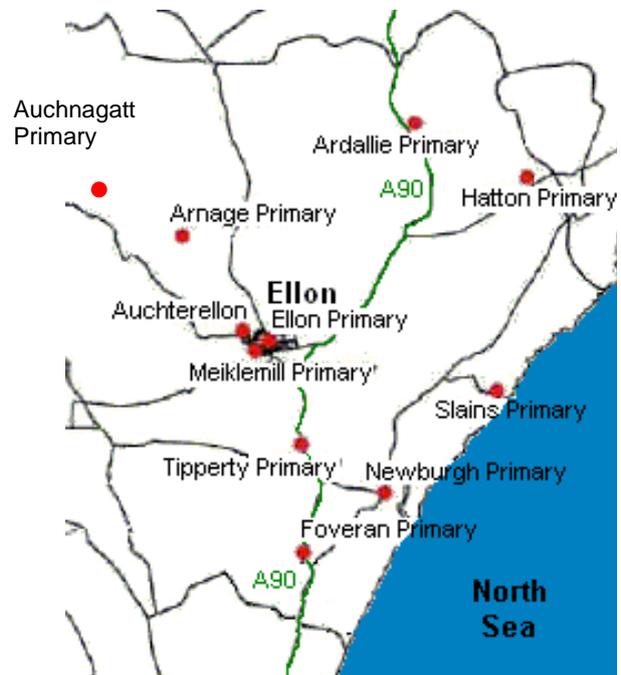
Pupils also have a note of the Ellon Academy Emergency Information Line number in their organiser.
0870 0544999. Pin number - 02 10 40
See Page 12 for detailed information

The move from primary to Ellon Academy is made as easy as possible for our primary seven pupils. Pupils coming from the associated primaries work through an extensive preparation programme, culminating in a week long visit to the Academy in June, prior to their starting at the school the following August.

The associated primaries are:

Arnage, Auchterellon, Auchnagatt, Ellon Primary, Foveran, Hatton, Meiklemill, Newburgh, Slains and Tipperty.

Further information about our catchment area and enrolling new pupils into Ellon Academy, may be obtained from the school office on 01358 720715



ORGANISATION OF THE SCHOOL WORKING WEEK

The school working week was revised in August 2010, following consultation with parents, pupils and staff. Supervised activities are available at the end of two of the three shorter school days (Wednesday and Thursday).

	REGIST-RATION	Period 1	Period 2	Interval	Period 3	Period 4	Period 5	Lunch	Period 6	Period 7
Mon	8.25 - 8.35	8.35 – 9.25	9.25– 10.15	10.15- 10.30	10.30- 11.20	11.20- 12.10	12.10– 1.00	1.00 – 1.50	1.50– 2.40	2.40 – 3.30
Tu	8.25 - 8.35	8.35 – 9.25	9.25– 10.15	10.15- 10.30	10.30- 11.20	11.20- 12.10	12.10– 1.00	1.00 – 1.50	1.50 – 2.40	2.40 – 3.30

		Period 1	Period 2	Interval	Period 3	Period 4	Lunch	Period 5	Period 6
Wed	8.25 - 8.35	8.35 – 9.25	9.25– 10.15	10.15- 10.30	10.30- 11.20	11.20- 12.10	12.10 – 1.10	1.10 – 2.00	2.00 – 2.50
Thu	8.25 - 8.35	8.35 – 9.25	9.25– 10.15	10.15- 10.30	10.30- 11.20	11.20- 12.10	12.10 – 1.10	1.10 – 2.00	2.00 – 2.50
Fri	8.25 - 8.35	8.35 – 9.25	9.25– 10.15	10.15- 10.30	10.30- 11.20	11.20- 12.10	12.10 – 1.10	1.10 – 2.00	2.00 – 2.50

All pupils have a copy of this table, showing the school working week, in their organiser.

School Dress Code

We strongly encourage all pupils to wear our school dress.

A text message will be sent home to parents if their child, following reminders, fails to comply with our expectations.

We believe the benefits of a School Dress Code are:

- *Differences between pupils are minimised, this reduces isolation and bullying*
- *The self-esteem of particular groups of pupils can be improved – it is easy to spot who does and who does not belong to a school community*
- *Pupils can feel a strong sense of belonging and commitment to the school*
- *It can improve the image of the school in the local community*
- *It can create a sense of purpose within the school environment*

Our Dress Code was developed in partnership with parents, pupils and staff to encourage and promote a positive ethos of achievement.

- Ellon Academy School Dress is **Black and White**. (No other colours)
- All pupils should all wear a school **tie** with a **white shirt** and an Ellon Academy **black sweatshirt/jumper/cardigan**
- Black footwear
- There is a senior tie for S4-6 and a junior tie for S1-3. A polo shirt, with a tie, is acceptable for S1-3 pupils. Each pupil is given a tie. Replacement ties are available at the school office at a cost of £5 each.
- A black blazer is optional for S6 pupils

For health and safety reasons, pupils should not wear any facial jewellery. School dress is available from Grays and Excell Sports, in Ellon town centre. There is also a range of school dress items, at a reduced price, for sale at Ellon Academy. Please contact the school for more information.

There are also details about school dress in the Pupil Organiser and on the website.

Some families may be entitled to a school clothing grant. More information about this can be found at the back of this handbook.

Pupil Belongings & Valuables

Pupils are expected to take responsibility for their own belongings.

Lockers

Lockers are available for hire on request from the School Reception. Full cost details are intimated to pupils at the beginning of each school year.

Valuables

The wearing of jewellery is discouraged in the school as it can get lost or cause injury to the child or others. The wearing of a watch is acceptable. Students who have pierced ears and need to wear ear rings should wear studs as opposed to hoops or 'dangly' ear rings.

Mobile phones, unless their use is sanctioned by the class teacher, for learning purposes, must be switched off in classrooms. If pupils disrupt the lesson they may be asked to hand their phone in to the teacher, and collect this later.

School Equipment

The school provides the majority of books and equipment that your child will need to use in school, however many students like to bring their own pencil case and equipment. We would suggest the following pencil case contents – HB pencil(s), a ruler – marked in centimetres, a rubber and some colouring pencils.

For certain subjects, to cover resource costs such as foodstuffs, wood etc, there are recovery charges. These will be requested, in writing from the teachers of subjects involved. Financial support is available to any family unable to meet these costs, by writing to the Head Teacher.

Students will also require a school bag to carry their belongings and equipment to and from school.

Arrival at School & School Campus Information

A member of staff will be present in the school between 7.45 – 8.25am.

The canteen sells a variety of breakfast foods from 8.00am to 8.25am.

If your child has an accident on school grounds, he/she will be treated by a first aider. We will attempt to notify you by telephone of any serious injuries/concerns. **(Please ensure that you keep the school updated of any change in your emergency contact details/new mobile phone number.)**

During lunch/break times students will be expected to be outside unless the weather is excessively wet or windy. Students should be sent to school with appropriate outerwear to suit the time of year.

In accordance with Aberdeenshire Council's Health & Safety Policy, students will not be allowed to make ice slides on the campus nor throw snowballs in or around the community campus.

For security reasons, the outer school doors lock automatically. To meet health and safety requirements, all external doors can be opened from the inside and some are controlled with a timer.

Community Campus and School Office

The community campus office is open from 6.30am to 9.30pm. The school office is open from 8.00am – 4.15pm Monday to Friday. The school has an answering machine for leaving messages. All messages are collected by 9.00am each morning. Where a response is required, during term time, we aim to do this on the day the message is received, and certainly within 24 hours.

Any visits to the school in person should be made through the main entrance. In line with Aberdeenshire Council's Health & Safety Policy, all visitors to school will be asked to sign in at the main office and wear a visitor's pass badge.

SCHOOL MEALS

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required.

Attractive menu and information leaflets are provided to all Aberdeenshire school pupils and parents. These can also be found by following the link below.

http://www.aberdeenshire.gov.uk/schools/school_meals/index.asp

For current school meal charges please check on the webpage noted above.

Ellon Academy uses a cashless catering system and each pupil is issued with a National Entitlement Card. Parents can top up this card online.

Where students bring a packed lunch to school, parents are responsible for ensuring that lunch box contents are stored at the correct temperature, by including an ice pack where necessary.

Parents should be aware that they can request a special diet for their students if there are medical or religious reasons for doing so.

Students who require medically prescribed or modified diets should notify the school during the admission process. Procedures are set in motion to accommodate these diets by parents completing Admission Form D - available from the school office.

The school aims to encourage young people to enjoy food which is both attractive to them and nutritionally sound whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim.

Some pupils may be entitled to free school meals. Please see section 5 at the back of the book for further information.

PUPIL ATTENDANCE AND ABSENCE

In recent years, increasing attention has been paid to the issue of child protection and safety due to reported occasions where students have been seriously or fatally injured because of the inappropriate or criminal behaviours of adults.

Whilst it should be noted that there has been no such instance occurring within Aberdeenshire it is important that staff and parents do not become complacent and continue to work together to develop and improve upon existing arrangements for monitoring the care and welfare of all students and young people.

With that specific aim in mind, the Aberdeenshire Education and Childrens' Services has asked all schools to implement a series of standard procedures to monitor pupil attendance and absence from school and to invite the co-operation of parents in making these changes work.

All parents are asked to assist the staff in the school which their students attend in the manner described overleaf:

Attendance and Absence Procedures

Parents are responsible for ensuring that their child attends school regularly and arrive on time. They are also responsible for ensuring the safety of their child on journeys to and from school except whilst on school transport where Aberdeenshire Council has clear guidelines about pupil safety. Absence of pupils travelling on school transport must also be communicated to the bus company or (where known) the bus driver.

Regular and punctual attendance is linked closely to achievement and school staff wish to work with parents to ensure that students can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

Unplanned Absence

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing unnecessary concern for staff and parents, the importance of good communication between home and school cannot be over-emphasised.

Parents are asked to assist school staff in the manner detailed below:

- If your child is unable to attend school through illness/other reason please telephone the school between before 9:30am on the first day of his/her absence, or send a signed note via a brother or sister where applicable.
- When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence. If you are not able to do this please try to let the school know on a daily basis.
- If your child is home for lunch and becomes unwell at lunchtime making them unable to return in the afternoon please telephone before the beginning of the afternoon session to inform the school.
- On your child's return to school, a note should be provided explaining the reason for absence and confirming the periods of absence. The note should be signed by a parent and dated.

Planned Absences

As part of Government Regulations we are required to record all absences as "authorised" or "unauthorised". Authorised absences are due to illness or family bereavement and can also include time off to attend, e.g. sporting events or music exams.

The Scottish Government has deemed that holidays taken during term time should be recorded as unauthorised absence unless there are special exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must request permission from the Head Teacher. On most occasions this will be recorded as unauthorised absence. To minimise disruption to your child's education, parents are asked to limit the number of holidays taken during term time,

For annual Ellon Academy **holiday dates**, please refer to either the annual Parents' Calendar, available on our website or the pupil organiser. Alternatively please contact the school office or go to www.aberdeenshire.gov.uk schools information, term and holiday dates.

Under normal circumstances we do not send work home in the case of absence. For medical or dental appointments the register teacher/school should be informed beforehand in writing. Where possible, on these occasions, pupils should always be collected and returned by an adult. As far as possible such appointments should take place out with the school day.

Communicable/Infectious Diseases

When pupils are off school because of sickness or diarrhoea, they should not be sent back to school until 48 hours after symptoms have passed. Pupils must be kept off school for a period of time where they have an infectious or contagious disease. These include common ailments such as impetigo, conjunctivitis, chicken pox etc. Please contact your GP or local health centre for up to date advice if you believe your child may have a communicable disease. For further information regarding how long pupils need to be kept at home and not sent to school either contact the school office or go to www.nhsgrampian.org exclusion policies for infectious diseases.

Head lice

Please check your child's head regularly (we recommend weekly) and notify the school if you find head lice. Current advice on the treatment of head lice is available from your local pharmacist.

Asthma Inhalers

Parents of pupils who carry their own inhalers should supply a spare named inhaler just in case your child's inhaler is lost or misplaced.

ABERDEENSHIRE COUNCIL GUIDANCE ON SCHOOL CLOSURES

School Closure Due to Bad Weather or Other Emergency

We want to work in partnership with parents to ensure the safety of pupils at all times. These guidelines outline the procedures for dealing with school closures during bad weather or other emergency.

As a parent we would like you to:

- Ensure your child wears appropriate outdoor clothes throughout the winter.
- Decide whether it is safe for your child to travel to school in bad weather, either by school transport or on foot.
- Provide the school with information about emergency contacts to whom your child can be sent at short notice if you are not available. Also tell the Head Teacher about any changes to this information and to your daytime contact details.
- Provide the school with a bad weather address within safe walking distance of the school.

If school transport is not running please do not take your child, or any other pupils, to school yourself, unless it is safe for you to do so. You will be responsible for ensuring that the pupils you took to school are transported home again. You need to be available, and able to be contacted, in the event that the school has to close early due to deteriorating weather conditions.

In difficult weather conditions pupils should not wait any longer than 15 minutes after the normal pick up time before returning home. Please ensure you have made alternative arrangements for your child in case the transport doesn't arrive.

If your child travels by school transport you are responsible for their safety to and from the pick up/drop off point whether they use school transport or a public service vehicle. **School transport contractors** have been told not to allow pupils to walk home alone from drop-off points *under any circumstances* during extreme weather conditions. If you cannot meet or arrange for your child to be met, the school transport will return them to a designated location.

Public service vehicles – drivers of these vehicles follow a specified route and keep to timetables – they cannot make special arrangements.

When will schools be closed?

Head Teachers decide if and when schools should close due to bad weather or any other emergency. In bad weather the Head Teacher will decide this after receiving information about local weather conditions. This decision can be made at any time, day or night. In bad weather, the Head Teacher will endeavour to update school closure information by 6.45am.

During bad weather some school staff may not be able to get to school – so the school may have to close as there are too few teachers present. Sometimes only part of the school will be closed or only some of the pupils will be dismissed early.

If you are concerned about local weather conditions contact the school. You may wish to collect your child yourself and you are free to do so provided you make arrangements with the school.

Because of the large number of pupils at Ellon Academy, it is impossible to inform all parents in advance of emergency closures and the school may dismiss pupils without first contacting parents.

To facilitate the Aberdeenshire Policy, all pupils at Ellon Academy, who travel to school by bus/taxi will complete a Storm Arrangements Form.

What education might my child be missing?

Some parents and pupils worry that important examinations or work is missed because the school is closed or conditions make it difficult to attend. But the *safety and welfare of pupils must take precedence* when making judgements about travelling to school in bad weather. Arrangements can be made for lost time to be made up and examinations can be rearranged.

At Ellon Academy, information regarding the continuation of learning will be posted on GLOW or the school website www.ellonacademy.org.uk/

Further Information

Out with school hours, your local radio station is a good place to find out information on school closures. The following radio stations receive updated information every 15 minutes from our website:

Northsound 1

FM 96.9Tel: 01224 337000

Northsound 2

MW 1035 kHz

BBC Radio Scotland

FM 92.4 - 94.7MW 810 kHz

Moray Firth Radio

FM 97.4 MW 1107 kHz

North East Community Radio

FM 97.1 - 106.4Tel: 01467 632878

Waves Radio

FM 101.2Tel: 01779 491012

Original 106 FM

Tel: 01224 293800

Twitter

<http://twitter.com/aberdeenshire>

Aberdeenshire Council Website

www.aberdeenshire.gov.uk/closures

You also have the option to sign up to receive email alerts when your school(s) updates their closure status: www.aberdeenshire.gov.uk/alerts/index.asp

School Information Line

Tel: 0870 054 4999 then 02 10 40 (This is Ellon Academy's Pin number). If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

Please note: Call charges to the School Information Line will depend on your contract with your telephone service provider, for example, calling from your home telephone may differ in price from calling from your mobile phone.

Public Transport Unit (9am – 5pm) 01224 665194

Inverurie Education Office (9am – 5pm) 01467 620981

Contact Details

It is vital that parents keep us informed of up to date telephone contact numbers – home, work and local emergency contact(s) so that we can be sure of reaching you in any emergency situation.

Parking

Parking is available for visitors in front of the Community Plaza. This is also the designated 'pick up' point for pupils.

Transport

The Council provides free transport to all pupils who are in the school catchment area and live over three miles walking distance from Ellon Academy. Free School Transport is also provided for pupils with certain additional support needs. School transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport. There is a small charge for 'after school' transport.

Privilege transport

Pupils who live within three miles of Ellon Academy may be able to travel on school transport at a charge. Where spare seats are available on a school transport route parents can apply for a privilege place for their child by downloading an application form.

The application form includes information on prices and payment methods for Privilege Passes. Discounts are available for pupils entitled to Free School Meals and to families with three or more children travelling to the same school. For further information click on the link below or contact the school.

<http://www.aberdeenshire.gov.uk/publictransport/schooltransport/index.asp>

SECTION 2 – CURRICULUM AND ASSESSMENT

A Successful School

Ellon Academy is a highly respected school both locally and nationally. It has a strong tradition of success in both curricular and extra-curricular activities. Approximately 60% of our pupils eventually go on to university. This is a reflection not only on the hard work of the pupils of the school, but on the excellent, dedicated staff, who work hard to understand and cater for the needs of all pupils.

Ellon Academy is more than just a school

The new academy building, opened in August 2015, was designated as a Community School. The building is jointly managed by the Rector, the Senior Community Learning Worker and the Senior Leisure Officer, ensuring that the whole community can get the best possible use of the excellent combined facilities. This partnership provides the school with access to the community swimming pool and Games Hall, and gives the local community access to a wide range of educational and technological resources within the school.

In the best sense, Ellon Academy is a school within the community and a community within the school.

The school also operates in partnership with North East Scotland College (NESCOL) which provides a variety of courses both during the day and in the evening.

The NESCOL Ellon Learning Centre is a purpose built wing of the new campus and provides pupils with 'Skills for Work' courses in for example: Construction and Engineering along with other courses such as Photography and Psychology.

If you wish more information about Community Learning or the availability of crèche facilities, please contact the community campus office. **Tel 01358 720715**



Fitness Room



Games Hall



Swimming Pool

School Ethos

Judge for yourself...

Ellon Academy is an open school, priding itself on its relationship with parents. The school sees education as an equal partnership between parents and school staff, working together to ensure that each child is supported and challenged to reach their potential. Parents are more than welcome to discuss their child's progress at the school with us at any time. Please do not hesitate to telephone the school to make an appointment.

What's been said about ...

...the curriculum?

"The school has demonstrated considerable success both in planning and implementing Curriculum for Excellence. Many aspects of this work appear to be sector-leading practice." (Dr Jim Scott, national CfE advisor)

...the staff?

"The school can take pride in the extensive range of good practice already identified [among its staff]" (Aberdeenshire Review Team)

... learning?

"The school takes great credit from the approach to formulate its strategy for behaviour management in promoting quality education" (Aberdeenshire Review Team)

... communication with parents?

"It is most welcome to have this type of [positive] communication from the school. Recognition of effort brings confidence and provides encouragement ... The 'Well Done' slips allow us as parents to play a part in this. (parent)

... extra-curricular activities?

"(Ellon Academy has) confident pupils, who have an outstanding range of opportunities to develop their self esteem through participation in activities both in and out of school." (HMIe)

... the school environment?

“Fourth Green Flag Award 2015...thoroughly integrated the Eco-Schools’ Programme into the school’s curriculum.....pupils are truly responsible, global citizens. (Eco Schools Assessment Officer)



Former First Minister Alex Salmond with the Environment Committee.

... the school ethos?

“My son started with you recently and this has been a very positive experience. I have been incredibly impressed by your school. The attitude of pupils is an absolute credit to staff.” (parent)

“...thank you for the help, support and guidance offered during his schooldays at Ellon Academy. We are grateful that he was given the opportunity to study at Ellon Academy and will be able to take with him the lessons he has learnt to help him move on in his life and have a successful future. The teachers are stars (gold) they put in a lot of effort and hard work to ensure he got the best” (carer)

School Aims

What makes Ellon Academy the place that it is?

Every community is built on a set of beliefs and values which underpin all that goes on in the school. Ellon Academy is a community of staff, pupils and parents. It is important that every member of the community understands the aims and values of the school and works to ensure that they are achieved.

We Value

- each young person as an individual
- equality of educational opportunity
- relationships within our community
- the opinions of both staff and pupils
- the concept of comprehensive education
- hard work and self discipline
- achievement

We Aim

- to build on individual talents, interests and aspirations
- to develop a tolerance and respect of others
- to provide a happy working environment based on mutual respect
- to develop an awareness and appreciation of the needs and aspirations of our community
- to develop an appreciation of our natural and cultural heritage

A School that cares for its pupils

Ellon Academy takes pride in the quality of its pastoral care and guidance and always aims to put in practice the concept of the school as part of a caring community. This was described as one of the school's key strengths in our last HMIE Inspection.

Guidance and Pastoral Support

Each pupil belongs to one of five House Groups, which are the responsibility of the Principal Teachers of Guidance. Their role is to know well and support each pupil in their House, providing a focus for the pupil, parents, staff and outside school contacts.

At all times they work towards promoting high standards of behaviour and positive relationships, working with pupils to set learning targets, reviewing and discussing overall progress and being a regular point-of-contact throughout their school career. They provide a programme of regular pupil interviews and can offer help and advice to pupils on a wide range of topics, as well as being a 'listening ear'.

Principal Teachers of Guidance also teach the Personal and Social Education (PSE) programme. Core topics within PSE include health, sex, careers, alcohol, drugs and relationship education. Each pupil also has a Register Teacher who sees them for a ten minute registration period each morning throughout their time at the school.

The Five House Groups are:

House	Principal Teacher of Guidance
Cheyne	Paula Waugh
Forbes	Nicole Jeffrey
Keith	Sheana Brown
McDonald	Claire Kaczmarek (Acting)
Sinclair	May Watt / Niall Corser

Guidance staff can be contacted by telephoning the school on *01358 720715*

The Pupil Executive Team

(Head Girl, Head Boy and Deputes) take a very active leadership role within the school; they work alongside 80 prefects actively taking on responsibilities within the school. These include assisting at Parents' Evenings, corridor duties etc.

House Captains also work with Guidance Teachers to support their House and Sports Captains. They also work closely with the Health and Wellbeing Faculty to support a wide range of inter house events.

All our sixth year pupils are expected to contribute to the life of the school as part of their negotiated contract. Furthermore, our sixth year pupils have opportunities to undertake committee work or take part in the Community Involvement programme, where they devote part of their time on a weekly basis to help in the community. Examples of this are: the Peer Support programme, tutoring members of the community in IT skills and mentoring younger pupils.

Positive Behaviour Management

Promoting Education at Ellon Academy

Promoting Education at Ellon academy focuses on the educational process. The school aims to engender an atmosphere of mutual cooperation between staff and pupils. The following principles underpinned this aim:

- All pupils have the right to be taught without disruption.
- Parents have the right to be informed if their child's behaviour is causing concern.
- The school should aim to apply a consistent and fair approach to behaviour management.

Promoting a high quality educational experience at Ellon Academy encompasses a whole school approach of support for pupils and staff. The Charter for Learning and Code of Conduct are at the core of this process. This system, which is reviewed, as necessary, is designed to give staff the support to teach, and pupils to learn in a positive environment. There are a number of interlinked initiatives including:

Well Done slips	To provide praise, encouragement and recognition for achievement in school - both in and out of the classroom
Extra-curricular activities	To build on and extend the interests and talents of pupils
School Colours/Merits	To recognise excellence in Physical Education and the Arts
The Homework club	To allow pupils to keep up, catch up or get help with homework.
Positive Relationships (Out of Class)	To encourage the highest standard of behaviour throughout the school day
Revision Sessions	To improve pupil attainment
Pupil Senate	To promote pupil participation in decision making

Pupil Code of Conduct

The *Pupil Code of Conduct* has been agreed between staff and pupils and links closely with our *Charter for Learning*. Together, both documents outline our pupils' right to the highest quality education at Ellon Academy. The *Code of Conduct* is designed to ensure all pupils and staff have a safe and pleasant working environment. Pupils failing to follow the Code of Conduct will be sanctioned.

- *To be respectful towards other pupils, staff, visitors and campus users at all times*
- *To treat all property and the environment with respect*
- *To keep corridors free from bags, using lockers and 'bag drop baskets' only*

- *To eat food only within the Canteen and Social Area on the Ground Floor*
- *To drink only water on the first and second floors*
- *To use litter and recycling bins to maintain the pleasant environment created in and around the community campus*
- *To act safely and responsibly at all times*
- *To keep Social Areas tidy and respect the facilities provided*
- *To use mobile phones (socially) only at break, lunch and non-class study periods during the school day. Mobile phones not to be used between periods*
- *To respect the school transport provided – both driver and the vehicle*
- *To abide by the no smoking policy.*

Chewing Gum or Consuming Cans of 'Fizzy Drinks'

To ensure we maintain a clean and healthy school environment, chewing gum and the carrying or consumption of cans of 'fizzy' drink are not permitted on the community campus.

UNRRS

Ellon Academy is a United Nations Rights Respecting School. This means that all our policies and procedures promote rights, responsibilities and respect for all, in line with the United Nations Convention on the Rights of the Child. The UNRSS framework joins everything that we do together. Ellon Academy was awarded Level 2 of this Framework in June 2016.

Promoting Education in Class

Our Charter for Learning gives both pupils and teachers a shared understanding of what we are aiming to achieve. Staff have high expectations for all pupils. The Promoting Education Policy is designed to allow pupils to reach their individual targets in a purposeful and positive classroom atmosphere.

Parents are involved early in the system to allow them to work in co-operation with staff to help pupils achieve at the highest possible level.

Pupils who choose to disrupt lessons can be transferred to the "Time Out" room to continue their learning. Here the focus is on understanding why the pupil behaved in a way that failed to match the standard expected, and, with the help of staff, to agree targets and strategies that will allow them to modify their future behaviour and continue their learning.

At Ellon Academy we have high expectations of all our pupils. These are:

1. Arrive on time.
2. Enter quietly and prepare for the lesson.
3. Make every effort to bring the necessary books and equipment.
4. Follow instructions the first time they are given.
5. Not interrupt when the teacher is speaking to the class.
6. Do your work to the best of your ability and not distract others.
7. Treat others and their work with respect.
8. Behave safely at all times.
9. Wait until you are given permission to leave at the end of the lesson and then leave quietly and safely.

Charter for Learning:

1. Education at Ellon Academy will develop every pupil's personality, talents and abilities.
2. All efforts should be made to ensure that the rights of all pupils are met.
3. All pupils have the right to express their views on matters affecting them in school, have their views taken seriously, and have their dignity respected.
4. It is the right of all pupils to have an education. Each pupil has a responsibility to respect the education of others.

What do parents, staff and HMIE think about it?

Staff Views

"It helps the school achieve a consistent approach to class management "

"Very good for school ethos..."

"... confrontation can be avoided."

Parents Views

"Staff show concern for the care and welfare of pupils."

"We feel the acknowledgement of positive behaviour is extremely important."

HMIE Views

"The school has a very caring and positive ethos, almost all the pupils behaved well"

Anti-Bullying

Alongside the development of the Promoting Education Policy, the school has developed an Anti-Bullying Policy. Ongoing work in the school ensures that staff and pupils are made aware of the effects and signs of bullying. This allows the school, as a community, to work together to recognise and stop bullying, and to support the individuals involved.

At Ellon Academy we try to promote good personal relationships between pupils, parents and staff but unfortunately sometimes the relationships between pupils can lead to bullying. We actively discourage bullying in all its forms. In all cases we would advise pupils to tell an adult they trust if they are being bullied.

Pupils in the senior school are trained to act as Peer Supporters or 'Buddies' for younger pupils.

Information leaflets are available on request from the school. Further information on our Positive Relationships Policy (Anti Bullying and Victimisation) can be found on the School Website and in the pupil organiser.

Pupil View

“I don't know how I would have got through the first few weeks of S1 without the Peer Supporters”



Peer Support



Homework Club

Exclusion

Where pupils who repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the authority exclusion policy will apply. The Head Teacher can also use the sanction of exclusion to deal with a single serious incident. For further information on exclusions contact the school or go to:

www.aberdeenshire.gov.uk/about/departments/GuidelinesForExclusion.pdf

CURRICULUM FOR EXCELLENCE

Curriculum for Excellence has now been introduced across Scotland for all 3 – 18 year olds - wherever they learn.

Principles for Curriculum Design

Schools and learning communities in Aberdeenshire apply the principles for curriculum design that are drawn from National advice but reflect our unique Aberdeenshire context. Those principles are:

- Challenge and enjoyment in learning
- Breadth of learning
- Progression in learning
- Depth of learning
- Personalisation and choice e.g. in how to present learning
- Coherence (with other areas of learning)
- Relevance of learning

Throughout their education at Ellon Academy, all learners are provided with a broad and balanced set of experiences designed around the Curriculum Areas of:

- Expressive Arts
- Languages and Literacy
- Mathematics and Numeracy
- Health & Wellbeing
- Religious and Moral Education

- Sciences
- Social Studies
- Technologies

Every pupil's core curriculum consists of Literacy, Numeracy and Health and Well-Being outcomes and experiences. These outcomes and experiences permeate all Curricular Areas. Attainment and achievement of these outcomes and experiences are scrutinised and reviewed annually by the school to ensure standards are maintained or improved. To ensure the best preparation for life after they leave Ellon Academy, all pupils are given opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on:

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing
- Sustainable Development
- Information Communication Technology (ICT)

School Policies

School and authority policies are currently being reviewed and updated to reflect Curriculum for Excellence requirements.

To aid parents in their understanding of the revised curriculum and qualification framework, the school has produced a separate 'Curriculum for Excellence' booklet. This booklet is issued to each S1 parent and is available from the school or our website - www.ellonacademy.org.uk/

Learning Structure and Choice

Ellon Academy provides a framework for learning based upon the principles of curriculum design and entitlements. Within this, the school encourages pupils to have a say in how they learn and what they learn e.g. in a social studies based topic, the students might choose to communicate their learning through a report, a power point presentation or a piece of artwork. The pupils also might choose to research a specific aspect of information within the topic framework. Through the use of learning logs and personal planning, the pupils are involved in setting their own targets and planning next steps in learning.

For further information on specific aspects of learning, please contact your child's Guidance teacher in the first instance.

Further information about Aberdeenshire's curriculum framework can be found at www.aberdeenshire.gov.uk/about/departments/CurriculumFramework.pdf

Further information about Curriculum for Excellence can be found at www.educationscotland.gov.uk/thecurriculum

The Homework Organiser

At the beginning of each school session, all Ellon Academy pupils are given a homework organiser. This is a school textbook and is designed to provide good study habits, planning and timekeeping.

The homework organiser is a useful mechanism for communicating with home. It also contains a wide range of information for pupils and parents. Teachers may use it to inform you of important details. Equally, you as parents can use it to contact school. We would encourage parents to check and sign the organiser on a weekly basis. As parents you can support homework by encouraging your students to have, where possible, a regular time to do homework and a quiet place to work. The Homework club, which is run every lunchtime, by staff and Peer Supporters, is an option for pupils who want a quiet place to work, some help with their homework, or access to IT facilities.

RELIGIOUS MORAL AND PHILOSOPHICAL STUDIES (RMPS)

Ellon Academy is a non-denominational school, which aims to develop core values, which include respecting others. We aim to create a curriculum and climate for learning, which promotes moral, social and personal responsibility towards self and others.

All pupils in S1-S4 will have a curricular experience which will explore aspects of society, values and issues affecting young people today.

Parents wishing to withdraw their child from Religious and Moral Education should contact the Head Teacher so that acceptable alternative arrangements can be made.

RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD

The following Aberdeenshire Council information guidance is followed by the school in providing appropriate learning experiences with regard to relationships, sexual health and parenthood which is part of the health and wellbeing curriculum.

Sex education can be defined as a lifelong process whereby students and young people acquire knowledge and skills, and develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework.

(Sex Education in Scottish Schools: Effective Consultation with Parents and Carers, Scottish Executive & Learning and Teaching Scotland 2001).

Students learn about relationships, sexual health and parenthood from a wide range of sources including formal education, parents and families, friends and the media: magazines, books, TV, video games and movies. Key learning themes are as follows:

- Relationships
- Respect and appropriate behaviour
- Keeping safe
- Sexuality and gender
- Physical development
- Health and wellbeing of self and others
- Respect and appropriate behaviour
- Emotional issues
- Puberty and personal hygiene

- Conception, giving birth, safer sex
- Role of a parent/carer
- Sexual behaviour (e.g. masturbation)
- Contraception and Sexually transmitted infections

ROLES AND RESPONSIBILITIES IN RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD EDUCATION

Parents' roles

Education begins at home. Parents are the first and foremost educators of their child. Even if parents do not talk to their child about relationships and sexual health, parental influence will still be strong.

Parents are encouraged to review the school's programme and resources and to speak to their child about what they are being taught in school to actively support the work of the school. Parents should contact their child's Guidance Teacher to discuss this further.

School roles

- Building supportive and positive communication with parents.
- Encouraging parents to view the teaching and resource materials.
- Dealing with parental concerns.
- Providing staff with appropriate training and support.
- Actively seek parents' support through activities such as - homework tasks, questionnaires, training, workshop and information sessions.

In some exceptional circumstances, parents may prefer to deal with their child's relationship and sexual health education themselves. This should be discussed with their child's Guidance Teacher so that appropriate alternative arrangements can be made.

DRUGS EDUCATION/SUBSTANCE MISUSE

The Aims of Substance Misuse Education

When planning for Substance Misuse Education within the curriculum, it is important to reflect on the guidance outlined in Aberdeenshire's Curriculum Framework 3-18.

Within the rationale of this policy, the key elements of successful Substance Misuse Education provision are addressed directly within the advice for supporting pupils and young people in becoming successful learners, confident individuals, effective contributors and responsible citizens.

An effective Substance Misuse Education programme should aim to:

- Allow pupils to develop knowledge and understanding about legal and illegal drugs, their effects and the implications of use and misuse.
- Provide opportunities for pupils to develop beliefs, attitudes & values about drugs.
- Enable pupils to develop the skills necessary to make healthy, informed choices and decisions about drugs, including resistance to peer pressure or influence.
- Link with other components of personal, social and health education to develop life skills and promote access to positive, health-promoting lifestyles.

At Ellon Academy, programmes of study are arranged in compliance with this guidance. For further information on learning and teaching of substance misuse education, please contact your child’s Guidance Teacher.

The School Curriculum

In conjunction with parents, pupils and staff, the school is continuing to update the curriculum to meet the national “Curriculum for Excellence” expectations. This revision process will continue over a number of years.

Curriculum for Excellence at Ellon Academy

The national *Curriculum for Excellence* Programme has been introduced across Scotland to raise standards of learning for all 3 to 18 year olds. It aims to help prepare your child with the knowledge and skills he/she needs in a fast changing world with the key outcome being to ensure he/she develops the skills, knowledge and understanding to be successful now and in future life.

Your child’s experience at Ellon Academy is not just about the subjects taught. It includes everything in relation to learning, and incorporates all experiences throughout his/her time at school and home. Nationally, these experiences are grouped into four categories.

Curriculum areas and subjects

1. **The curriculum areas:** The *organisers* for setting out the experiences and outcomes. Each area contributes to the four capacities.
2. **Interdisciplinary learning:** This is learning beyond subject boundaries.
3. **Ethos and life of the school:** The starting point for learning should include a positive ethos and climate of respect and trust based upon shared values across the school community.
4. **Opportunities for personal achievement:** These are opportunities for achievement both in the classroom and beyond, giving your child a sense of challenge, satisfaction, motivation, resilience and confidence.

Stages of Learning

The *Curriculum for Excellence* programme is written at five levels, with progression to qualifications through the Senior Phase. The Ellon Academy curriculum is always evolving. As your child progress through the school, the curriculum structure may alter to reflect changing circumstances and opportunities.

By attending Ellon Academy, your child is already progressing along his/her personal ‘*learning journey*’. The diagram overleaf represents the key stages of that journey.

The stages illustrated below will not represent every child’s progress through the levels. Your child’s journey will be influenced by maturity and the changing ways in which he/she engages with learning. Some pupils will start learning at these levels earlier and others later, depending upon an individual’s needs, capabilities and aptitudes.

The framework is designed to be flexible in order to permit careful planning for those pupils with additional support needs, including those who for example, have a learning difficulty and/or are particularly able or talented.

Level	Stage
Early	The pre-school years and P1, or later for some.

First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier or later for some. The fourth level experiences and outcomes are intended to provide possibilities for personalisation and choice.
Senior Phase	S4 to S6, Further Education or other means of study.

At Ellon Academy our curriculum will largely focus on the Third, Fourth and Senior Phase levels. It is important that all pupils' needs are accounted for and differentiated learning into the Second level will be available as required. Your child can continue to expect to gain knowledge and skills, whatever his/her individual circumstances.

When your child enters the Senior Phase he/she will have a range of options, including: at the end of S4 staying on for S5 and/or S6, going to college or university, entering work or community-based learning, volunteering etc.

All these options offer your child the chance to study for qualifications and work on the skills needed to get on in life, whatever his/her chosen career pathway.

At Ellon Academy your child will continue to follow the 'broad based' curriculum studied in his/her primary school. The curriculum will mainly be organised into the following eight Curriculum Areas and contain a range of subjects. These are:

- Expressive Arts – including art and design, drama and music
- Health and Wellbeing – mental, emotional, personal, social and physical wellbeing, PE, food and health, substance misuse and relationships, sexual health and parenthood
- Languages – listening and talking, reading and writing in literacy, English, media and modern languages
- Mathematics – including analysing information, numeracy, solving problems and assessing risk
- Religious and Moral Education – learning about Christianity, other world religions and developing values and beliefs
- Sciences – understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science
- Social Studies – understanding people, place and society in the past and present including history, geography, modern studies
- Technologies – including computing science, food, textiles, craft, design, engineering, graphics, business and applied technologies

Interdisciplinary Learning

There are three key areas which are covered by all learners across their curriculum. These are:

1. Literacy across learning – talking, listening, reading and writing (including using digital communications)
2. Numeracy across learning – including money, time, and measurement
3. Health and Wellbeing across learning – including making informed choices for a healthy lifestyle

Interdisciplinary learning takes place between and within the Curriculum Areas. This ensures your child is provided with multiple opportunities to meet the four capacities of the *Curriculum for Excellence* programme. Further information on all of these

Curriculum Areas and interdisciplinary learning can be located at www.ltscotland.org.uk/curriculumforexcellence.

The Broad General Education (S1-S3) at Ellon Academy

To reflect the principles of Curriculum for Excellence, all Aberdeenshire pupils will study a Broad General Education through to the end of S3 followed by an S4-S6 Senior Phase curriculum.

Throughout the S1-S3 Broad General Education, your child will have the opportunity to build on prior learning from his/her primary school and will continue to experience success across each of the four capacities. To maintain motivation, pace of learning and interest throughout the Broad General Education, your child will have the opportunity to personalise his/her curriculum through choice at the end of S2. To maintain breadth of learning and meet the requirement of a Broad General Education, in S3, all pupils will study courses covering each of the eight Curricular Areas. The subject choice process will take place in February/March of S2. Towards the end of S3, your child will have the opportunity to 'refresh' his/her choices as preparation for the Senior Phase (S4-S6). The Senior Phase will be the starting point for engagement with Scottish Qualification Award (SQA) and other award bearing qualifications.

The Senior Phase (S4-S6) at Ellon Academy

In the S4-S6 Senior Phase, your child will continue their 'learning journey' through a range of personalised curricular pathways. As your child progresses through the Senior Phase, he/she will experience a greater depth of learning as well as formal recognition of achievements.

In S4, most Ellon Academy pupils will study National 5 qualifications with some, depending on their progress through the Broad General Education, following National 3, National 4 or Higher Grade qualifications.

In S5 and S6 similar flexibility on academic progress will continue. Most pupils, however, will study Higher and Advanced Higher Grade qualifications.

In addition to SQA qualifications in the Senior Phase the opportunity to broaden learning beyond traditional boundaries exists. Numerous 'achievement opportunities' through for example; work related learning placements, voluntary work, community placements, Duke of Edinburgh etc as well as partnership working with the North-East Scotland College ensure our pupils are well prepared for meeting the challenges of post-school life.

Assessment and Reporting

Throughout the Broad General Education, your child will be assessed against the curriculum Outcomes and Experiences using a wide range of tasks and activities. Your child's teachers will use their professional judgement to ascertain how secure learning is within a level. Teachers will use evidence gathered from: practical investigations, performances, reports, oral presentations, homework, specific assessment tasks and tests to aid their professional judgement on your child's learning. In order to progress through the levels your child will need to demonstrate that he/she:

- has a breadth of learning, gained through participation in challenging tasks and activities
- can demonstrate a depth of knowledge, understanding and skills
- is able to apply their learning in new and unfamiliar situations.

Attainment in the Senior Phase will be achieved largely through success in SQA and other award bearing examinations, where your child will start building his/her lifelong portfolio of qualifications. However, as your child moves into S4, he/she will continue to develop the four capacities. To do so, he/she must continue to have opportunities that reinforce broader learning and achievements through a range of experiences including enhancing skills for life and work.

As currently, teachers will report each child's progress to parents. Reports will include information on strengths, areas for improvement and next learning steps. The current Reporting Calendar is available through the school website <http://www.ellonacademy.org.uk/>

Broad General Education (S1 – S2)

Your child will study a common curriculum throughout S1 and S2, including interdisciplinary opportunities based on literacy, numeracy and health and well being outcomes and experiences.

Broad General Education (S3)

Your child will have the opportunity to personalise his/her learning in S3. Depending on your child's progress in S2, a degree of subject choice will be available within each Curricular Area.

As the curriculum is based upon outcomes and experiences, some subjects may be offered across Curricular Areas. Throughout S3, your child will collate successes gained from a variety of different sources into his/her S3 Profile.

During January/February of S3, your child will begin the process of choosing the subjects to be studied in S4. Approximately 80% of pupils in your child's current class will return to school for S5. For these pupils we advise strongly that they consider a two or three year Senior Phase 'qualification journey' based on what they want to achieve throughout this time. The 20% of pupils planning to leave at the end of S4 will focus on a curriculum that best prepares them for college or work.

Senior Phase (S4)

The Senior Phase will combine pupils from S4, S5 and S6. Pupils from S4, S5 and S6 may be in the same classes. In S4 your child will continue to personalise his/her curriculum and begin to build a portfolio of National Qualifications. Most (but not all) students will be assessed at National 5 with a few at National 4 and National 3. The possibility to be assessed at the end of S4 at Higher Grade level, will exist.

Throughout S4, your child will continue to study the core areas of English, Mathematics, Modern Foreign Language (French or German), RMPS, PE and PSE and then have a 'free' choice across the Curriculum Areas. In S4, in addition to English, Mathematics and his/her Modern Foreign Language, your child will study a number of other National Qualification courses which will reflect his/her academic progress through the Broad General Education.

At Ellon Academy almost all pupils will study seven certificated courses in S4. This number of courses provides your child the opportunity to gain deeper learning in his/her chosen 'learning journey' through the Senior Phase. Depending on your child's ability and progress it may be possible to study some courses over a two-year period of the Senior Phase. This flexibility will provide further breadth to your child's learning.

Senior Phase (S5 and S6)

In S5 and S6 courses are planned around six choices of five periods per week. It is recommended that for S5 pupils, five of these six choices, pupils follow SQA qualification courses with the sixth choice available for 'broader achievement' opportunities. This further personalisation provides your child with the opportunity to gain deeper learning in his/her chosen SQA subjects. Advanced Higher Grade courses are also offered during the Senior Phase. A key requirement for these courses is the ability to study independently. Therefore the amount of teaching time allocated to these courses will be reduced. For S5 and S6 pupils the opportunity to relate learning to a future career exists through our Work related Learning course. Your child will continue to study the core areas of PE and PSE in S5 and S6.

Further information on the national 'Curriculum for Excellence' programme is available via the following websites:

- www.ltscotland.org.uk/curriculumforexcellence
- www.educationscotland.gov.uk
- www.sqa.org.uk/curriculumforexcellence
- www.educationscotland.gov.uk/parentzone

At Ellon Academy we pride ourselves on the support offered to all pupils to ensure the best climate for learning. We feel this is one of the reasons Ellon Academy is such an academically strong school.



"Roadwise" road safety event



Ceramics project

The Library and Open Learning Zone

The library welcomes all pupils and staff to make use of the excellent stock of both books and other resources. There are opportunities for pupils to develop research and investigative skills, to find out about career opportunities, to become familiar with computer resources, and to read for pleasure. The library is a focal point and plays a part in many whole school activities.

The Open Learning Zone is a shared school resource with computer access for pupils. Teachers from all subjects can bring classes here for research purposes

A 'High Tech' School

As well as learning about information technology, pupils will have access to 'high tech' equipment in all classrooms, open learning areas and library. class might use computers and interactive white boards in Maths and Science for solving problems;



in Art and Technical for designing; in Music for inventing and the library for research as part of their wider studies in other subjects.

Excursions and Extra Curricular Activities

All Ellon Academy excursions are covered by the following Aberdeenshire Council regulations:

1. *“The planned excursion will take place according to Aberdeenshire Council’s Excursion Policy and a copy of the policy is available for inspection at Ellon Academy or on the Council Web Site. The excursion has been risk assessed and every effort will be made to minimise risk. Nonetheless a totally risk free environment is unrealistic and in signing the parental consent form you are asked to acknowledge that a degree of residual risk remains. It is not anticipated that risks will exceed those incurred in normal day to day living.”*
2. *“Aberdeenshire Council provides third party public liability insurance for all our excursions. Parents who require personal injury or accident cover for their child/ students should organise this privately”.*

Additional Enrichment Activities

A wide and varied programme of educational activities runs throughout the term at Ellon Academy. We give our pupils the opportunity to participate in a range of exciting, interesting and valuable experiences. Some examples are:

Drama

*A Recent Production of the
MACBETH for the
Schools
Shakespeare Festival.*



Sporting Pursuits

Extra-curricular sporting activities figure prominently at all levels of the school.

Pupils participate in various sporting activities such as: *football, hockey, badminton, rugby, netball, swimming, athletics.*

A great deal of success has been achieved both by school teams and individual pupils. Ellon Academy pupils are regularly selected to represent local and national teams.



Swimming



Netball



Musical Pursuits

The Music Department supports a large number of activities throughout the school year, regularly entertaining both the public and fellow pupils at concerts. The department supports the musical tastes and abilities of a great number of pupils through activities ranging from the junior choir, school orchestra, and jazz band. Pupils have opportunities to compose their own music.





Instrumental Tuition

At Ellon Academy tuition is available for a range of musical instruments. All disciplines are taught in the secondary schools. Orchestral string instruments are not normally available to beginners at secondary level. Tuition is subject to availability. For more details please contact the Principal Teacher of Creative Arts, Mr Birse, at Ellon Academy.

Up to date details on extra-curricular activities and the timetable of extra-curricular activities are available from the school.

Tracking, Monitoring & Reporting

Teachers carry out continuous assessment as part of their daily practice to ensure that activities are meeting the needs of their pupils as well as extending and developing learning. Assessment outcomes are used to: track pupils' progress, inform planning, direct future learning and teaching and for reporting purposes.

The overall purpose of assessment is to support learning. Staff at Ellon Academy use a variety of formative assessment techniques in teaching the students HOW they can improve upon their current standards of work. This applies to all pupils, regardless of ability and ensures that opportunities to progress and achieve are fair and inclusive.

Formative Assessment includes:

- Sharing learning intentions, success criteria, ideas and expectations
- Promoting creative thinking skills by using quality questioning techniques
- Giving constructive feedback to pupils which is focused on improvement
- Assessing what students **Make, Say, Write** and **Do** and planning teaching activities to support future learning

Pupils are also encouraged to self and peer assess, and recognise their own strengths and learning needs. Once learning needs are identified, pupils are involved in planning their own future learning. In addition, teachers set realistically challenging targets for their pupils, helping to ensure that the pace of learning is appropriate.

More formal assessments are also carried out to confirm teachers' professional judgements about learning. This may include: summative assessment, diagnostic assessment and the use of national assessment resources. The Curriculum for Excellence levels (previously mentioned) are used by teachers to judge pupils' progress throughout their school career. Pupils are 'signposted' as making progress through the levels with the terms '**developing, consolidating and secure.**'

For example, your child may come home with a Report one year saying they are at **'developing' stage level 3** e.g. in numeracy and the following year may be **'consolidating'** at the same level in numeracy. This helps us communicate the progress that your child has achieved through the year.

In S1 at Ellon Academy, pupils will take part in a MIDYIS assessments, this will provide quantitative data to support other assessment evidence to provide the fullest picture of progress in learning to that point.

Moderation activities also takes place in all faculties. At times this can additionally involve teachers from different schools comparing samples of pupils work and applying common approaches to assessment. This ensures that there is a shared understanding of standards between schools.

Parents receive information about their child's progress and achievements throughout the year in a number of ways e.g. through: homework diaries, jotters, and samples of work sent home, through visits to school for open days and class assemblies and visits to school for more formal parent interviews.

During parent interviews, information will be shared about a pupil's strengths, development needs and next steps in learning. Parents will also be given ideas about supporting their child's learning at home. (See - Parents Evenings. page 36). Parents and pupils are invited to add their comments to these reports.

Pupils are developing skills to identify and record their best work and achievements in and out of school. This process, known as profiling, will involve on-going dialogue with the class teacher and will take place at all stages. Pupils will record their 'latest and best' achievements in documents called profiles. These profiles will be produced in P7 and S3 and may be either electronic or paper based. Pupils can add to their profiles in school and at home. Parents are encouraged to become involved in the process with their child. Regular dialogue between parents and pupils is of course the best way for parents to be informed of their child's progress at school.

We also invite parents to make us aware of their students' wider achievements outside school on an ongoing basis.

Parents are welcome to request an interview to discuss their child's progress at any other time during the school session. Please contact your child's Guidance Teacher to arrange a meeting.

In the early years of secondary school (S1-S3), much of the assessment is on a continuous basis in which all of the work produced in class, as homework or for special projects contributes to the overall assessment. This system has the advantage that it prevents pupils being pressurised to perform 'on the day', but does mean that pupils must work throughout the year in order to obtain good grades.

In S4-S6, assessment is continuous but is more formal and is based on monitoring and tracking throughout the school session and the formal Preliminary examinations. The Preliminary examinations are set to be as near to the demands and conditions of the final examinations as possible. Pupils sitting National Qualification courses must pass a number of internal assessments for each subject that they are presented for in to gain an overall award.

The Annual Progress Report

The school has, for several years, used a computer based reporting system. This has the advantage of providing detailed comments on attitude, effort, behaviour, homework and pupil strengths. The report also indicates next steps for improvement.

Parents Evenings

The Report is often used as the basis of discussion for the annual parental consultation with subject teachers. Opportunities also exist for parents to meet with the Rector and Depute Rectors.

Meetings with the Rector:

Year	Timing
Primary 7	June
S2/3	January
S4/5	January

Timetable of Parental Consultation evenings:

Year	Timing	Purpose
S1	November March	Meeting Guidance Teacher /settling in Progress
S2	January	Course Choice/Progress
S3	January	Progress
S4	December	Progress
S5/6	December	Progress

SECTION 3 – PARENTAL INVOLVEMENT/PUPIL WELFARE & SUPPORT

PARENTAL INVOLVEMENT & PARENT COUNCIL

Parent Councils are now established in almost all Aberdeenshire primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their child's learning.

The basic principle under-pinning the Act is the desire to have pupils become more 'confident learners' through closer working between each family and the school. It is anticipated that this can be done in three ways, these are:

- 1. Learning at Home:** direct parental involvement in the child's learning at home and in the community.
 - Please refer to our Homework Policy for more information.
- 2. Home/School Partnership:**
The home/school partnership is essential to ensure that the child gets maximum benefit from its school experiences. You can support this by:

- Helping with any homework your child may be tasked with. (see Parentzone for further information on helping your child at home.)
<http://www.educationscotland.gov.uk/parentzone/index.asp>
- Coming and volunteer with an aspect of school life (please note that all volunteers need to undertake a PVG (formerly known as disclosure) check.
- Supporting the school in upholding its discipline and school values
- Responding to letters and completing questionnaire or audits that are sent to you seeking your views and opinions on how the school operates

3. Parental Representation:

- Parent Councils are parent led and supported by the school with all parents automatically being members of the 'Parent Forum', The Parent Council is tasked with representing the views of the Parent Forum.
- The Parent Council assists the school in developing improvement plans
- They comment upon and add to the annual Standards and Quality Report
- Provide an annual report for parents on their work throughout the year.
- You can find out more about the Parent Council through the school website, by contacting the Head Teacher or by clicking on the link below:

<http://www.aberdeenshire.gov.uk/consultations/detail.asp?ref=3C6AEC305BBB4D88802576CE00549127>

Communication

We are keen to maintain excellent and open communication links with parents and have a number of ways in which we do this.

- A school newsletter is available each term to view on our website.
- We will contact you by telephone if there is ever anything specific to discuss. Should you ever wish to discuss any aspect of your child's development, please phone the school to arrange an appointment.
- We send text messages to inform parents of absences, failure to hand in homework and school dress concerns.
- A letter will be sent if your child has to attend an After School Work Session for problems relating to being late for school.
- The school homework organiser is another means of communication where parents and teachers can share relevant information about your child.
- Parent Evenings provide a chance to meet and get to know your child's teachers and to share your hopes for his/her progress and any additional support needs/relevant information. At the Guidance Teacher interview, the school will share information regarding your child's personal and social development. At the interview with the class teacher, the school will indicate any particular curricular development needs and strengths. Teachers will also share ideas as to how to help your child at home. You will receive a written report on your child's progress annually. When requested by either parent or teacher, a follow up or an additional interview can be arranged.
- Other means of communication include letters, parent workshops, curricular evenings, concerts, performances, open days, the school website and the local and national GLOW website. The school website address is www.ellonacademy.org.uk/. Parents are issued with passwords to access the school GLOW site.

HEALTH CARE

Please tell us as soon as possible if your child has a specific medical condition. The School Health Team, (e.g. school doctor, school nurse, speech and language therapist etc) working in partnership with parents and teachers, carries out assessments to ensure the best level of health for all pupils.

First Aid/Illness

Ellon Academy adopts referral and emergency procedures for any pupils who feel sick, require First Aid or have had an accident. Usually pupils will report to a member of staff, or the office, who will refer him/her to the First Aider. A record of any action taken will be kept by the First Aider who will contact parents/carers as necessary and if the pupil requires to be sent home.

School Nursing Service

There are two school nurses working within the Ellon Schools Cluster Group.

Background

The last decade has seen great development in the role of the School Nurse and the future heralds a new and emerging role as part of the Government's health care agenda. The role is both complex and diverse; it is universally accessible, non-stigmatising and is acceptable to families and communities. School nurses, doctors and teachers understand the cultures of both education and health and the impact they have on the future well-being and life-chances of pupils and young people. The service operates an 'Open Door' policy so that staff, pupils, family and members of the community have access to this needs-led service.

Role / Purpose

To help pupils and young people realise their potential for their own health and health education. To ensure that all school age pupils and young people have access to a dedicated school health service that is local, responsive and informed by evidence of good practice.

The role of the school nurse includes the delivery of the Core Programme determined by Hall & Elliman, Health for All-Students, Oxford within the City and Shire.

Other services delivered:

- Primary 1 (age 4-6 years at the time of school entry) Comprehensive Screening/Health Interviews
- Secondary 2 (age 12-14 years) - a comprehensive Health Questionnaire and a targeted health interview which is prioritised by evidence of need; distance vision screening is also offered
- Ongoing follow up reviews for pupils and adolescents with identified health needs, including supporting reviews in partnership with Staff Grade Paediatricians
- Immunisation Programme. The service is nurse-led, except in the Special Schools (where Staff Grade Paediatricians take the lead) and is offered to Secondary 3 (age 13-15 years) for Diphtheria, Tetanus, Polio

Students with an identified health need may be seen more frequently.

How can Parents Help?

1. Contact the school if you are worried about any aspect of your child's health, emotional well-being or learning.
2. Please fill in and return all questionnaires sent to you. This helps the School Nurse enormously.
3. If you are offered a health interview, please keep the appointment or request an alternative.
4. If you feel that a problem has not been solved, please let us know.

The School Nursing Service is happy to answer any queries and discuss individual pupils as long as this does not breach the confidentiality of the young person. Only in the event of a child protection issue would we be prepared to share any information / discussions we may have had with your child, unless of course they were happy for us to do so. Please contact **01358 720715 Ext 2104** for more information.

ADMINISTRATION OF MEDICINES

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered out with the school day, i.e. in the morning and evening. Where this is not possible, parents are required to complete a signed *Authorisation to Administer Medication* form prior to school staff administering medications on parents' behalf. However pupils may have long term medical conditions such as asthma or diabetes which may require on-going support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some pupils have conditions which may require occasional staff intervention e.g. severe allergic conditions such as anaphylaxis. In certain cases specific training of staff about a child's treatment may need to be given.

TRANSITIONS & TRANSFER TO SECONDARY SCHOOL

An Induction Programme is in place to help ease the transition into S1. P7 pupils spend one week (5 days) at Ellon Academy towards the end of the summer term. Further information is communicated to parents about the induction visit to Ellon Academy around February each year. Parents also have the opportunity to visit Ellon Academy where information will be shared and questions can be asked.

Liaison between our associate Primary Schools and Ellon Academy is very good. During the P7 year, pupils have many opportunities to join with P7 pupils from the other Ellon Community Schools Network. Transition projects, sports festivals, trips, invites to the academy and other ad hoc activities are arranged for P7 pupils to get together.

Information about our P7 pupils is shared with guidance staff at the academy to help support appropriate continuity of education. Parents are welcome to attend these information sharing meetings, especially when additional support has been provided previously.

Ellon Academy staff also visit our pupils in the Ellon Community Schools Network where information is shared and questions can be asked.

Where parents, who live out of zone, opt to send their child to Ellon Academy, following a successful placing request, Ellon Academy supports any alternative transition arrangements wherever possible.

Placing request forms are available from the school office.

Transitions Between Stages

For some pupils, the thought of moving onto the academy or progressing through the school can be an anxious time. At Ellon Academy we have structures in place to support these transitions. Teachers share planning and work together on school improvement projects helping to ensure a commonality of expectations and approaches. Systems are in place for teachers to hand over information regarding the learning needs of the pupils transferring from school to school or class to class.

If you have any particular concerns regarding transitions, please make an appointment to see your child's Guidance Teacher.

CHILD PROTECTION

The following statement has been prepared for inclusion in the School Prospectus by Aberdeenshire Council.

CHILD PROTECTION

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

Protecting Children and Young People: Framework for Standards, Scottish Executive 2004.

Protecting children and young people is a priority for Aberdeenshire Council. **It is everyone's job to ensure that children are kept safe.** Schools are required to report any suspected child abuse to appropriate services such as Police Scotland and Social Work.

'Child protection means protecting a child from abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a *likelihood* or *risk* of significant harm from abuse or neglect.'

Categories of abuse include:

- Physical Abuse
- Neglect
- Emotional Abuse
- Sexual Abuse

(From the National Guidance for Child Protection in Scotland 2014)

A comprehensive set of guidelines provide all staff and volunteers who come into contact with children with the essential information about protecting children from harm. Where parents or a member of the public have concerns about the safety or protection of any child they can contact:

- The school and ask to speak to the head teacher or a senior member of staff;

Police Scotland by dialling 101 (This number is in operation at all times)

or

- The local Social Work Office by dialling one of the numbers below during office hours or if calling during evenings and weekends 08458400070.

Aboyne	013398 87096
Banchory	01330 824991
Banff	01261 812001
Ellon	01358 720033
Fraserburgh	01346 513281
Huntly	01466 794488
Inverurie	01467 620981 / 01467 625555
Laurencekirk	01561 376490
Peterhead	01779 477333
Portlethen	01224 783880
Stonehaven	01569 763800
Turriff	01888 569260
Evenings and weekends	08458400070

For further information please go to the Aberdeenshire Council website www.aberdeenshire.gov.uk .

All Education & Children's Service Managers and School Child Protection Co-ordinators have received training to ensure that they are confident, well informed and supported to promote the protection of children.

All schools provide Child Protection awareness raising training to all teaching and non-teaching staff on the first day of each session.

Protecting Children and Young People in Aberdeenshire – Education & Children's Services Guidelines can be accessed through:

<http://www.aberdeenshire.gov.uk/parentscarers/ChildProtection.asp>

Getting It Right For Every Child (GIRFEC)

Taking care of our students' well-being and making sure they are alright - even before they are born - help us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Getting it right for every child is a programme that aims to improve outcomes for all students and young people. It promotes a shared approach that:

- Builds solutions with and around students and families
- Enables students to get the help they need when they need it
- Supports a positive shift in culture, systems and practice
- Involves working together to make things better

Getting it right for every child is the foundation for work with all pupils and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks.

Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for pupils.

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which pupils and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of pupils - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take.

The eight wellbeing indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Responsible
- Respected
- Included

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).

For more information about Aberdeenshire's approach to GIRFEC go to:

<http://www.aberdeenshire.gov.uk/about/departments/girfec>

SUPPORT FOR LEARNERS

Additional Support Needs

Many pupils will face barriers to their learning at some time in their school career. These may be short or longer term and for a variety of different reasons. Some pupils may benefit from having some sort of support plan in order to develop learning. Pupils, parents and staff are involved in developing support plans, helping to identify specific needs and what might be done to help overcome areas of difficulty. In Aberdeenshire we adopt a multi-agency approach to supporting pupils with additional needs. Some of the people we meet with regularly include; educational psychologist, school nurse and doctor, family support workers, speech and language therapists, pupil support workers, police liaison officers and our support for learners' teacher. Similar processes may also be put into place for pupils who have been assessed as being able or gifted as these pupils might also need additional support to reach their full potential.

Educational Psychology Service

The School's Educational Psychologist works in partnership with school staff to help pupils and young people reach their full potential. The educational psychologist supports this by offering schools a number of services including training, research, project work, intervention work, assessment and consultation. During planned visits to the school, the educational psychologist meets with staff to discuss whole school and class issues and how best to meet the needs of pupils and young people.

These informal consultations aim to develop strategies the teacher can use to bring about positive change. The educational psychologist may also spend time observing in the classroom or playground to support teachers in assessing how different teaching approaches affect learning and behaviour.

When concerns persist, the school and educational psychologist may feel that a more formal meeting may be helpful. If the concern is about a child, the school will ask the parent's permission to hold a consultation meeting. This is a problem solving meeting led by the educational psychologist, with parents, school staff and sometimes others who can usefully contribute. The child or young person can also be supported to attend or contribute to the meeting in another way if it is thought appropriate. The aim is to develop a plan of action to bring about positive changes for the child or young person.

Further information about the educational psychology service can be found at:
www.aberdeenshire.gov.uk/eps

Local, direct support is how we meet pupils' needs initially, and all Aberdeenshire schools support pupils who have additional support needs (ASN). If parents have any questions about their child's progress or well-being at school, they should discuss these first with the Guidance Teacher.

Pupils who have more significant identified needs, and need more support can be supported by 'Enhanced Provision' resource. All Aberdeenshire secondary schools have Enhanced Provision resources. There are also 4 special schools in Aberdeenshire. These schools are specifically resourced with additional levels of staffing, expertise or resources to allow them to meet very significant or profound needs.

For further details contact:

ASN Manager
Education Learning and Leisure Service
Woodhill House
Westburn Road
Aberdeen
AB16 5GB
Tel no 01224 664886
Fax no 01224 664615
ELL.Enquiries@aberdeenshire.gov.uk

Additional Support for Learning (ASfL) at Ellon Academy

Ellon Academy aims to ensure that all pupils, regardless of circumstance, be given every opportunity to succeed and attempt to achieve their full potential. We are an inclusive, learning and teaching community.

Most pupils require support in some way or another and for a variety of reasons. The Additional Support for Learning Team works with pupils, parents, the guidance team, teachers and the Senior Leadership Team to provide the most appropriate education to meet individual needs. The aim is to provide all learners with the necessary life/learning skills and qualifications to encourage them to become active, independent learners.

How does ASFL work?

Pupils may be supported across all subject areas and this can be in a variety of ways:

- Working with a support teacher as well as a subject teacher in class.
- More intensive support in small groups or on an individual basis with any of the ASfL professionals.
- Following a short/ medium or longer term modified timetable to help explore strategies to assist pupils in developing study and learning skills.
- Support by a PSA (Pupil Support Assistant) in a variety of ways, including support in subject classes.

In addition to the above, the ASfL team liaises with the Guidance Team to access a wide range of outside agencies to support our pupils. These include the Social Work Department, Community Learning team, Educational Psychology Services, Police, Health services etc.

Identifying and Reviewing Additional Support Needs

In Aberdeenshire the 'Staged Intervention' process is used to identify and meet pupils' needs, and to manage and review provision. This is explained in more detail below. Parents and young people also have the right to ask the Education Authority to establish if a pupil has Additional Support Need (ASN), and consider if a Co-ordinated Support Plan (CSP) is needed. (CSPs are also described in more detail below.)

Parents can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to the Director of Education describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless this would be 'unreasonable'.

Staged Approach to Assessment & Intervention

In order to ensure consistency of practice to assessment and intervention, Aberdeenshire Education Department have developed a framework to support school decisions and practice around supporting pupils and young people.

Stage 1: School Based Action

- Consultation can be provided by any agency/service
- Any actions required are delivered within the school context by school staff. Personal Learning Planning is used and where appropriate pupils have individualised educational programmes.

Stage 2: Education & Recreation Service Action (in addition to school-based action)

- Consultation can be provided by any agency/service
- Any actions required are delivered within the school context.
- There will be a need for action by education and recreation services out with the school. Again, where appropriate, pupils have individualised educational programmes. It may also be necessary to consider the need for Managing Accessibility Plans.

Stage 3: Multi Agency Action

- Consultation can be provided by any agency/service
- There is a need for action by education and recreation services as detailed in stage 2 along with integrated collaborative action by other agencies.
- Pupils should have individualised educational programmes and other planning formats such as CSPs may also be considered where pupils meet the relevant criteria.

Individualised Educational Programmes

An Individualised Educational Programme (IEP) is an education planning document managed by schools setting out long and short term educational targets. Parents, and where appropriate, pupils, are involved in review each term.

Multi Agency Plans

Where a pupil has support from agencies in addition to education – e.g. health or social work, it may become necessary to develop a single collaborative plan to support the pupil. These are known as Multi Agency Action Plans or MAAPs. Parents (and pupils where appropriate) will be involved in and consulted upon these plans and they will be reviewed as required.

Co-ordinated Support Plans (CSPs)

A Co-ordinated Support Plan is an educational planning tool which plans long term and strategically for a year at a time. A CSP is made by the education authority in cases where education staff are working together with colleagues from another agency to provide significant levels of support to a pupil.

What to do if you are anxious about the support your child has in school

The Education Authority values partnership working with parents and will do everything possible to help resolve concerns or differences of opinion at an early stage. If you have any queries or anxieties about your child's additional needs, or about the support being provided to meet those needs, as a first step please contact your child's Guidance Teacher.

If you would find it helpful to discuss a problem informally with someone other than school staff, please contact the Education Department on 01224 664630. Parents and young people have the right to:

- **Supporters**
Parents can bring a supporter to any meeting about their child. Supporters can take notes, provide clarification and give advice to parents.
- **Advocacy**
These people can provide relevant information to the parent, can speak on behalf of the parent and support them to access their rights.

For more information on Support and Advocacy contact:

Enquire - the Scottish advice service for additional support for learning.

Operated by Students in Scotland, Enquire offer independent, confidential advice and information on additional support for learning through:

Enquire, Princess House
5 Shandwick Place, Edinburgh EH2 4RG
Helpline: 0845 123 23 03
Email: info@enquire.org.uk
Website: www.enquire.org.uk

For local advocacy contact:

Advocacy North East
Thainstone Business Centre
Inverurie, Aberdeenshire, AB51 5TB
Tel: 01467 622674

Scottish Independent Advocacy Alliance can be reached at:

Website: www.siaa.org.uk

Independent Mediation Services

This service is free and involves an independent third party who helps to resolve disagreements between an education authority and parents or young people. A local independent mediation service can be accessed at:

Students 1st
15 Frithside Street, Fraserburgh, Aberdeenshire, AB43 9AR
Tel no 01346 512733
Fax no 01346 512810
Email fraserburgh@students1st.org.uk

Additionally, information for the Scottish Child Law Centre can be found at:

www.sclc.org.uk

DEALING WITH CONCERNS & COMPLAINTS

Concerns

Where parents have concerns regarding their child, the Guidance Teacher should be contacted in the first instance. Quite often your concern can be addressed quickly and easily via a phone call. At times, another professional colleague may be called upon to support you with concerns e.g. school nurse or additional support for learning teacher.

You can contact your child's Guidance Teacher either by putting your concern in writing or by telephoning the school and arranging an appointment time to talk to him/her. The school will make every effort to respond to your concern as soon as practically possible, and certainly within 5 working days.

If you feel that the Guidance Teacher has been unable to support you in dealing with your concern, you should contact the appropriate Depute Rector linked to your child's House for further advice.

Whilst we understand that there may be times where parents may be upset or angry regarding their concerns, please be reminded that Aberdeenshire Council expects all staff to be treated respectfully and has a zero tolerance policy towards aggression or humiliation of staff.

For further information e mail hrpolicyteam@aberdeenshire.gov.uk

Complaints

Where a concern remains unresolved in the eyes of parents, parents have the right to make a formal complaint. This complaint can be put in writing, e-mailed or communicated verbally to the Rector. The Rector will decide, in consultation with others as appropriate, if further action is required. In such cases, written feedback will be provided by the Rector within 20 working days. (More details are available on our website www.ellonacademy.org.uk/)

Where complaints remain unresolved by the school, these will be escalated to stage 2, (investigation stage) of the complaints process. In these circumstances the Quality Improvement Officer with line management responsibility for the school, will investigate the complaint and make a response to the complainant.

Where complainants continue to be dissatisfied with a stage 2 response, complaints can be referred to the Scottish Public Services Ombudsman. Further information and guidance can be found at – www.aberdeenshire.gov.uk/haveyoursay/index.asp

INSURANCE

No insurance is held by Aberdeenshire Childrens' Service that automatically compensates school pupils for personal accident, whether an accident occurs within or out with the boundary of the school. Insurance of this nature, e.g. personal accident, life, private medical, is seen as a parental responsibility. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

Aberdeenshire Childrens' Service does hold third party liability insurance, which indemnifies the Council against claims from third parties, e.g. parents on behalf of pupils who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. In these circumstances all claims are handled on behalf of the Council by external Insurers and Claim Handlers and compensation is dealt with on a strictly legal liability basis.

The Authority has a duty of care in respect of pupils in its charge during school hours and as such has to take reasonable steps to ensure the safety of all primary and secondary pupils. However, it is thought that secondary pupils should be more mature and, therefore, a lesser degree of supervision would be sufficient.

It may be necessary to provide supervision for primary students on school premises before or after normal school hours if their early arrival or late departure is due to the timing of official school transport. This general duty of care continues if the students go home by way of school transport and ends when the child gets off the bus, at which point the parents then become responsible.

Parents may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

Pupil Work Permits

The Students (Protection at Work) (Scotland) Regulations 2006 amended the legislation which governs the number of hours per week, and circumstances, under which young people at school are able to work in paid employment during school term time.

Previously the Students and Young Persons (Scotland) Act 1937 allowed young students under the age of 15 to work a maximum of 17 hours per week.

The new regulations specify that a new limit of 12 hours per week applies as follows:

- 2 hours allowed per school day
- 2 hours allowed on a Sunday
- 8 hours (over 15 years of age) and 5 hours (under 15) on a Saturday

The new regulations specify that pupils wishing to work for an employer within school term time should apply to their school for a work permit.

Information concerning pupils' work permits and the bye-laws relating to them are available on the Council's web site and from Ellon Academy.

NATIONAL ENTITLEMENT CARD

Some Aberdeenshire Secondary School pupils currently use the National Entitlement Card to access their School/Public library and to purchase school meals. At Ellon Academy pupils pay for their meals/snacks and can use the library services with their card. Young people can also use this same card to access discounted travel across Scotland (www.givememycard.com) and to obtain additional benefits through the Young Scot scheme (www.youngscot.org).

To obtain a National Entitlement Card, your child(ren) will be asked to complete an application form and have their photograph taken. Ellon Academy will arrange to take their photograph either during the Primary 7 Visit to Ellon Academy or during your child(ren)'s first couple of weeks at school. If your child(ren) already has a National Entitlement Card, please inform Ellon Academy when you are enrolling as you will not need to apply again.

The information from the application form will only be used in the administration of the National Entitlement Card scheme i.e. generating cards, making future personal amendments like change of address, and to allow new services to be added when they become available.

Further information can be obtained from the Ellon Academy, or from Aberdeenshire Council's website (www.aberdeenshire.gov.uk)

ELLON ACADEMY WEBSITE

Throughout the session the school website is being updated and once the website is complete, you will be able to find out why Ellon Academy is considered such a Centre of Excellence. As well as having the facility to communicate any enquiries to the school or Parent Council through email, you will be able to access up-to-date information relating to school development plans. There are pages relating to pupil information and support, the curriculum and extra-curricular activities as well as more formal data on how well the school is performing.

SECTION 4 – SCHOOL IMPROVEMENT & DATA PROTECTION

SCHOOL IMPROVEMENT

Standards & Quality & Improvement Planning

All schools in Scotland are required to report on Standards and Quality and Improvement Planning on an annual basis. Each year, a summary of this report is available to parents via our website. Parents are also welcome to request a copy of the report by contacting the school. Members of the Parent Council are invited to comment on and add to this report before it is finalised posted on the school website.

This report measures school performance against a set of national quality indicators and includes information about the main achievements of the school. The report also evaluates progress on the school's previous year's improvement plan e.g. how standards have been raised in literacy, numeracy and health & wellbeing.

Development and Improvement Planning

Every three years the school undertakes an extensive consultation exercise with: staff, pupils, parents, the Parent Council and our local community to establish priorities for the next Ellon Academy Three-Year School Development Plan (SDP). The school takes account of, and incorporates, the consultation feedback together with national and local authority initiatives and developments when creating the finalised SDP.

Annually, Ellon Academy updates the SDP to reflect: changing circumstances, progress made during that year, further priorities and feedback. This information is used to create the annual Ellon Academy School Improvement Plan (SIP).

Parents can access comparative information about all Scottish schools and their education authorities at www.ltscotland.org.uk/scottishschoolsonline

For further information on national quality indicators go to www.journeytoexcellence.org.uk/about/keydocuments/part3.asp

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and ScotXed. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to ScotXed. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by ScotXed.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

How Does Aberdeenshire Council Hold and Store Pupil Data?

Aberdeenshire Council use a system called SEEMIS which is used in almost all local authorities in Scotland and is subject to independent scrutiny to ensure that it is a secure environment for holding such data. Our schools update the data held in the system when they have an education update to make to a pupil's record or when they receive advice from a parent or guardian either through the Annual Data Check exercise or when they are made aware of a change of circumstances at any other time in the year.

Data Protection Act 1998

When registering your child in one of our schools, and throughout their time in education, you will be asked to provide a range of personal and potentially sensitive information about your child and your family. All information provided by you will be handled in accordance with the Data Protection Act 1998. As such we draw your attention to the following Fair Processing Notice.

Fair Processing Notice

Who may process your personal data?

The information which you provide to your child's school will be processed by Aberdeenshire Council, which is a Data Controller of this information for the purposes of the Data Protection Act 1998. You can tell us at any time if you do not want us to process or share any information that you have previously provided.

What personal data will be collected?

The information which you provide may include:

- Personal contact details
- Employment details
- Child's date of birth
- Physical or mental health or medical conditions
- Income (if applying for free school meals or clothing grants)

For what purposes will your personal data be used?

The information which you provide on the attached form will be used by Aberdeenshire Council for the following purposes:

- Provision of education to your child
- Provision of additional educational support for your child (if required or requested)
- Provision of transport for your child (if required or requested)
- Provision of extra curricular activities for your child (if required or requested)

Will Aberdeenshire Council disclose your personal data to anyone else?

Yes. Aberdeenshire Council may share this data with partner agencies. These may include NHS Grampian, Careers Scotland, or Scottish Government departments such as the ScotXed statistical return and transport providers.

We will tell you on the forms that you complete, who we may share that information with, and will seek your permission to do so. We will only reveal information to somebody else where we have your permission or as required by law where it is relevant for that purpose. We do not sell or rent information to anybody.

If you have any queries regarding how we will process your information under the Data Protection Act 1998, please contact:

Aberdeenshire Council Education, Learning and Leisure Service:
01224 664630 or email: education@aberdeenshire.gov.uk

PARENTAL ACCESS TO RECORDS

The Pupils' Educational Records (Scotland) Regulations 2003 means that you can get access to your child's records. Details of the regulations and process for obtaining information specific to pupils are available by contacting Ellon Academy directly or can be found at:

www.educationscotland.gov.uk/parentzone/yourchildatschool/accessyourchildsre

SECTION 5 - ANNUAL UPDATES

SCHOOL CLOTHING GRANTS

Parents or carers who have a child under 16 attending an Aberdeenshire school and receive any of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment Support allowance
- Child Tax Credit, but not Working Tax Credit, and where your income is less than £15,860 (in 2011/12 as assessed by the Inland Revenue)
- Support provided under Part VI of the Immigration and Asylum Act 1999

Qualify for a School Clothing Grant. Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

Further information is available from:

<http://www.aberdeenshire.gov.uk/parentscarers/financial/ClothingGrant2011.pdf>

CAN MY CHILD GET FREE SCHOOL MEALS?

You can claim free school lunches for your students if you are receiving:

- Income Support (IS)
 - Income Based Job Seekers Allowance (JSA)
 - Any income related element of Employment and Support Allowance
 - Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £15,860
 - Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420
 - By email: benefits@aberdeenshire.gov.uk
 - In person at one of our [Benefit Offices](#)
- <http://www.aberdeenshire.gov.uk/parentscarers/financial/meals.asp>

STAFF LIST 2016-17

RECTOR	Tim McKay	HUMANITIES	Karin Leslie Acting PT Chloe Cargill Acting PT Patricia Adamson Fran Tomlinson Shona Thompson Paul Winterbottom Gary Byrne Mark Paterson Colin McClean
DEPUTE	Kim Hall (M) Elaine Henderson (F) Ian Wright (S) (Acting) Paul Cruickshank (C / K)		
SUPPORT MANAGER	Susan McGill		
GUIDANCE Cheyne Forbes Keith McDonald Sinclair	Paula Waugh Nicole Jeffrey Sheana Brown Claire Kaczmarek May Watt / Niall Corser	MATHEMATICS	Pamela McDonald Acting PT Elaine Kennedy Gary McClarence Roddy Lees Peter Carey Eric Holligan Alison Mechie
BUSINESS EDUCATION	Sandra Ewen PT Lorraine Morrison Karen Cameron	MODERN LANGUAGES	Mike McColm PT Jennifer Duffus Deryck Renton Emma Mathers Craig McCombie Joanna Phelan
CREATIVE ARTS	David Birse PT Helen Campbell Christine Copland Margaret Nicholson Tonya McAlister Alistair Burr Rachael Morland Susan Winterbottom Louise Anderson Laura Cherry	SCIENCE	Michael Cruickshank PT Susan Rhind Jeny MacPhee Lesley Duncan Janet Davidson Patricia Matthew John Scally Fiona Kettle Linda Mair Anne Brown Kathleen Davidson Heather Dilworth
ENGLISH	Marie Glendinning PT Sarah Fiddes PT Emma Cawthorne Catriona Beer Donna Donald Colin Bain Mhairi Thomson John Holding Ruana Mason	ADDITIONAL SUPPORT FOR LEARNING	Melanie Wilson PT Linda Kershaw Barbara Cantlay Sheila Brown Elaine Adamson Vicky Gault Jamie Campins Gosia Cudak Jo Murray Jo Russell Maria Gatt Astrid Patrigeon Diane Smith Gretchen Perk Eva Mc Ritchie Kim Corser Corine Jack
HEALTH AND WELLBEING	Lorraine Finnie PT Maureen Duff Jenni Clarke Barry Chambers Lyndsay Donald Mark Adam Harriet Wright Donna Lyon		

TECHNICAL	Andy Cruickshank PT Lucy Green Paul MacBeath John McColl Rachel Seifert Ian Wilson	MUSIC INSTRUCTORS	Louise Lovie Kat Gillies Jean Fletcher Geoff Jones Fabrizio Oddo Ewan Kellock Douglas Watt
PUPIL SUPPORT ASSISTANTS	Maureen Abel Michelle Gordon Lori Jaffrey Anne McConochie Rhona Manson Val Bell Julie Burnett Fiona Grant Joyce Paterson Sandra McCarl Donna Hendry	NURSE / FIRST AIDER	Jackie Stephen Jill Graham Anne Grieve Lauren Smith
PUPIL SUPPORT WORKER	Graeme Wilson	OFFICE	Alison Ross Ann Eadie Deborah Donald Gosia Summers Pat Booth Gwen Cran Dawn Birnie
JANITORS	Brian Mathers (Sup) Kenny Lothian Alan Stout Billy Thomson Mike Birnie Pete Fraser	TECHNICIANS AND TECHNICAL ASSSISTANTS	Brenda Wright Linda Birnie Ian Cheyne Sarah Kyle Lynne McAndie Jane Porter Maria Collins Fiona Thomson
LIBRARY	Jan Murdoch Rosemary Chapple Marjory Grant Maureen Muirden Moira Spencer	ICT	Robert Fletcher Nicky Smith Gordon McFarlane
OFFICE Admin Assistant Senior Clerical Reception	Alison Ross Ann Eadie Deborah Donald Gosia Summers Pat Booth Gwen Cran Dawn Birnie	CAREERS	Jennifer Hill
COMMUNITY / LEISURE OFFICE	Jacqui Anderson Jackie Garden Elaine Garrow Claire Mitchell Joanne Murray		
COMMUNITY LEARNING/LEISURE STAFF	Nicola Twine Glynis Buchan Camille Russell Brenda Thorley Vikki Carpenter Miranda Aitken Elaine Smith Moira Paterson Debbie Oldham Sandra Summers		

SCHOOL CALENDAR 2016-17

	August		September		October	
Tuesday	2			S4/5/6 TG due		S2/S3 Tracking Period & Recommendations
Wednesday	3			NASSA Road Relays - final week Sept tbc/ Write Fest tbc		NASSA Hockey (girls) - First week Oct, date tbc
Thursday	4		1	ESCG 1 Management Meeting (1)		
Friday	5		2	Peer Support (pm)		
Saturday	6		3			1
Sunday	7		4			2
Monday	8		5	S1 Induction Day		3 Shakespeare Festival 1 -tbc
Tuesday	9		6	S6 PSE day (1)		4
Wednesday	10		7	Committee Meeting (1)		5
Thursday	11		8	Geography (H) trip (p)		6
Friday	12		9	Pupil Conference		7
Saturday	13		10			8
Sunday	14		11			9
Monday	15	In-Service - Focus?	12	S3 Live 'N' Learn		10
Tuesday	16		13	S4 Geography Deeside Trip Parent Council (p)		11
Wednesday	17		14	Whole School Meeting (1)		12
Thursday	18		15	Inclusive Practice 1		13
Friday	19		16			14
Saturday	20		17			15
Sunday	21		18			16
Monday	22		19	YPI Launch Pupil Individual photos		17
Tuesday	23	Pupil Individual photos	20			18
Wednesday	24	Peer Support (pm)	21			19
Thursday	25		22			20
Friday	26	Peer Support (pm)	23	PT Strategy Day 1		21
Saturday	27		24			22
Sunday	28		25			23
Monday	29	S3 Live 'N' Learn	26			24
Tuesday	30		27	Cluster - Lit/Num/H&WB Day		25
Wednesday	31	Peer Support (pm)	28	Parent Council Forum		26
Thursday			29	Evening of Entertainment set up/preparation		27
Friday			30	Evening of Entertainment		28
Saturday						29
Sunday						30
Monday						31
Tuesday						Safe Drive, Stay Alive

	November		December		January	
	S4/5/6 Tracking Period		S1 Tracking Period			
Tuesday	1	S1 Parents Evening (Pastoral)	ESCG 2			
Wednesday	2	Gold/Colours Awards		Swimming Gala - Week 1 date tbc/NASSA Swimming tbc		
Thursday	3	Shakespeare Festival 2 - tbc	1	ESCG 3		
Friday	4	S4 Maths in The Pipeline (p)	2			
Saturday	5		3			
Sunday	6		4		1	
Monday	7	S3 Entrepreneurship Day / YPI Final	5		2	
Tuesday	8	UKMT Maths Challenge - Senior	6	S4 Parents Evening (Curricular)	3	
Wednesday	9	Mock Interviews	7	Senior Citizens Lunch	4	
Thursday	10	Shakespeare Festival (ABDN)	8		5	Start of term 3
Friday	11	Armistice Assemblies / Shakespeare Festival (ABDN) / S4 Maths in the Pipeline	9		6	
Saturday	12		10		7	
Sunday	13		11		8	S3 Guidance Interviews
Monday	14	In-Service - Focus?	12	S5/6 Parents Evening	9	S3 Rectors Evening
Tuesday	15	In-Service - Focus?	13	Music For Christmas (R)	10	S3 Guidance Interviews
Wednesday	16	Management Meeting (2)	14	Music for Christmas Concert/ S5 & 6 Volleyball 'Dawson' Trophy	11	SQA Prelims Commence
Thursday	17	Inclusive Practice 2	15	Music for Christmas Concert	12	Committee Meeting (4)
Friday	18	S4 Maths in The Pipeline	16		13	
Saturday	19		17		14	
Sunday	20		18		15	S2 Guidance Interviews
Monday	21		19		16	S3 Parents Evening S2 Guidance Interviews
Tuesday	22	Committee Meeting (3)	20	Dress Down Day / Ceilidh	17	S2 Rectors Evening
Wednesday	23		21	Christmas Services/End of term 2	18	Parent Council (p)
Thursday	24	Whole School Meeting (2)	22		19	Inclusive Practice 3
Friday	25	Senior St Andrews Ceilidh 7-9.30pm (P) / S4 Maths in the Pipeline	23		20	S3 Choice of Course
Saturday	26		24		21	
Sunday	27		25		22	
Monday	28		26		23	
Tuesday	29	Cluster Carousel Afternoon	27		24	S3 DTP&MenACWY
Wednesday	30		28		25	S2 Parents Evening ESCG 4
Thursday			29		26	Management Meeting (3)
Friday			30		27	SQA Prelims finish
Saturday			31		28	
Sunday					29	
Monday					30	Deadline for digital/modified papers
Tuesday					31	

	February		March		April	
Tuesday						
Wednesday	1	Committee Meeting (5)	1			
Thursday	2	UKMT Maths Challenge - Intermediate	2	World Book Day		
Friday	3	S2 Choice of Course	3	S5/6 Choice of Course		
Saturday	4		4		1	
Sunday	5		5		2	
Monday	6	S6 PSE Day (3) S4,5,6 Rector's Evening	6		3	
Tuesday	7	S4 Guidance Interviews S4 Guidance Interviews P7 Parent Tours	7	Inclusive Practice (4)	4	
Wednesday	8	S4 Parents Evening (C.o.C)	8		5	
Thursday	9	P7 Parent Tours	9	Whole School Meeting (3)	6	
Friday	10	Holiday (prov)	10		7	
Saturday	11		11		8	
Sunday	12		12		9	
Monday	13	Holiday	13		10	
Tuesday	14	In-Service - Focus?	14	S1 Parents Evening (Curricular)	11	
Wednesday	15	In-Service - Focus?	15		12	
Thursday	16	S5 Guidance Interviews	16	ESCG 5 Committee Meeting (6)	13	
Friday	17	S5 Guidance Interviews	17		14	
Saturday	18		18		15	
Sunday	19		19		16	
Monday	20		20		17	
Tuesday	21	P7 Transition Event	21	S3 MMR/S1-2 MMR	18	Start of term 4
Wednesday	22		22	P7 Pupil Tour (Evening)	19	Creative Arts Awards 4-6pm
Thursday	23	S4 Choice of Course	23		20	
Friday	24	S4/5/6 Reports Deadline	24	S2 Reporting Deadline	21	S6 PSE day (4) S6 Leavers Concert 7pm
Saturday	25		25		22	
Sunday	26		26		23	
Monday	27		27	Music For Spring Rehearsal/Talent show rehearsal 3.30pm	24	
Tuesday	28	Deadline for AAs	28	Music For Spring Rehearsal/Talent show	25	
Wednesday			29	Music For Spring Concert	26	Management Meeting (4)
Thursday			30	Dress Down Day	27	UKMT Maths Challenge - Junior
Friday			31	S3 Profile Deadline/Easter Services/End of Term 3	28	
Saturday					29	
Sunday					30	
Monday						
Tuesday						

	May		June	
Monday	1	Holiday		
Tuesday	2	SQA Exams begin		
Wednesday	3	Committee Meeting (7)		
Thursday	4	S3 Geography Aberdeen Trip	1	W/E (New S4)/WAP
Friday	5		2	W/E (New S4)/WAP
Saturday	6		3	
Sunday	7		4	
Monday	8		5	Local Holiday (prov)
Tuesday	9	PT Strategy Day 2	6	S5/6 Induction day
Wednesday	10	Whole School Meeting - Improvement Planning Grampian Childrens Book Awards ESCG 6	7	Sports Day (Prov)
Thursday	11	Cluster Carousel Afternoon	8	Change of Timetable
Friday	12		9	
Saturday	13		10	
Sunday	14		11	
Monday	15	IDL Week	12	School Show week (P)
Tuesday	16		13	S6 PSE Day (5)
Wednesday	17	Staff Meeting Collegiate (P)	14	
Thursday	18		15	Committee Meeting (8)
Friday	19	S1 Reporting Deadline	16	Prize Giving (Prov)
Saturday	20		17	
Sunday	21		18	
Monday	22		19	School Show Week (P) / P7 Visit Week begins
Tuesday	23	IDL Week showcase	20	
Wednesday	24	Staff Meeting Collegiate (P)	21	
Thursday	25		22	
Friday	26	S3 Reporting Deadline	23	
Saturday	27		24	
Sunday	28		25	
Monday	29	Work Experience (New S4)	26	School Excursions week
Tuesday	30	Work Experience (New S4)	27	
Wednesday	31	Work Experience (New S4)/WAP	28	
Thursday			29	
Friday			30	End of Term 4
Saturday				
Sunday				
Monday				
Tuesday				

Aberdeenshire holiday calendar–

<http://www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-in-service-days/>

INFORMATION FOR PARENTS 2016 SECONDARY SCHOOLS

Year	2015/16	2014/15	2013/14
School Roll	1066	1050	1035
% Attendance	93.4	93.7	94.4
% Authorised Absence	6.1	5.6	5.0
% Unauthorised Absence	0.5	0.7	0.6

S4	% Cohort Achieving Literacy and Numeracy award at SCQF Level 4				% Cohort Achieving 5 or more awards at SCQF Level 5			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
School	84%	92%	98%	97%	43%	66%	64%	58%
Ab'shire	66%	87%	89%	91%	36%	44%	46%	49%
Scotland	63%	77%	83%	83%	35%	39%	43%	44%
S5	% Cohort Achieving 3 or more awards at SCQF Level 6				% Cohort Achieving 5 or more awards at SCQF Level 6			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
School	33%	30%	47%	44%	17%	14%	28%	20%
Ab'shire	31%	33%	38%	38%	13%	18%	18%	19%
Scotland	30%	33%	37%	39%	13%	17%	18%	19%
S6	% Cohort Achieving 5 or more awards at SCQF Level 6				% Cohort Achieving 1 or more awards at SCQF Level 7			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
School	30%	31%	25%	43%	22%	25%	17%	30%
Ab'shire	27%	28%	29%	32%	19%	19%	21%	23%
Scotland	27%	30%	31%	33%	17%	19%	20%	“1%