

Abercorn Secondary School
Handbook
2018-2019



Dear Parent, Carer or Friend,

May I take this opportunity to introduce you to Abercorn's School Handbook. Hopefully it will provide you with a comprehensive overview of our school.

We are extremely proud of our vibrant school and the educational experience we provide for our young people in partnership with parents and carers. We promote positive behaviour and high levels of attainment and achievement within a caring, nurturing environment.

This handbook provides you with all relevant information relating to the school, however it cannot fully capture our excellent school ethos. Therefore you are most welcome to visit our school and meet the wonderful young people and staff who contribute so enthusiastically to our school community.

If you wish to find out more or arrange a visit please contact me or any member of the School Leadership Team.

Kindest Regards

Patricia McGowan
Head Teacher

Vision and Values



Aims

Our overarching aim is for all young people to become successful learners, confident individuals, effective contributors and responsible citizens.



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School Profile

Abercorn Secondary School is a Glasgow Secondary School for pupils who have additional learning needs. Our young people present with a wide range of needs including: learning needs, autism and language and communication. The school is situated on Garscube Road near Cowcaddens Underground.

We aim to create a happy, safe school where pupils are encouraged to become successful learners, confident individuals, responsible citizens and effective contributors to society.

Our main objective is raising attainment achieved through an imaginative, creative curriculum which responds to the particular needs of pupils and the multi-cultural, multi-ethnic communities in which they live. The curriculum provides opportunities for young people to develop a set of skills through progressive courses which are relevant and coherent. Challenge and enjoyment alongside personalisation and choice give our young people the opportunity to be actively involved in their learning. This motivates them to become successful learners who are determined to achieve high standards.

A range of Learning Plans including: Wellbeing and Assessment Plans, Group Plans and CSPs chart the progress of all learners. A multi-agency team supports planning for children with more complex needs. Annual Reviews involving parents/carers, pupils and appropriate agencies form part of this process.

English, Maths, PSHE/Health & Wellbeing, Art & Design, Home Economics, Technologies and Business which includes Skills for Learning, Life and Work, Social Subjects, Music, PE, RE, Science and Modern Languages: Spanish, Gaelic and Scots contribute to a broad, balanced curriculum. Literacy and numeracy across learning is the responsibility of all teachers. Identified pupils benefit from individualised literacy and numeracy programmes.

Subjects adhere to Local and National Guidelines and the school is currently embracing on national Curriculum for Excellence. Certification for all is vital and progressive. Courses from National 1 to National 5 and on occasion National 6 qualifications are offered. A wide range of wider achievement accreditations supplement SQA certification. Senior pupils access work experience, extended work placements, vocational programmes and relevant college placements as appropriate.

Central to pupils' self-development are Personal, Social and Health Education with Personal Achievement and Development Awards certificated at National 2 and 3. Embedded in these is a progressive programme of outdoor activities and residential trips which develops positive relationships, partnership working and encourages the pursuit of a healthy lifestyle.

General Information

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Twitter: @AbercornSecSch

GCC website: www.glasgow.gov.uk/en/residents/goingtoschool

Abercorn is a non-denominational, co-educational secondary school with a present roll of 120 students. Pupils proceed from S1 – S6 with a maximum class size of 10 pupils.

The school is a single-storey building consisting of 10 classrooms, 4 ICT rooms, Home Economics Department, Science lab, Art & Design room and a Music room, all set round a central hall and dining area.

There is a large Games Hall and Swimming Pool.

Surrounding the school are large hard surfaced playgrounds and grassy play areas. Pupils have the use of a local football pitch.

School Improvement

On an annual basis, you will receive a copy of our Standards and Quality report. Copies from previous years are available on the school website. The Standards and Quality report will be used to share the overall exam performance of the school and highlights progress in key curricular areas such as literacy, numeracy and health & wellbeing. Our priorities for improvement are detailed in our School Improvement Plan which is discussed with our Parent Council. Any parent or carer seeking a copy of the plan can contact the school office or check out our website.

General Information

The School Day

Monday-Thursday		Friday	
8.55 - 9.25 am	Student Tutor Groups and Literacy/ Numeracy Programme	8.55 - 9.25 am	Student Tutor Groups and Literacy/ Numeracy Programme
9.25 - 10.15 am	Period 1	9.25 - 10.15 am	Period 1
10.15 - 11.05 am	Period 2	10.15- 11.05 am	Period 2
11.05 - 11.20 am	Interval	11.05 - 11.20 am	Interval
11.20 - 12.10 pm	Period 3	11.20 - 12.10 pm	Period 3
12.10 - 1.00 pm	Period 4	12.10 - 1.00 pm	Period 4
1.00 - 1.40 pm	Lunch	1.00 - 1.40 pm	Lunch
1.40 - 2.35 pm	Period 5	1.40 - 3.00 pm	Wider Achievement Afternoon
2.35 - 3.25 pm	Period 6		

Emergency Contact Information

At the start of each school session, parents/carers will be issued with the annual data check form. Please ensure that this is completed and returned to the school. It is also important that you let us know if there are changes to your telephone number(s) or to those of your emergency contacts throughout the year.

Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases, we shall do all we can to let you know about the details of our closure or re-opening by using letters, texts and local media etc.

General Information

Health and Medical Care

We do not have a full-time nurse, though we do have a trained First Aider. For pupils who are ill during the day there are strict regulations limiting the first aid we are allowed to render. We are forbidden to administer medicine unless the relevant pro-forma has been completed, signed by a parent and returned to school office along with the medicine, stored in its original packaging.

In cases of serious illness, arrangements are made to contact parents/carers and to have the pupil taken to hospital.

In cases where a pupil is so distressed that it is unwise for them to remain in school contact is made with the parents with a view to having the pupils taken home. Fortunately most cases are straightforward and the pupil returns to classes as soon as possible after receiving first aid. Please ensure that you keep the school informed of **all** contact details in case it is necessary to send your child home ill.

Where pupils are ill or involved in accidents, arrangements are, if necessary, made to have them taken, or sent by ambulance, to hospital. Every effort is made to contact parents/carers.

Parents and carers should inform the school of any medical requirements relating to their child. If a young person requires medication during the school day, parents/carers must complete the appropriate medical form. This is available on request from the school office.

The school nurse visits at various times during the year for routine health checks, vaccinations and medical examinations. Parents/carers are kept informed by letter

Appointments during School Hours

If your child has an unavoidable appointment, please give them a letter for their Student Tutor/Pastoral Care Year Head to ensure that they have permission to be absent from class.

General Information

Data Protection - use of information about children and parents/carers

We collect information about children attending school (and also about parents/carers, emergency contacts etc provided in the annual data check) to allow us to carry out the Council's functions as the education authority for the City of Glasgow. This may sometimes involve releasing personal information to other agencies and other parts of the Council, particularly in relation to child protection issues or criminal investigations, and it may also be used for research purposes (see the link below for more details regarding this).

Information held by schools is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 2018 and all personal data is treated as confidential and used only in accordance with the Data Protection Act, the General Data Protection Regulations and the Information Use and Privacy Policy approved by the City Council. For more information and how we use personal information, or to see a copy of the Information Use and Privacy Policy, see <https://www.glasgow.gov.uk/index.aspx?articleid=18010>

Education specific privacy statements can be accessed at <https://www.glasgow.gov.uk/index.aspx?articleid=22069>

Current School Roll 2018 - 2019

Year Group	Number of Pupils	Boys	Girls
S1	9	7	2
S2	21	15	6
S3	30	24	6
S4	16	9	7
S5	22	16	6
S6	22	12	10
Total	120	83	37

It is difficult to estimate the exact intake over the next three years as referrals from mainstream schools are made both on an annual basis and indeed throughout the school year. Our estimated intake from our Primary Schools over the next three years suggests there will not be a significant change in the school roll and it is anticipated that the school roll for August 2014 will be approx 135.

General Information

Spiritual, Social, Moral and Cultural Values

Abercorn Secondary School recognises the responsibilities of parents/carers as the first and foremost educators of their children. Teachers at Abercorn work in partnership with parents/carers to help young people grow spiritually, socially and morally. Our school values underpin all that we do and form the basis of our school community.

Through the work of our Chaplin, Gordon Kirkwood and our RE department we aim to meet our responsibility to our multi-cultural community.

- **School Ethos**
By involving the school community in the creation of our values, we have developed excellent relationships with young people, parents, staff and all partner agencies. This contributes greatly to the social and emotional wellbeing of our young people
- **Our RE Programme**
Pupils are timetabled for at least one period of Religious and Moral Education.
- **Religious Observance**
Currently we adhere to Council policy on Religious Observance; therefore the following themes have been agreed for session 2014/15:
 - Diwali
 - Eid
 - St Andrew's Day/Celebration of Success
 - Christmas Carol Service
 - Glasgow: The Caring City
 - Buddhism
 - Easter Service
 - Awards Ceremony/Giving Thanks

The developing spiritually of each of our young people enhances our community and therefore all pupils contribute to the spiritual life of the school. Parents/carers have the right to withdraw their child from religious observance and should inform the school in writing.

In addition, parents/carers from religions other than Christianity may request that their children maybe be permitted to be absent from school in order to celebrate recognised religious events. Only written request detailing the proposed arrangements will be considered. Appropriate requests will be granted on up to 3 occasions in any one school session.

School Policy

Creating a positive ethos

Good behaviour is a vital element of the school and is essential in establishing a healthy school ethos. By involving pupils in the production of a Code of Conduct which incorporates our values we have enhanced our learning and teaching environment. It is the duty of all young people to become successful learners and responsible citizens and this is ultimately the responsibility of the school community. Good behaviour is essential if this is to be achieved.

Code of Code of Conduct:

- We take care of each other and our environment
- We take responsibility for our learning, behaviour and words

- We know our targets
- We work toward high levels of achievement and certification

- We feel good about being part of this school and show it by wearing our uniform
- We fulfil our ambitions and celebrate success

- We show we care about people by raising money for charities
- We respect everyone and we expect to be treated with respect

- We always tell the truth even if we have done something wrong
- We know it takes courage to be honest

- We accept responsibility for the things we do
- We treat others as we want to be treated

Parent/Carer Support

Parents/Carers play a significant role in maintaining the high standard of behaviour in Abercorn. Fostering good relationships with parents, effective communication and the school's 'Open Door' policy ensure that pupils are aware of the strong partnership that exists between home and school thus developing an ethos of cooperation and trust.

Pupil Monitoring Sheets

Pupil monitoring sheets are issued to pupils who need to focus on improving behaviours in school. They are issued by Year Group Heads and monitored daily. Specific targets are set which take account of individual issues. These targets are discussed with pupils. Pupils are also responsible for the daily management of their own monitoring sheets and are expected to have them signed by their teacher at the end of every lesson.

Homework Policy

The school monitors our homework policy annually. Our policy takes account of Curriculum for Excellence including literacy and numeracy attainments and the individual needs of our pupils. Pupils have access to homework from subject specific departments and also to on-line learning resources such as Sumdog. Our focus will be improving literacy and numeracy and supporting areas of study through active learning.

Homework will also be issued to support certificated courses for example National 1 - 5 SQA course.

The amount of homework varies in length, nature and frequency depending on the subject and also individual pupil needs.

Clothing/Uniform

Our school uniform promotes a real sense of school identity, shared values, self-confidence and a shared sense of community. The uniform is actively supported by our pupils, parents/carers and the Parent Council and is of great benefit to our young people.

ABERCORN DRESS CODE

- White shirt/school tie
- Black trousers
- Dark shoes (preferably black)
- Black jumper/cardigan
- Blazer

The school tie is available from the school office.

PE Kit

It is important that pupils come prepared to learn and for PE this requires appropriate clothing. All jewellery should be removed. Pupils who are not participating in PE must have a note or a medical certificate. Pupils who are unable to participate in practical PE should still bring their kit to allow them to assist in the lesson by refereeing, keeping scores or assisting with the distribution of equipment. This ensures that they are still able to take part in some way in the work of the class and do not miss out on the knowledge and understanding of the course.

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

- Potentially encourage factions (such as football colours)
- Could cause offence (such as anti-religious symbolism or political slogans)
- Could cause health and safety difficulties (such as loose fitting clothing, jewellery)
- Could cause damage to flooring
- Carry advertising particularly for alcohol or tobacco
- Could be used to inflict damage on other pupils

Clothing & Footwear Grants

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than £15,860*), Housing Benefit, or Council Tax Benefit or Universal Credit (where income is less than £7,920) will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from schools and at

<https://www.glasgow.gov.uk/index.aspx?articleid=17885>

School Meals

School Meals

Our school provides a lunch service which offers a variety of meals and snacks within The Fuel Zone. Medical diets can be provided. Please inform the head teacher.

Young people who prefer to bring packed lunches are accommodated within the dining area.

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £7,920*), Child Tax Credit only (where income is less than £16,500*), Universal Credit (where income is less than £7,920) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and at <https://www.glasgow.gov.uk/index.aspx?articleid=17885>

We also provide a free school breakfast which is available in our school dining area from 8.30 am.

Transport

General Information

The education authority will normally provide free transport to all pupils who attend an Additional Support for Learning (ASL) school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time.



Where free transport is provided, it may be necessary for children to walk to the vehicle pick-up point. It is the parent/carer's responsibility to ensure that their child arrives at the pick-up point on time. It is also the parent /carer's responsibility to ensure that the child behaves in a safe and acceptable manner whilst using school transport. It is expected that no child/young person with additional support needs will be on transport for more than one hour.

Some of our pupils are provided with a travel pass, which gives free school travel on First buses.

Primary/Secondary Transition

Children and young people normally transfer between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. A Transition Planning Review takes place during the last year of primary education to allow parents/carers and professionals the opportunity to discuss the most suitable placement for their child.

Links will be established with the appropriate secondary provision to ensure a smooth transition for all young people.

Transition from Primary to Secondary is often a challenging time for young people therefore ensuring that this is a seamless process is of paramount importance to us. Following a consultation exercise between Abercorn staff and Primary colleagues a programme similar to the one outlined below will take place each session:

Block 1 - January (3 weeks)	Visit to the school Literacy (2 weeks)
Block 2 - February (2 weeks)	Numeracy (2 weeks)
Block 3 - March (4 weeks)	Social Lunch and participation in PE: Games and/or Swimming
Block 4 - April (2 weeks)	Social Lunch and ICT
2 day visit - May	Pupils follow a secondary curriculum, this allows them to visit all of the curricular areas within the school and learn about the school day

These visits afford primary and secondary colleagues opportunities to work together to ensure continuity in pupils' learning. Every effort is made to ensure that it is progressive, relevant and builds on prior learning.

Parents in Partnership

At Glasgow Secondary School we strongly encourage all parents to become involved in the education of their children. We are always ready to listen to suggestions for new ways of stimulating parental interest. We contact and involve parents in many ways. For example:

Newsletters - will be sent out on a monthly basis to keep parents/carers informed about the work of the school.

Letters - further information which requires a response may be sent out in letter form.

School website/Twitter - will contain a great deal of information about the school. It is a good idea to check this regularly.

Text messaging - You may also receive text reminders about events/school closures etc.

Meetings - Parents/carers are welcome in the school to discuss any aspect of their child's development and progress. To avoid disappointment, it is advisable to make an appointment. There are various opportunities throughout the year when parents can discuss their child's progress with school staff.

Parents and carers are welcome at other events throughout the school year e.g. workshops, information evenings, class performances, award ceremonies, religious and other assemblies. The school newsletter and website will keep you informed and we will include invitations with our monthly newsletters.

Strong communication links between home and school ensure parents and carers are confident to address any concerns they may have about their child's education with pastoral care staff and the senior leadership team.

Other examples include:

- Telephone Calls; Monthly Newsletters; Letters
- Case Management Meetings - Parents, SW, Psychologists, and Partner Agencies
- Home/School Diaries
- Parental Surveys; Home Visits (where appropriate) e.g. attendance, non-attendance at Reviews
- ESL Support
- Help with form filling e.g. Welfare issues, EMA

	Term 1 August/October	Term 2 October/December	Term 3 January/March	Term 4 April/June
Parents' Information Sessions	S6 Curriculum College Links Residential Trips	Primary/Secondary Liaison Coordinator to visit associated primaries to speak to parents/carers Residential Trips S4 Skills Scotland Careers Fair Parent Forum Transition Information	S1-S3 Broad General Education and New Qualifications Parent Forum AGM S1-S3 Broad General Education and Qualifications S6 Careers Fair Parent Forum Children First	S3 Option Choice - preparing for the Senior Phase Parents of Primary pupils to visit school. Parent Council to assist S1-S6 Parent's support café S6 Careers Fair
Parents' Evenings		S2, S3 and S4	S1, S5 and S6	
Review with Year Group Head, Student Tutor, Pupil, Parent		Post Placement Reviews S5/S6 Review of Wellbeing and Assessment Plan and Future Planning	S3 and S4-S6 Review of Wellbeing and Assessment Plan and Future Planning	S1 and S2 Review of Wellbeing and Assessment Plan and Future Planning
Parents Council/ Committees	Parent Council	Parent Council Eco-Schools	Parent Council Eco-Schools	Parent Council Eco-Schools
Social Events	Bingo Night School Service	School Carol Service Christmas Fair	Spring Fair Bingo Night School Service	Awards Ceremony - School Service

Assessment and Reporting

All young people are assessed both formally and informally throughout the school year. This allows young people and their teachers to identify their strengths and areas for improvement. A variety of assessment methods are used to enable staff to pass on information to parents and carers about the progress of their child. Assessment records are kept by teachers and form the basis of discussion at parents' meetings throughout the year.



Dates of all parents' meetings and the schedule for issuing written reports is included in the school calendar which is issued at the start of term and is available on the website. If you have any concerns about your child's progress do not hesitate to contact their pastoral care teacher at any time.

A review system operates in Abercorn, which identifies the individual needs of the pupils with planned outcomes set annually. Tracking of outcomes is carried out twice per year in December and June. Reports charting each young person's progress and effort in every subject are discussed with the pupil and issued to parents/carers prior to their annual review.

Parents/carers are kept informed through:

- Curriculum Plans
- Tracking and Monitoring of planned outcomes
- Parents' Evening
- Annual Reports
- Meetings regarding Wellbeing and Assessment Plans/CSPs

Individual teachers constantly monitor progress using both formative and summative assessment. This enables the learner and teacher to identify next steps in learning.

In order to complement these formal curricular reports, we undertake to highlight and celebrate the many and varied achievements of our young people, whether through their studies or through their activities and pursuits outwith the classroom.

We wish to share with parents/carers the culture of recognising achievement and raising attainment that we have fostered within Abercorn Secondary School and we thank parents/carers for their continuing support in encouraging our young people to give of their best in all circumstances.

Pupil Profiles

All S3 learners have a profile which reflects their progress in learning and achievement and emphasis their strengths. The profile documents their key achievements in school, at home and in the community and the content is decided by the young person. The profile provides a valuable way for learners to share information about their achievements with their parents, teachers and in the future, staff in colleges, universities and employers. The profile also supports the move from S3 into the senior phase of secondary school.

Attendance

Within Glasgow Secondary School good attendance is encouraged at all times to ensure pupil success. Parents/carers are asked to advise if their son/daughter is going to be absent. This should be done as early as possible on the first day of absence. If the young person is going to be absent for some time, it would be helpful to know at the earliest opportunity. The school telephones parents/carers each morning to advise and enquire about a young person's absence if no contact has been made with the school. All unexplained absences are investigated by the school and appropriate action taken. Parents/carers should call the school from 8 am to inform of absences. It is also necessary to cancel any transport that has been provided.

Personal Support

The school has a duty to ensure that all pupils have equal access to the curriculum, with appropriate support for their needs if required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which may act as a barrier to learning. We are committed to working closely with parents and carers to ensure that they are fully involved in any decisions about support for their children's needs.

Any parent/carer seeking further advice regarding this policy should contact the Headteacher in the first instance.

Further information relating to additional support needs is available on the Glasgow City Council website - <https://www.glasgow.gov.uk/index.aspx?articleid=18941>

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/index.aspx?articleid=17870>

Pupil Support Staff

All staff in Glasgow secondary School have a clear responsibility for the welfare of young people. In addition, all young people are given a Pastoral Care teacher on entering the school. This provides a vital link between home and school as the pastoral care teacher has an 'all-round' picture of a pupil's progress and general health and well-being. In most cases, a parent's first point of contact with the school will be the pastoral care teacher.

Other support for pupils is provided by student tutors in the first 30 minutes of each day.

We are fully committed to meeting the needs of all pupils and hold regular meetings at which we plan for those who require additional support. Full discussion is held with parents and carers and outcomes are planned and agreed in partnership.

In Abercorn Secondary School we are engaged in the pursuit of excellence. We seek to build a community where all members are held in high regard and their dignity, worth and individuality are respected.

We have high expectations of all and shall provide conditions and experiences which support the moral, physical, social, emotional and intellectual development of each pupil as they prepare for adult life.

Abercorn is a health promoting school concerned with the health and wellbeing of our students, staff, parents and community. We have received Healthy Schools accreditation and Green Flag Status for our eco work.

We have a comprehensive Child Protection Policy and all of our staff are trained to ensure that our pupils are safe and well. We have developed effective partnership links with home, school and agencies within the community including health and social work.

We believe that the school should help all pupils fulfil their potential, their attributes and capabilities in every aspect of their development - academic, physical, personal, social and emotional. We are also committed to developing in our pupils the four capacities, ensuring that they become successful learners, independent individuals, responsible citizens and effective contributors.

Personal support is the key to ensuring that this is achieved. We make sure that each pupil knows and is known personally and in some depth by at least one member of staff. The personal support team will help young people make informed and responsible decisions at key stages of their lives. Student tutors will meet every morning with your son/daughter.

The Named Person and GIRFEC

GIRFEC isn't an extra thing people have to do. It's a way for those who support children to work differently, making sure that they are all on the same page. Where needed, GIRFEC links day-to-day work in education, health, policing, social work and the voluntary sector - in fact any organisation whose staff come into direct contact with children. It makes it easier for those different organisations to communicate consistently with each other, and with parents, carers, children and young people.

GIRFEC provides a structure that helps people to work in the same way and use the same language. This allows discussions with the child and their family to focus on what is good in a child's life, and what might need attention or support.

It's the bedrock for all children's services and can also be used by practitioners in adult services who work with parents or carers.

The approach helps practitioners focus on what makes a positive difference for children and young people - and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

What Getting it Right for Every Child means:

For children, young people and their families:

- *They understand what is happening and why*
- *They have been listened to carefully and their wishes have been heard and understood*
- *They will feel confident about the help they are getting*
- *They are appropriately involved in discussions and decisions that affect them*
- *They can rely on appropriate help being available as soon as possible*
- *They will have experienced a more streamlined and co-ordinated response from practitioners*

For practitioners:

- *Putting the child or young person at the centre and developing a shared understanding within and across agencies*
- *Using common tools, language and processes, considering the child or young person as a whole, and promoting closer working where necessary with other practitioners*

If you would like to access support from the Named Person Service, please contact the school. (

Promoting Positive Behaviour

Children's Rights as outlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to a good school ethos. Adults in our school will work with young people to ensure they are aware of their rights and fully respect the rights of others. Therefore, the approach within Glasgow Secondary School is to build a positive ethos that demonstrates care and respect for all.

The smooth running of Glasgow Secondary School requires a high standard of behaviour from all within it. We appreciate the support of parents and carers in helping us to achieve this. All pupils are required to behave well and respect their own safety and that of others. This is also important on journeys to and from school.

Our expectations are clearly communicated to young people and breaches of discipline are dealt with in line with school policy. In most cases, a quiet reprimand is sufficient but in more serious or persistent cases parents will be invited to school to discuss the issue and agree a course of action.

Personal Support

Abercorn's **Personal Support Year Heads** are:

S1	Mrs MacKenzie
S2	Mr Connor
S3	Mr Dorrian
S4	Mrs MacKenzie
S5	Miss Campbell
S6	Mr Shields

Below is a list of duties undertaken by the personal support team.

- Care of new admissions
- Monitoring the attainment and achievement of all pupils
- Give advice on course choices
- Monitor attendance and timekeeping
- Care of pupils facing difficulties
- Preparation of reports on pupils
- Help with form filling, EMA, College Applications
- Contact with parents/carers by letter and telephone
- Co ordinate annual reviews, WAPs and CSPs
- Link with supporting agencies such as careers, social work, community organisations
- Liaising with Student Tutors

At the start of each school session, your child's personal support teacher will make contact with you and inform you of your child's student tutor.

We have an open door policy and parents are encouraged to contact the school at any time about any matters of concern.

School Code of Conduct

We believe that staff and pupils by their words, actions and concerns for each other, can ensure that we grow as a caring community. Abercorn has a code of conduct which sets out our expectations of pupil's behaviour and attitudes.

Supported Study

This is an important initiative which may be offered to pupils to attend additional classes during lunchtimes, after school. Large numbers of our staff give generously of their time in this area. Subjects on offer will depend on the staff available to deliver. Pupils will be kept informed of the arrangements.

Extra Curricular Activities

We firmly believe in the value of extra-curricular activities as a means of enriching the education of our pupils. There is a wide range of activities in Abercorn which bring together pupils and staff in more informal settings and offer rich opportunities for achievement and positive relationships to develop.



For some activities pupils are allowed to participate only if written permission has been obtained from their parents/carers. There may be special requirements for pupils who wish to participate in certain activities eg a pupil who wishes to go canoeing should be a strong swimmer.

During the session, pupils are encouraged to take part in events and competitions sponsored by groups or agencies outwith the school and many achieve notable success in them.

The range of activities constantly changes throughout the year - up to date information is available via Twitter.

Teaching Staff

Senior Leadership Team	Head Teacher	Ms P McGowan
	Depute Head Teacher	Mr T Shields
	Principal Teacher Pastoral Care	Miss J Campbell (0.4 JS) Mr P Connor Mr S Dorrian Mrs L MacKenzie
	Principal Teacher	Mrs P Egan Mr T Leahy Mrs J Logue (0.6 JS) Mrs M Whitelocke (Act)
Department		Name
Art and Design	Miss L Jaffrey	
English	Mr P Connor (PT PC) Mrs E Couper Mrs M Whitelocke (PT Act)	
General Subjects	Mrs M Bowman (0.4 Temp) Mr B Loftus (0.6) Mrs A Reilly (0.4) Ms J O'Neill	
Home Economics	Mrs M Johnston	
ICT & Enterprise	Miss J Bennett Ms C Brown Mr S Close Mrs J Logue (0.6 JS) (PT)	
Mathematics	Mrs C Collie Mrs P Egan (PT) Mr C Urquhart Miss C Thomson	
Modern Studies	Ms J Walsh (0.7)	
Music	Mr S Devlin	
Physical Education	Mr T Leahy (PT) Mr D Scougall	
Religious Education	Mr N Anderson	
Science	Mr S Dorrian (PT PC) Mrs L MacKenzie (PT PC) Ms M Njiedziolka (0.6 Temp)	
Spanish	Miss J Campbell (PT PC)	

Ancillary Staff

	Name
Administration	Ms M Kearney Ms M Hutton (0.2)
Janitorial	Mrs I Boyle Mr P Campbell
Personal Support Assistants	Ms P Clews Ms G Dyer Ms J Gillies Mr S Hepburn Ms M Hutton Ms K Morgan Mrs S Murray Ms C O'Kane
Dining Attendant	Mrs E Barton Ms N Duffy Ms L McAllister
Cleaner (Part-time)	Ms V Greenshields Ms M Hickie Mr C McKeen Ms D Trainor
Medical Officer	Dr M McCarry/Various
School Nurse	Various

The Curriculum

Curriculum for Excellence 3-18

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all 3 to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence, all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education (BGE). Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

In line with their Curriculum for Excellence entitlement, pupils learn in all 8 curricular areas until the end of S3.

Curricular areas:

- **Expressive Arts:** Art & Design & Music
- **Health & Wellbeing:** Home Economics, Physical Education and Personal, Social and Health Education
- **Languages:** English, Gaelic, Scots and Spanish
- **Mathematics**
- **Religious and Moral Education**
- **Sciences**
- **Social Subjects:** Modern Studies
- **Technologies:** ICT, Administration, Business, Computing and Home Economics

There is also a focus on developing literacy and numeracy skills across every subject area as well as Skills for Learning, Life and Work as young people prepare for their adult lives. In addition, learning takes place in the following ways:

- Inter-disciplinary experiences (working across a range of subjects to link learning)
- Learning through the ethos and life of the school
- Opportunities for personal achievement

The Senior Phase S4-S6

The Senior Phase offers opportunity for specialisation leading to qualifications. Young people aged 15 plus will have a wide range of opportunities to experience learning and achieve qualifications to the highest possible level during their senior phase.

Throughout S3, there is a programme of pupil support to assist pupils and their parents and carers with course choices for National awards. The pupil support programme seeks to advise pupils about:

- The range of courses available
- The pupil's own aptitudes, interests, strengths and weaknesses
- The importance of individual subjects
- Entrance qualifications & career opportunities

In advising pupils about course choices, we adhere to national guidelines and ensure that pupil choices result in their best chance of success.

In collaboration with the Scottish Qualifications Agency (SQA), we will assess National 1-4 qualifications. Individual courses at National 1-4 levels will not be graded but marked overall as pass or fail.

Courses at the new National 5, Higher and Advanced Higher levels will continue to include work assessed by the school, but for these qualifications, students will also have to pass an additional assessment (usually a question paper or assignment) which will be marked externally by SQA.

The SQA website www.sqa.org.uk/cfeforparents contains useful information to help you understand national qualifications.

Courses available in S5 & S6

As an inclusive school, we aim to meet the needs of all pupils in S5 and S6. We have strong partnerships with local colleges and employers. It is extremely important that senior students set challenging and realistic targets. To that end, we offer a rigorous options programme to support and inform student choice. Opportunities for personal development continue within and beyond the taught curriculum. S6 in particular offers senior pupils a range of opportunities to build leadership, communication and team working skills through involvement in a wide range of school and community events.

Encouraging excellence is central to our aspirations and expectations for all young people.

Useful websites:

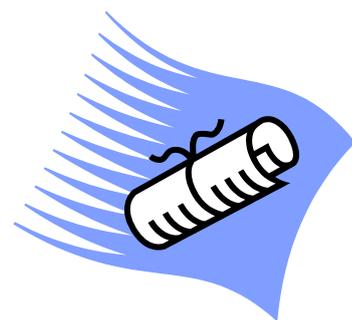
www.curriculumforexcellencescotland.gov.uk

www.educationscotland.gov.uk/parentzone/index.asp

NATIONAL QUALIFICATIONS

This session Abercorn will present pupils for National Qualifications in the following subjects:

- Administration and IT
- Art and Design
- Computing
- Media
- Science
- Physical Education
- People in Society
- Spanish
- English
- Business
- Home Economics
- Modern Studies
- Social Subjects



Wider Achievement Accreditation

To add depth to our curriculum and to assist our young people with developing a range of essential skills for learning, life and work we offer a range of wider achievements which are accredited through a variety of bodies including SQA and Youth Awards.

In addition to this the school has introduced a number of options for our young people to personalise and choose on a Friday afternoon. Young people have the opportunity to work towards achieving a range of awards matched to the activity they are undertaking. These awards allow our young people the opportunity to further develop their skills and self-confidence.

At present the following activities are offered during our Wider Achievement Award:

Dynamic Youth Award (DYA)

- Pre-Vocational Training: Construction, Hospitality, Digital Media and Art & Design
- Enterprise Activities including the organising of events
- Arts & Crafts

Jass Award

- Me and My World: Eco Schools
- Get Active, Stay Active: Basketball
- Me and My interests: Chanter and Bagpipes (Scottish Culture)

Jog Scotland (Youth)

Cross country and jogging

Duke of Edinburgh Award

- Silver and Bronze levels

Bikeability

College/Transition

College Link Courses are used to augment the school curriculum. The majority of courses have a vocational emphasis. Colleges and courses on offer vary from year to year depending on requirements of the pupils.

Courses on offer to pupils are varied and include SVQ level 1 in Catering, Baking, Banqueting, Woodwork, Painting and Decorating, Independent Travel, Beauty Therapy, Car Valeting and life skills.

A number of senior pupils attend supported vocational courses organised through Glasgow City Council.

Pupils take part in work experience placements or a work awareness week and all pupils receive Careers guidance in the world of work.

Developing Scotland's Young Workforce is integral to the courses and programmes we offer young people within our senior phase. We are currently working on developing skills for learning, life and work with our pupils through extended volunteering placements. Our young people volunteer in a number of placements throughout the school week, these include in a local nursery schools, Glasgow Life Sports Centres and a hairdressers.

A number of pupils are supported in transition through Key Workers, 16+ Leaving Choices, Future Works, Enable Scotland and Social Work.

The majority of pupils transfer on to supported leaving courses at Colleges of Further Education. A small number go on to mainstream courses with support. A small number have been successful in obtaining a Modern Apprenticeship. Training through "Get Ready for Work" meets the needs of a small number of our pupils.

We work closely with Social Work to ease transition for our more vulnerable pupils.

A Music Club is held weekly within the school and pupils have the opportunity to meet with former pupils and find out about post-school provision.

The school works closely with Moira Higgins our SDS Advisor who attends all reviews for S3, S4, S5 and S6 pupils. Our skills for work programme includes visits to careers events, talks, taster courses, help with CVs and form filling and a wide range of enterprise experiences.

Expressive Arts: Art and Design

About the Department

The Art & Design Department has built up extensive facilities over the years, our greatest assets are the pupils and the space they have to work in. Within the department there are a variety of resources and stimuli which are constantly being updated. Various techniques and media are used to stimulate pupil interest, visual awareness, and experiences. A very broad based curriculum is in place, which includes:- Drawing & Painting, 3Dimensional work/ Sculpture, Craftwork, Felt-making, Wax Batik, Design, use of ICT, Photography, Animation, and Critical Studies. The department is always open to cross curricular links and IDL projects and has enjoyed working with:- Modern Studies, Spanish, Music, English, PE, Technologies and Home Economics.



A number of competitions are entered throughout the course of the school year where the requirements fit into the curriculum. These allow a different kind of focus for the pupils as well as being able to, in some cases, see their work in print and/ or exhibited. Over the years there have been several busy lunchtime clubs open to all and after school clubs offered for supported study (and further development).

Courses

S1-S3

Embracing Curriculum for Excellence pupils are encouraged to develop a wide range of experiences, and have regular opportunities for peer and self assessment. Pupils are encouraged to become confident individuals, successful learners, responsible citizens and effective contributors.

The syllabus is flexible and as long as all areas are covered, can be taught in a different order for different classes. This allows a variety of work to be going on in the department at all times, which in turn stimulates ideas, discussion etc in other pupils. The preferred core units should cover some, or all, of the following themes:- Portrait, Design, Landscape, The Figure, Eco, The Built Environment and Still Life.

S4-S6

National Qualifications

Pupils are following units at National 2, 3 and the full course of National 4 and units at National 5.

Expressive Arts: Music



About the Department

The Music Department offers a stimulating environment where learners have rich opportunities to be creative and experience enjoyment. Performing and creating music is the focus of the department. Through a variety of activities pupils develop their instrumental skills and where appropriate their vocal skills. Pupils are also given every opportunity to develop their understanding of different types of music and develop the skills that allow them to comment on each performance.

The Music Department also has a choir and a school band, which enables our young people to come together as a group and represent the school on different occasions. These activities help pupils to develop their confidence.

Courses

S1-S3

Developing their knowledge and skills in Performing, Creating and Appreciating Music.

Performing

- Listening units
 - Keyboard units
 - Bass Guitar
 - Recorder units
 - Drums units
- **Creating** - Pupils invent melodies on different instruments and improvise using the blues scale on the keyboard.
 - **Appreciating** - Pupils are given the opportunity to listen to and then discuss different types of music. They will also take part in music workshops and attend a variety of concerts.

National Qualification Courses

S3-S6 - Pupils are given the opportunity to further develop their knowledge and skills within Music by completing a range of qualifications from National 2 to units at National 5. :

Health & Wellbeing & Technologies: Home Economics

About the Department

Home Economics is concerned with using and managing human and material resources for the benefit of individuals, households and society. In Home Economics the aim is to equip pupils with practical skills and knowledge as well as allowing them to develop informed attitudes. Pupils are encouraged to work individually and as part of a group. The subject allows pupils to investigate a range of topics, which are applicable to their lives now and in the future. The nature of the subject allows it to make a considerable contribution to pupils' health and wellbeing.



Courses

S1 - Health and Wellbeing and Technologies

In S1 pupils develop knowledge and understanding in relation to the safe preparation and storage of food. Great emphasis is also placed on safe working practices in the kitchen. During this unit, pupils experience and acquire a range of practical skills, which they use to carry out a range of practical tasks. Pupils develop an awareness that food practices and choices depend on the food available, seasonality, advertising etc. Pupils get their first chance to experience a Design & Make task during this unit when they design and make a healthy sandwich for their partner.

S2/S3 - Health and Wellbeing and Technologies

We build on the skills acquired in S1, introducing more complex and difficult tasks to build on their skills. We concentrate on a unit called 'The Scottish Diet' which looks in detail at the role of food in our lives and in particular the relationship between diet and health. Hopefully this will allow pupils to develop lifelong healthy eating habits.

Interdisciplinary Learning

- ❑ **Abercorn's Apprentice** - the department links with other departments to allow pupils to take part in a "Design and Make" food product challenge. Pupils will be involved in the full design and development process and will undertake learning in this area in a number of curricular areas including: Art & Design, ICT and business.

S4-S6

National 2 Food, Health and Wellbeing

Enables learners to:

- understand the relationship between food, health and wellbeing
- develop the knowledge and practical skills required to produce healthy dishes
- develop practical skills required to support independent living
- prepare healthy, basic dishes
- make informed food and lifestyle choices
- develop safe and hygienic practices in the storage, preparation and cooking of food
- develop practical skills to support aspects of independent living in the home or in a supported environment

National 1 Food Preparation

National 1 Food Preparation units which develop skills in:

- Food Hygiene
- Using small electrical equipment
- Preparing a healthy snack

Personal Development Award and Personal Achievement Award

The department is currently working with other colleagues to develop appropriate opportunities for our young people to develop skills for learning, life and work. These awards embrace the principles of Curriculum for Excellence and allow pupils to gain accreditation for their involvement in essential skills required for post school.

Personal Achievement Award

In S3 Pupils undertake the Personal Achievement Award which contains a variety of units split into 2 themes:

- Developing Independence
- Taking Part in the Community

Within these units they will choose from a number of units for example: hobbies and interests, healthy eating, fundraising, community events, personal presentation etc. Through this they will organise a coffee morning, run a Christmas Fair and take part in a number of other activities relevant to the units chosen.

They will undertake a number of activities which allow them to achieve these units over the course of S3 and depending on the number they achieve will leave with either a Gold, Silver or Bronze Award. There may be further opportunities to pick up units and improve the level of the award as they get further up the school.

Personal Development Award

Pupils will move onto the Personal Development Award in S4 at either level 2 or Level 3. During their work on this Award they undertake activities based on improving their knowledge and skills in 3 areas:

- Practical Abilities
- Self in Community
- Self and Work

During the self and work unit pupils will gain awareness and experience of different work places and what is involved in searching for, applying and gaining a job.

Health & Wellbeing: PSHE

About the Department

Learning through Health and Wellbeing promotes confidence, independent thinking and positive attitudes. It ensures that young people develop the knowledge and understanding, skills, capabilities and attitudes which they need for mental, emotional, social and physical wellbeing now and in the future.



We aim to assist our young people to develop the following qualities:

- Self confidence and self esteem
- Positive attitudes
- Respect and caring for others
- Tolerance
- Confidence in adapting to change and increasing taking responsibility for their own lives

The PSHE and English departments merged this year to become part of the Languages curricular area.

S1/S2

Pupils in S1/S2 have one period of PSHE per week. The curriculum takes account of Curriculum for Excellence, Glasgow's Health and Citizenship and the Law.

Topics covered in S1/S2

- Self Awareness
- Sexual Health and Relationship Education (SHRE)
- Self confidence
- Safety
- Drug Education
- Sex Education
- Mental Health
- Citizenship

S3-S6

Pupils' prior knowledge and understanding and skills are further developed during work on:

- Emotional and Mental wellbeing
- Sexual Health and Relationship Education (SHRE)
- Moral Education/ Relationships/ Marriage/Cultural Implications
- Drug Education
- Progress File
- Domestic Abuse
- Citizenship

About the Department

Our facilities consist of a swimming pool and games hall. In line with the expectations of the Scottish Government, Abercorn is committed to providing every pupil with two periods of Physical Activity each week. This provides pupils with the opportunity to improve their health and fitness through participating in as many sports as possible. We aim for every pupil to become a proficient swimmer and have a thorough knowledge of water safety before leaving school.



All pupils get the opportunity to visit a Sports Centre and become familiar with the procedures involved in booking and using the sports facilities.

The school takes part in Glasgow Inter-School Tournaments which are very enjoyable social occasions.

Courses

S1 - S3

- A wide variety of activities in line with Curriculum for Excellence to develop knowledge skills in relation to:
 - improving levels of fitness
 - work on their own and part of a team to develop skills in co-operation and competition
 - evaluate their own performance and that of others
 - understand the importance of Physical Health
 - participate in a range of activities both within school and in the outdoor environment

National Qualifications

S4-S6

- National 1,2,3 and 4 Physical Education Courses are offered
- National 4 and 5 Performance Units
- Access to Fitness Suite at North Woodside Gym
- Duke of Edinburgh Award
- John Muir Award

Languages: English

About the Department

The overall aim of the Department is to help pupils achieve their fullest potential in the communication of ideas, thoughts and opinions. This is done by developing their skills in Reading, Writing, Talking and Listening. We aim to prepare our pupils for the outside world, in terms of their understanding of the English language. We also support pupils in terms of their personal development as a result of issues raised through the study of language and literature.



We try to provide a varied, active, and enjoyable series of courses, which have been carefully selected to suit the age and aptitude of pupils within each year group.

This year the English and PSHE departments have merged and will now fall into the Language curricular area.

Courses

S1-S3

The aim of these courses is to build on pupils' prior learning and to develop their skills in Literacy and English as it plays such a vital role in all learning. Pupils are offered a wide range of opportunities to build on their skills and attributes in a variety of contexts. They will have the opportunity to: work in groups, use thinking skills, create and use different texts, explore other cultures, look at the effects of language, extend vocabulary and make informed choices. Pupils will complete 6 units which are made up of a range of fiction and non-fiction topics. Through discussion with pupils curricular targets and next steps in learning are identified for all pupils.

National Qualifications:

S4

We offer the new range of certificated courses that are designed to meet the individual needs of our young people. Students are presented for Nationals 1, 2, 3 and 4. The National courses involve completing a cluster of outcomes over the year, which are assessed internally. The course involves the internal assessment of talking and writing; listening and reading; an added value unit in N4; and Literacy requirements at N3 and N4. There is no final external exam in May.

S5/S6

In S5/S6, pupils' skills are further developed through a variety of National Qualification courses depending on pupils' achievements in S4. Progression to the subsequent National course will be decided on the basis of internal evidence. All National courses, from 1 through to 5 are available in the senior phase. National 5 consists of an examination in May each year.

About the Department

The Scottish Parliament is firmly of the view that the learning of foreign languages is a valid and useful educational experience which can benefit pupils across the whole range. This forms part of the Governments 1+2 Languages policy. Within Abercorn we teach Spanish within the broad general education two periods per week. Pupils are also given the opportunity to develop their knowledge of Gaelic as part of our Scottish Studies curriculum and as they progress through school they will also have the opportunity to learn Scots.



In the Modern Languages Department, the aim is to help pupils develop skills in reading, writing, speaking and listening in the foreign language. The principal aim, however, is to be able to communicate and thus, the greatest emphasis is placed on the last two skills.

The topics involve everyday ideas that may be encountered by the pupils. They learn vocabulary that is meaningful and relevant to them and which they can aspire to master. Pupils work on the same topic however through the use of differentiated materials they work at their own pace and level.

Social development occurs due to the question and answer work, talking about oneself, pair work and group activities. Finally the modern languages course raises pupils' awareness with regards to culture and customs of other countries.

S1

Greetings

Vocabulary for the classroom

Colours

Numbers

The Weather

Christmas in Spain!

Pets

Days of Week

Months of the Year

S2

At the Ice-Cream shop!

Fruit

Numbers to 100

About me

My favourite sports and school subjects

S3

- Talking about school
- My family
- Talking about where I live

S4

Work begins on Nat 2/Nat3/ Nat 4 courses

- Using Language
- Understanding Language

S5/S6 - Courses as appropriate

Three units of study:

- Transitional Language
- Language in Work
- Personal Language

Residential trip to Barcelona

Here pupils will have the experience of practising their Spanish in a realistic setting, as well as visiting sights studied in class.

Mathematics

About the Department

The Maths department strives to equip the pupils with the numeracy understanding and skills, financial capabilities and problem solving abilities needed for life and work. This is supported through the programmes of Curriculum for Excellence and National Qualifications through-out the pupil's school career. An ethos of self evaluation and formative planning is encouraged and pupils are involved in all areas in this process.



Courses

S1 - S3

Through the implementation of Curriculum for Excellence the S1-S3 course aims to continue equipping the pupils with the necessary numeracy skills, financial knowledge and problem solving capability to fully participate in life and learning at school, at home, in the wider community and to build a strong foundation for National Courses.

The course is broken down into units or organisers and taught using a wide range of contexts and interactive activities.

Assessment is through a range of tasks e.g. solving word problems, calculating change or making a presentation on how to tell time.

Pupils will have the opportunity to improve their interpersonal skills, extend their vocabulary and build their confidence as they work with others and take more responsibility for their own learning.

National Qualifications

S4-S6

Pupils achieve certification and learning through the use of a wide variety of courses including:

- National 1
- National 2
- National 3
- National 4
- National 2 Personal Development Award
- National 3 Personal Development Award

Religious Education



About the Department

Religious Education builds on pupils' prior knowledge and enables them to explore the world's major religions. Pupils will consider the challenges posed by beliefs and values, and they will develop their own awareness. Religious Education allows pupils to search for a meaning, value and purpose to life taking account of religious and non-religious views.

Courses

S1 - S2

Using the experiences and outcomes outline in Curriculum for Excellence pupils will learn about and from the beliefs, values, practices and traditions of Christianity and other world religions. Learning will focus on:

- Christianity: Marvels and Mysteries, Religious Stories and St Columba
- Judaism
- Sikhism
- Hinduism

S3

Pupils in S3 will be studying Buddhism looking at areas such as birth/life/death/re birth, meditation, The Buddha, suffering and community

S4-S5

Pupils will begin to work on National 3 Religious, Moral and Philosophical Studies. Pupils will attend RE 1 period per week and will therefore take 2 years to complete the 3 units of the National Qualification course. They will study:

- World religions
- Morality and Beliefs
- Religious and Philosophical Questions

S6

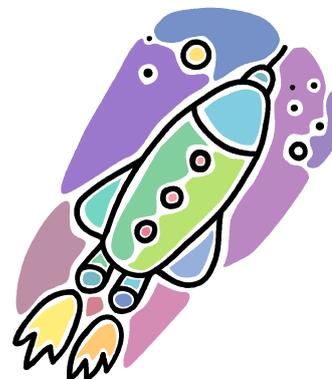
Pupils in S6 will work on the SQA Religion, Beliefs and Values Award at level 3. They will undertake 2 units:

- Investigating Religion and Belief
- Values in Action

Sciences

About the Department

A well resourced science laboratory allows a practical approach to learning. The use of ICT including interactive whiteboard enhances the learning experience. At Abercorn the Science curriculum aims to provide pupils with an opportunity to investigate a wide range of topics using a variety of resources.



Courses

S1-S3

The new Science course has been developed in line with Curriculum for Excellence guidelines. Pupils will be given the opportunity to develop their understanding and interest in the living, material and physical world. In order to do this, pupils will undertake a number of active learning activities including working on group investigations. The course will be split in line with the five Science organisers. The curriculum areas covered are:

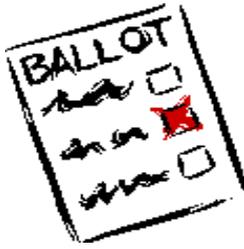
- Biodiversity and interdependence
- Space
- Forces
- Electricity
- Energy sources and sustainability
- Processes of the planet
- Properties and uses of substances
- Earth's materials
- Chemical changes

S4-S6

The department is involved in a programme of National Qualifications. The units currently offered by the department are:

- National 2 Science in the environment - Living Things, Resources forces and energy, Managing an environmental area
- National 3 Science - Human health, Fragile earth, Applications of science

Social Studies: Modern Studies and History



About the Department

In Social Subjects pupils learn about people in society now and in the past. Modern Studies aims to develop skills and understanding in pupils to help them interpret and participate in the social and political issues they will meet in their adult lives. One of the main purposes of this subject is to encourage young people to become informed, active, responsible and confident citizens.

A variety of learning strategies are used within the department including:

- Worksheets
- ICT
- Radio
- Guest Speakers
- Interdisciplinary learning with various departments
- Textbooks
- Videos/DVDs
- Outside Visits
- Group Work

Courses

S1-S3 - Broad General Education

Topics covered

- Rights and Responsibilities
- Needs and Wants
- Law and Order
- Living in a Democracy
- International Relations
- Scottish Wars of Independence
- Making of the UK
- Scottish Parliament
- Changing society

National Qualification Courses

S4

National 3 Modern Studies

National 3 People in Society

S5 - S6

National 4 Modern Studies

About the Department

In this Department we aim to equip pupils with essential ICT skills from S1 onwards through adhering to the experiences and outcomes outlined within the Technologies section of Curriculum for Excellence. From S3 onwards SQA guidelines outline the content of the following courses: National 2/3/4 Business, National 3/4 Computing, National 3/4 Administration and IT, National 2 ICT.

Our courses include up-to-date technologies with all pupils having the use of Internet and electronic communications.



Business

The department strives to promote Enterprise Education developing pupils creativity and entrepreneurial skills as well as essential skills for the world of work. Through a variety of enterprising activities pupils are able to build their interpersonal and communication skills through taking responsibility for their projects and making decisions that will affect the success of each activity.

Courses

S1-S3

ICT to Enhance Learning: Computer Applications and Hardware (with the aim of building on pupils' experience of ICT at primary school and at home)

- Introduction to Computer Software: Word Processing, Spreadsheets, Databases, Presentation software
- Introduction to Keyboarding
- Methods of Communication and appropriate and safe use of Internet, Email and Social Networking sites
- Computer Hardware and Peripherals
- Directional Instructions (Programming)
- Project based contextualised learning tasks

Courses continued:

Enterprising Skills (All pupils will complete at least one enterprise activity each year).

S1

- Introduction to Enterprise
- Team Work
- Presentation Skills
- Creativity
- Entrepreneurial Skills - Introduction to departments in an Organisation

S2

- Further developing the skills developed in S1.
- Interdisciplinary Learning Project: Abercorn's Apprentice - pupils are given the opportunity to develop a new product. This involves working closely with Business Partners and other subject areas within the school including: Home Economics, Art & Design and Music
- Social Enterprise - running a Café

S4

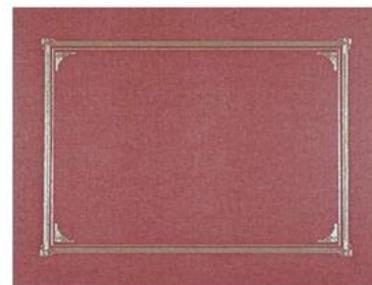
National 2 ICT
National 2 Business in Practice

National 3/4 Admin and IT
National 3/4 Computing
National 3/4 Business

S5/S6

National 4 & National 5 Administration
National 4 & 5 Computing
National 2 ICT
National 3/4 Computing
National 3/4 Admin and IT
National 3/4 Business

SQA Awards



Policy with regard to entering children and young people for public examinations

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

Results

Scottish Qualifications Authority

The Scottish Qualifications Authority has provided the following information on the SQA Awards system and how it now operates.

New National Qualification 1 - 4, are awarded on Pass/Fail.

For National 5 and above, awards are made on a 4-point scale with grade A being the highest and grade D the lowest.



Abercorn Secondary School SQA Results 2018



Advanced Higher	A	B	C	D
Music	1	-	-	-
National 5	A	B	C	D
Admin & IT	-	-	3	1
Computing Science	1	2	-	1
English	1	1	1	4
Mathematics	-	-	1	-
National Qualifications				
Subject	National 4	National 3	National 2	National 1
Admin & IT	6	7	-	-
Art & Design	4	-	-	-
Business	-	-	15	-
Computing Science	6	6	-	-
Creative Arts	-	-	2	-
English	6	2	7	-
Hospitality, Practical Cookery	-	5	-	-
ICT	-	-	5	1
Maths	-	12	Core	
Media	-	14	-	-
Modern Studies	3	7	-	-
Music	-	6	-	-
PE	5	3	11	-
RE		7	Core	
Science	-	5	-	-
Social Subjects	-	-	8	-

Wider Achievements 2018

ASDAN

Mathematics Short Course: 14

Caledonian Award

Gold: 10 Awards

Sports Leader Awards

11 Level 4 Awards

5 Level 5 Awards

Duke of Edinburgh Award

Bronze: 18 Awards

Silver: 10 Awards

John Muir Award

Discovery: 9 Awards

Rookie Lifeguard

Silver: 5 Awards

Bronze: 4 Awards

Dynamic Youth Award

Awards: 29

Jass Award

Gold Awards: 21

Junior JogScotland

Awards: 8

Saltire Award

Approach Awards (10 hours) 23

Approach Awards (25 hours) 12

Ascent (100 hours) 3

Ascent (200 hours) 1

SQA Awards 2018

Employability Award

Awards: 13 (Level 3)

Personal Achievement Award

Bronze Awards: 8

Silver Awards: 7

Personal Development Award

Level 2 Awards: 7

Level 3 Awards: 12

Personal Finance Award

Awards: 10 (Level 4)

Religion, Belief and Values Award

Awards: 14 (Level 3)

Scottish Studies Award

Level 2 Awards: 4

Level 3 Awards: 5

Wellbeing Award

Awards: 8 (Level 3)

Volunteering Award

Awards: 12 (Level 3)

Parent and Pupil Council

Parent Council

We have a very active Parent Council that represents the views of all parents. All parents are welcome to attend Parent Council meetings and can become members at the AGM in September. Parent Council minutes are available on request from the school office

Pupil Council

Our Pupil Council is made up of representatives from each year group. This is an important group which ensures that the views of pupils are heard.

Addresses

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>

Glasgow City Council

Education Services
City Chambers East
40 John Street
Glasgow G1 1JL

Tel: 0141 287 2000

www.glasgow.gov.uk

Education Services
Mrs Maureen McKenna, Education Director
City Chambers
George Square
Glasgow

Educational Psychologist: North West
Anderson Primary School
3 Port Street
Glasgow
G3 8HY

Speech and Language Therapy Team Leader
Speech and Language Therapy Department
1st Floor, Drumchapel Health Centre
80 - 90 Kinfauns Drive
Glasgow
G15 7TS

School Nurse
Community Health
547 Dumbarton Road
Glasgow
G11 6HU

Hillhead Ward

Councillor McElroy, Councillor Wardrop, Councillor McKeever, Councillor Andrew
City Chambers
George Square
Glasgow

Moira Higgins
SDS Advisor
Byres Road Careers Office
Glasgow

Area Community Education Office
35 Avenuepark Street
Glasgow
G20 8TS

Additional Information

Comments and Complaints

In Glasgow Secondary School we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Headteacher in the first instance.

Glasgow City Council complaints procedures are available:

<https://www.glasgow.gov.uk/index.aspx?articleid=16133>

Customer Care Team
Customer & Business Services
Glasgow City Council
City Chambers
Glasgow G2 1DU

Tel: 0141 287 0900

e-mail: customercare@glasgow.gov.uk or education.customercare@glasgow.gov.uk

The above website also includes information on data protection and freedom of information.

Holidays

2018

August

Wednesday 15 August 2018 (Return date for Pupils)

September Weekend

Friday 21 September 2018 - Monday 24 September 2018 (return)

October

- Friday 12 October 2018 (In-Service day)
- Monday 15 to Friday 19 October 2018 (October Week)

December - Christmas and New Year

- Schools close at 2.30pm on Thursday 20 December 2018

2019

January

- Schools return on Monday 7 January 2019

February Mid-term break

- Monday 11 February 2019
- Tuesday 12 February 2019
- Wednesday 13 February 2019 (In-Service day)

April - Spring Holiday

- Schools close at 2.30pm on Friday 29 March 2019
- Schools return on Monday 15 April 2019
- Friday 19 April 2019 (Good Friday)
- Monday 22 April 2019 (Easter Monday)

May

- Monday 6 May 2019 (May Day)
- Tuesday 7 May 2019 (In-Service day)
- Friday 24 May and Monday 27 May 2019 (May Weekend)

June

- Schools close at 1pm on Friday 28 June 2019

August

- Monday 12 August 2019 (Return date for Teachers)
- Tuesday 13 August 2019 (In-Service day)
- Wednesday 14 August 2019 (Return date for Pupils)

September Weekend

- Friday 27 September 2019
- Monday 30 September 2019

October

- Friday 11 October 2019 (In-Service day)
- Monday 14 to Friday 18 October 2019 (October Week)

December - Christmas and New Year

- Schools close at 2.30pm on Thursday 19 December 2019