

Abercorn Secondary School
Handbook
2015-2016



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

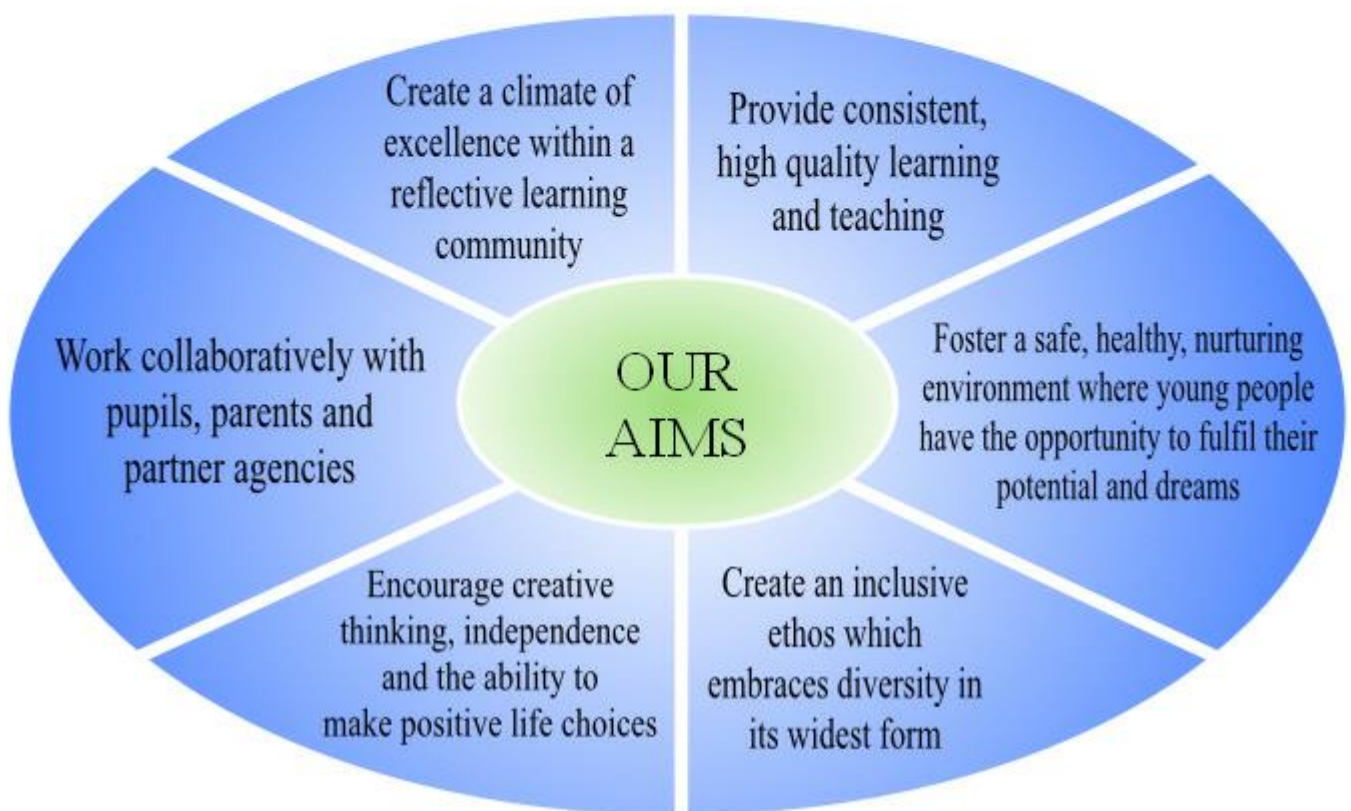
Patricia McGowan
Head Teacher

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. 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: Group Plans, ASPs 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, ICT & Enterprise which includes Social and Vocational Skills, Modern Studies, Music, PE, RE, Science and Spanish 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 National Curriculum for Excellence. Certification for all is vital and progressive. Courses from National 5 with the S6 finishing the old suite of SQA qualifications offered. Occasionally pupils achieve higher units in identified subjects. ASDAN courses supplement SQA certification. Senior pupils access work experience, vocational programmes and relevant college placements.

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

Abercorn Secondary School
195 Garscube Road
Glasgow
G4 9QH

Tel No: 0141 332 6212

Fax No: 0141 353 2180

e-mail: headteacher@abercorn-sec.glasgow.sch.uk

website: www.abercorn-sec.glasgow.sch.uk

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

Abercorn is a non-denominational, co-educational secondary school with a present roll of 139 students.

Pupils proceed from S1 - S6.

Classes contain a maximum of 10 pupils.

The school is a single-storey building consisting of 11 classrooms, 3 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.

The School in the Community

The gymnasium and swimming pool are extensively used by various groups and organisations in the evening and the Local Tenants' Association hold their meetings in the hall.

Bookings can be made by application to:

The Letting Department
20 Trongate
Glasgow
G1 5ES

Telephone Number: 0141 302 2814/2815

The swimming pool is also used during the week by local primaries.

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	DYA
2.35 - 3.25 pm	Period 6		

Information in 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, and temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local places of worship and announcements in the press and on local radio.

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.

Where pupils are 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.

It is in the interests of pupils that we ask parents/carers to inform us of any medical problem or condition affecting their children. Such information is helpful, for example to teachers of physical education, and enables us to take prompt and appropriate action if a pupil is suddenly taken ill. Details of this nature are of course handled with sensitivity and in confidence.

Routine medical examinations or immunisations are carried out from time to time by the school doctor and nursing staff. Parents/carers are informed when these examinations are to take place.

Pupils with medical/dental appointments during the school day should bring the appointment card to their Student Tutor to be recorded. As much notice as possible of appointments should be given.

General Information

Data Protection Act 1998

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

Current School Roll 2014 - 2015

Year Group	Number of Pupils	Boys	Girls
S1	20	15	5
S2	21	11	10
S3	25	21	4
S4	30	18	12
S5	22	16	6
S6	21	12	9
Total	139	93	46

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, Kathie McLaughlin 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. If however parents/carers do not wish their son/daughter to be involved in this aspect of school life they should contact the Year Head.

Parent/Carers from ethnic minority religious communities may request that their son/daughter be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted in the register using code REL on these days.

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 classroom behaviour. 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.

Race Equality Policy/Dealing with Racial Harassment

The Education Authority requires every school to produce its own Race Equality Policy to comply with the Race Relations (Amendment) Act 2000. A copy of the policy is held in the school office.

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race, nationality, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination.

In 1999 the guidelines, 'Dealing with Racial Harassment' were issued to assist all teaching staff in dealing with such incidents.

The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education.

Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every young person in Glasgow has the right to be happy and secure at school.

Equality and fairness is currently a national priority in Scotland and is reflected our school development plan. The school aims are:

- Creation of a safe, supportive positive environment, which actively involves pupils in school life.
- Fostering of positive, trusting relationships between staff, pupils and staff, and staff and parents/carer.
- High expectations, fairness/equality and empowerment.
- Achievement for all through an imaginative and creative curriculum.
- Development of skills for active citizenship, and lifelong learning in a multicultural, multiethnic society.

Within the school aims, Abercorn strives to eliminate unlawful racial discrimination. Abercorn has always been an equal opportunities school. All pupils access all areas of the curriculum. Good race relations are promoted at all times.

Dress code, dietary requirements and religious observances are taken into account at all times and any unnecessary supplementary arrangements put into place.

Anti-bullying Policy

Bullying behaviour will not be tolerated within Glasgow City Council's educational establishments. All young people in Glasgow's educational establishments have an entitlement "to work (and play) in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying and discrimination". (A Standard for Pastoral Care in Glasgow Schools).

In 2009, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within educational establishments. All establishments are required to review their policy in light of this. Parents and carers have a significant role to play in helping to address this problem. For this reason any anti-bullying strategy must stress the importance of partnership with the parents and carers of their children.

Homework Policy

The school is currently in the process of updating its policy on homework taking account of Curriculum for Excellence. 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 eg National 1 - 4

Accessibility Strategy

The school has a duty to ensure that all our young people have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of young people with physical or sensory impairments. We also need to ensure that parents and carers who have a disability have equal access to information about their children. This will involve, for example, relocating the venue for parents/carers meetings to facilitate physical access; provision of an interpreter for deaf people; agreeing a phone contact system to provide direct feedback to parents and carers.

Physical Access

Abercorn is a single storey building with no external steps at the main entrance. One wet room and self-cleaning toilet with handrails is available to all.

Communication

Parents meetings are generally held in the main hall/classroom areas of the school, which are accessed directly from the main entrance. Alternative arrangements are made for any parent who is unable to attend. Individual appointments are also available.

Annual Review meetings are arranged for all pupils S1-S6. They take place at a date, time and location to suit any parent/carer. Interpreters can be arranged on request.

Curriculum

The curriculum is designed to meet the needs of each individual pupil. Changes to font size and abridged texts are examples of some differentiation used. Many courses are developed to meet the needs of the individual pupils.

Staff Development

All staff receive full briefings on any current issues at staff meetings and collegiate times.

Clothing/Uniform

Given that there is substantial parent/carer and public approval of a dress code, schools in this authority are encouraged to develop a school dress code. In encouraging a dress code policy, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents/carers and young people. Against this background it should be noted that it is the policy of the Education Children and Families Policy Development Committee to encourage schools to develop an appropriate dress code policy.

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

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

Under no circumstances will young people be deprived of any educational benefit as a result of not wearing clothing conforming to the school's dress code policy.

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than £15,050*), Housing Benefit or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants made by parents/carers in different circumstances is at the discretion of the Executive Director of Education. Information and application forms may be obtained from schools and from Grants Section at Education Services headquarters.

Glasgow City Council is concerned at the level of claims being received regarding the loss of young people's clothing and/or personal belongings. Parents/Carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents/Carers should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

ABERCORN DRESS CODE

- White shirt/school tie
- Dark trousers (grey or black)
- Dark shoes
- School jumper or black, navy cardigan
- Blazer

Meals and EMA

School Meals

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £6,240), Child Tax Credit only where income is less than £15,860*) 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 from Grants Section at Education Services headquarters.

School meals have improved significantly in recent years with the emphasis being placed on Healthy Eating. A range of main meals and healthy snacks are available along with homemade soup, yoghurts and fresh fruit. All young people who are entitled to free school meals and those who pay the daily rate of £1.50 can have a balanced healthy meal. Pupils who pay for meals can do so daily or weekly. The school clerkess assumes responsibility for the collection of all monies relating to school meals. The school endeavour to ensure that there is no stigma attached to free school meals.

Pupils who bring packed lunches adhere to the same arrangements as those taking school lunches.

Education Maintenance Allowance

Many pupils are eligible for an Educational Maintenance Award after their 16th birthday.

An EMA is a weekly payment worth up to £30 for young people who are planning to stay on at school in post-compulsory education and who are willing to participate in an approved learning agreement at school for a minimum of 21 guided learning hours per week.

Further information on full eligibility criteria and application forms can be obtained from school.

NB Parents/Carers who are in receipt of Child Tax Credit and Working Tax Credit are **not** entitled to a free midday meal.

***** Income amount effective from 1 April 2010 and may be changed by the Department for Work and Pensions.

Transport

General Information

Pupils are provided with a travel pass, which gives free school travel on First buses or the Glasgow Underground as appropriate. Some pupils may require transport to school.



The education authority has a policy of providing free transport to all secondary young people who live more than 2.2 miles from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents/Carers who consider that they are eligible should obtain an application form from the school or Education Services. These forms should be completed and returned by the end of February for those young people beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for young people to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

The authority has an Exceptional Circumstances policy relating to eg homelessness, parental/carer disability, etc. Details are available from the school. There is also a procedure to request transport on medical grounds. The school can advise on procedures.

Pick-up Points

Where free transport is provided it may be necessary for young people to walk a certain distance to the vehicle pick-up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limits of 2.2 miles. It is the parent's/carer's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's/carer's responsibility to ensure the young person behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

Placing Request

The education authority does not provide transport for those pupils in receipt of a placing request other than in individual exceptional circumstances and where appropriate legislation applies.

Primary/Secondary Transition

The 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. The majority of our S1 pupils transfer from our two associated primaries however there is an ever increasing number of young people who are referred from mainstream primaries and other additional support needs schools.

Following a consultation exercise between Abercorn staff and Primary colleagues the following programme was agreed:

Block 1 - January (3 weeks)	Participation in PE - PE Games
Block 2 - February/March (3 weeks)	ICT & Enterprise Social lunch with their Mentor
Block 3 - March/April (3 weeks)	PE, Swimming Social lunch with their Mentor
2 day visit - June	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.

Our two associated primary schools are:

Drummore Primary School
129 Drummore Road
Glasgow
G15 7NH
Tel: 0141 944 1323
headteacher@drummore-pri.glasgow.sch.uk

Barmulloch Primary
305 Forge Street
Glasgow
G21 2AH
Tel: 0141 770 7889
headteacher@barmulloch-pri.glasgow.sch.uk

Parents in Partnership

Communication: Open Door Policy

- 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	Primary/Secondary Liaison Coordinator to visit associated primaries to speak to parents Residential Trips S4 Skills Scotland Careers Fair	S1-S3 Broad General Education and New Qualifications Parent Forum AGM S1-S3 Broad General Education and New Qualifications S4-S6 Parents' Surgery S6 Careers Fair Parent Forum Homework	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		Whole School	Whole School	
Review with Year Group Head, Student Tutor, Pupil, Parent		Post Placement Reviews S5/S6 Review of Additional Support Plan	S3 and S4-S6 Review of Additional Support Plan	S1 and S2 Review of Additional Support Plan
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

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' Evenings (two per session)
- Annual Reports
- Meetings regarding ASPs/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 line with Curriculum for Excellence the school is currently developing systems to allow individual pupil portfolios to be moderated and to ensure standards are adhered to. We are also amending our reporting document in accordance with Curriculum for Excellence.

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.

Attendance

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

Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, etc. Regulations 1993 requires each young person's absence from school to be recorded in the school register as authorised, eg approved by the authority or unauthorised, eg unexplained by the parent/guardian (truancy) or excluded from school

Parents and carers are asked to inform the school by letter or telephone if their son/daughter is likely to be absent for some time, and to give the young person a note on his/ her return from school, confirming the reason for absence.

Parents/carers do not have an automatic right to take their child out of school without permission during term-time. The Head of Establishment can only authorise time off during term-time in **exceptional circumstances**.

Exceptional circumstances include:

- short-term parental/carer placement abroad
- family returning to its country of origin for family reasons
- the period immediately after an illness or accident
- a period of serious or critical illness of a close relative
- a domestic crisis which causes serious disruption to the family home, causing temporary relocation

Time off during term-time for the following reasons is not acceptable and will be recorded as unauthorised absence:

- availability of cheap holidays or desired accommodation
- holidays which overlap the beginning or end of term

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

The Education Liaison Officer will investigate unexplained absence, and the authority has the power to write to, interview or prosecute parents or to refer pupils to the Reporter of the Children's Panel, if necessary.

Attendance in Abercorn is recorded each day by means of a censor sheet as well as the daily register. If a child is absent and no telephone call or message has come from home, the Pastoral Care Team will endeavour to contact the parent on the first day of absence. If this is not possible, an emergency contact or social worker may be informed.

Personal Support

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.

Personal Support

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

S1	Mr Robertson
S2	Miss Campbell
S3	Ms Hunter
S4	Mr Kerr
S5/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, ASPs 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.

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 following extra-curricular activities are available:

Break time Clubs

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Football	Football	Football	Football

Lunchtime Clubs

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<ul style="list-style-type: none"> • Badminton • Art & Design 	<ul style="list-style-type: none"> • Football/Volleyball • Chess • Swimming • Knitting 	<ul style="list-style-type: none"> • Table Tennis (Coach) • Swimming 	<ul style="list-style-type: none"> • Animation • Rugby • Art & Design 	<ul style="list-style-type: none"> • DJ/Decks • Choir • Sports choice

After School - Between 3.25 - 4.15 pm (depending on the activity)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Football Netball (both at Firhill Sports Complex)	Rugby	Dancing Mixed Martial Arts Skiing	

Evening - Between 4.00 pm - 8.00 pm

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Firhill Sports Complex)		Music Club	

Teaching Staff

Senior Leadership Team	Head Teacher	Ms P McGowan
	Depute Head Teacher	Mr T Shields
	Depute Head Teacher	Ms K Hunter
	Principal Teacher	Mr S Kerr
	Principal Teacher	Mrs P Egan Mrs J Logue (0.6 JS)
	Principal Teacher	Mr D Robertson
	Principal Teacher	Miss J Campbell (0.4 JS)
	Department	Name
Art and Design	Miss L Jaffrey	
English/PSHE	Mr S Cochrane (Temp) Mr P Connor Mrs E Couper Mrs M Whitelocke (0.8)	
General Subjects	Mrs M Foley (0.4) Mrs M Dalglish Mrs A Reilly (0.4) Ms J O'Neill (Temp)	
Home Economics	Mrs M Johnston	
ICT & Enterprise	Miss J Bennett Ms C Brown Mr S Close Mrs K Leyden (0.4 JS) (0.4 Temp) 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	
Music	Mr S Devlin	
Physical Education	Mr D Baird Mr S Kerr (PT) Mr T Leahy (PT) Miss L McAllister	
Religious Education	Mr D Robertson (PT) Mr N Anderson	
Science	Mr S Dorrian Mrs H Middleton (0.6)	

FTE = 30

Ancillary Staff

	Name
Administration	Ms M Kearney Ms M Hutton
Janitorial	Mrs I Boyle Mr P Campbell
Personal Support Assistants	Ms J Gillies Mrs M Gillies Mr B Graham Mrs S Murray Ms C O'Kane Mrs G Sandhu Mrs I Stirrup
Dining Attendant	Mrs E Barton Ms A Dickson Ms J Hamilton Ms L McMurray
Cleaner (Part-time)	Ms V Greenshields Ms M Hickie Mr C McKeen Ms D Trainor
Medical Officer	Dr M McCarry/Various
School Nurse	Ms G Mackie

The Curriculum

Curricular areas:

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

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
- Spanish
- English
- Business
- Home Economics
- Modern Studies
- Social Subjects



National Courses (1-4) and Access 1/2/3

Units are being taught this session in the following departments:

- Art and Design
- Business
- Computing
- English
- Home Economics
- Mathematics
- Modern Studies
- Music
- Personal, Social and Health Education
- Physical Education
- Religious Education
- Science
- Spanish

Pupils can be presented for examination at **Intermediate** 1 and/or 2 in:

- Administration
- Computing
- English
- Mathematics
- Spanish

Intermediate Unit National 5 are offered in the following subjects:

- Administration
- Art and Design
- Computing
- English
- Mathematics
- Physical Education
- Science
- Spanish

Curriculum for Excellence

Bringing learning to life and life to learning

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

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

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

Curriculum for Excellence balances the importance of knowledge and skills.

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

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

This has been the second year that we have provided a Broad General Education for pupils within S3. All pupils were given the opportunity to personalise their curriculum for this session within specific curricular areas. A copy of the personalisation form is included as an appendix. The school has now introduced the first year of our new senior phase. This will be further developed over the next two years.

This session there are new ways of assessing progress and ensuring children achieve their potential. 2013/14 new National qualifications will be in place. Our well regarded Access, Highers and Advanced Highers have been updated to take account of and support the new approaches to learning and teaching.

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

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

To help facilitate this, the school has introduced a Dynamic Youth Award (DYA) where pupils are given the opportunity to further develop their skills and self-confidence. All young people will work towards accreditation for this afternoon and they will receive a Dynamic Youth Award for their efforts. At present the following activities are offered:

- Pre-Vocational Training: Construction, Hospitality and Digital Media
- Drama
- Enterprise Activities including the organising of events
- Building a computer
- Music
- Personal Presentation
- Team Building
- Arts & Crafts

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. The colleges used by the school include City of Glasgow, Clydebank and 3 Clyde colleges, Anniesland, Cardonald, and Langside.

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. The vocational options on offer are Sport & Leisure, Furniture Assembly, Driving Theory, Hairdressing, Personal Presentation, Woodwork and Painting and Decorating.

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

A number of pupils are supported in transition through Key Workers, 16+ Leaving Choices, Future Works, Enable Scotland, Right Track, Fairbridge 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 number have been successful in obtaining a Modern Apprenticeship through the CAI. 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 Laura Gurividz our SDS Advisor who attends all reviews for 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, but its 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

In the past these have been taught in full at Access 2 and 3, and in part at Intermediate1, 2 and Higher. Pupils have also consistently achieved 3 and 4 General passes at Standard Grade, with many achieving Credit Level 2 over the years - both overall and for parts.

With the introduction of the new National courses, pupils are following units at National 2, 3 and the full course of National 4. It is hoped to present units at National 5 as progression after National 4 for S5 and S6, as a replacement for Intermediate.

Asdan Towards Independence Units are offered where and when appropriate, to further develop pupil's skills and experiences of different techniques and media. (These can be:- Pottery, Printing, Photography, Making Pictures.)

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

Curriculum for Excellence: Music - 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:

National 2	Performing Arts (Contributing to a performance)
National 3	Full course 2014/2015
National 4	Will be presented August 2015

Targets

- To develop Curriculum for Excellence and further develop new national qualifications
- To keep abreast of new, exciting initiatives and developments in music technology.

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 - Curriculum for Excellence: 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 - Curriculum for Excellence: 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 Enterprise.

S4-S6

Running this year:

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
- Relationships
- Self confidence
- Safety
- Drug Education
- Sex Education
- Mental Health
- Citizenship

S3/S4

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

- Emotional and Mental wellbeing
- Sex Education
- Moral Education/ Relationships/ Marriage/Cultural Implications
- Drug Education
- Progress File
- Domestic Abuse
- Citizenship

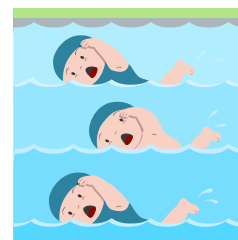
Targets

- To re-evaluate course content for all year groups
- Develop courses in line with Curriculum for Excellence
- Whole school approach to Health and Wellbeing with other curricular areas working
- Towards achieving specific experiences outcomes within subject areas.

Health & Wellbeing: Physical Education

About the Department

The Physical Education Department currently has 4 members of staff. 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

- 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

S5/S6

- A variety of national coaching courses including Level 4 & 5 Sports Leader
- National 4 and 5 Performance Units
- Intermediate 1 Exercise and Fitness Performance Units
- Access to Fitness Suite and Fitness Classes at a variety of local sports centres
- John Muir Award
- Caledonian Award
- Volunteering Award

Targets

- To promote a healthy and positive attitude towards Sports and Physical activities.
- To increase participation in extra-curricular activities offered by the department.

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. The external exam is reintroduced for National 5.

ASDAN AWARD

The externally moderated ASDAN Award Programme is a skills based course where pupils develop their own learning and performance while problem-solving and working with others. Credits achieved within English and other subject areas over a two year period will lead to a Bronze or Silver Challenge award.

Target

- To continue to update the courses offered within the department in line with Curriculum for Excellence and new assessment information
- To integrate ICT based lessons into the curriculum.

Languages: Spanish

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.

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 Curriculum for Excellence

Greetings	Christmas in Spain!
Vocabulary for the classroom	Pets
Colours	Days of Week
Numbers	Months of the Year
The Weather	

S2 Curriculum for Excellence

At the Ice-Cream shop!
Fruit
Numbers to 100
About me
My favourite sports and school subjects

S3 Curriculum for Excellence

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

S4 Curriculum for Excellence

Work begins on Nat 2 / Nat 4 courses

- Using Language
- Understanding Language

S5/S6 - Intermediate 1 Course (external examination in May/June).

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 department comprises of 4 full time members of staff with additional allocated staff as required.

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, ASDAN 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:

- Access 1/National 1
- National 2
- Access 3/National 3
- Intermediate 1/National 4
- National 2 Personal Development Award
- National 3 Personal Development Award
- ASDAN - Bronze Award
- ASDAN - Personal Finance short course

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

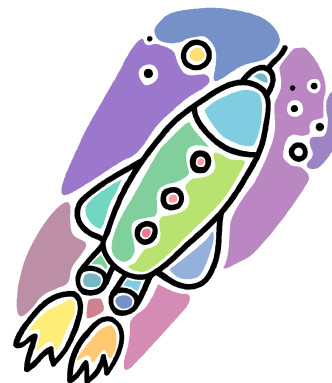
Pupils in S6 will work on the SQA Religion, Beliefs and Values Award at level 3. They will undertake 2 units:

- 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. The staffing complement within the Science department is 1.6 FTE allowing all pupils to access the Science curriculum. 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:

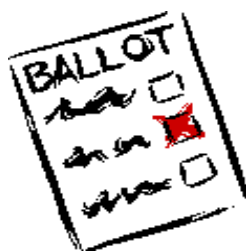
- Biodiversity and interdependence
- Space
- Forces
- Electricity
- Energy sources and sustainability
- Processes of the planet
- Properties and uses of substances
- Earth's materials
- Chemical changes

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
- Access 2 Chemistry
- Access 2 Physics

Social Studies: Modern Studies and History



About the Department

In Modern Studies 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

S5 - S6

National 3 History

Targets

- To continue to develop Curriculum for Excellence
- To continue to develop National Qualification courses including National 3, 4

Technologies: ICT and Enterprise

About the Department

The ICT Department currently has 5 members of staff.

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.

Enterprise

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.

Social and Vocational Skills

The department also delivers Standard Grade Social and Vocational Skills which is taught with the support of the Home Economics Department. The aim of this course is to develop practical, social and vocational skills necessary for adult life, and to enhance personal qualities of self awareness, self respect, confidence, initiative and team building. This course provides pupils with the opportunity to take part in and organise a number of activities including: work experience, a residential trip and a community event.

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

Intermediate 1 and 2 Administration

Intermediate 1 and 2 Computing

National 2 ICT

National 3/4 Computing

National 3/4 Admin and IT

National 3/4 Business

Targets

- To promote the use of ICT to enhance learning across the curriculum.
- To promote ICT subjects and enterprise education in the school curriculum.
- To promote skills for life, learning and work
- To provide pupils with an interesting and stimulating environment in which to learn, this will benefit them now and in their future lives.
- To promote the safe use of the Internet.
- To take responsibility for our young people's literacy, numeracy and health and wellbeing.

ASDAN Award

ASDAN is a personal and social development course offered to pupils in S4-S6.

Within Abercorn the following courses are offered:

Bronze Award
Silver Challenge Award
ASDAN Short Courses
Towards Independence



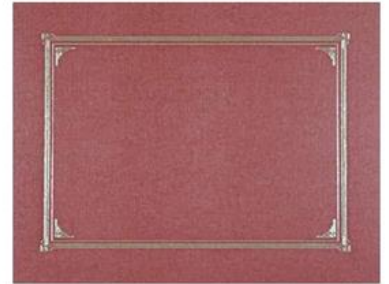
Pupils are encouraged to develop a Core Skills profile in all of the ASDAN courses:

- Working with Others
- Communication
- Problem Solving
- Numeracy
- ICT

Pupils take responsibility for action planning their chosen topics and of reviewing and recording their progress. Independence and teamwork are encouraged within the programme.

ASDAN equips our young people with the skills required for Independent Living and therefore involves completing many challenges in The Home, College, Work Placement and the Community.

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 Intermediate 1 and 2, awards are made on a 4-point scale with grade A being the highest and grade D the lowest.

Public Examination Results Analysis

Where a pupil is presented for an examination at Standard Grade in the same subject at more than one level, account is taken only of the highest grade attained.

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

SQA Results 2014

Intermediate 2	A	B	C	D
Computing	-	2	-	-
English	-	-	-	1
Intermediate 1				
Administration	-	-	1	-
Business	-	-	2	1
Computing	1	1	2	-
English	1	1	2	2
Maths	-	-	2	-
Spanish	2	1	1	1
Construction*	2			

Standard Grade	Credit	General	Foundation
Administration	-	2	4
Art & Design	-	4	-
Computing	-	5	2
English	-	19	3
Modern Studies	-	5	3
Soc/Voc	-	15	7

National Clusters	Access 3	Access 2
Art & Design	1	7
Business	12	-
Computing	2	6
Construction*	1	-
English	21	8
Home Economics	-	9
Mathematics	36	5
Spanish	6	-
PE	-	9
Religious and Moral Philosophical Studies	6	1

Wider Achievements 2014

ASDAN

Towards Independence Modules: 40

Silver Challenge Awards: 6

Enterprise Awards: 10

Islam Awards: 17

Roadwise: 8

Caledonian Award

Bronze: 10 Awards (Full)

Bronze: 2 Awards (Partial)

Sports Leader Awards (Level 1)

5 Awards

Duke of Edinburgh Award

Bronze: 6 Awards (Full)

John Muir Award

Discovery: 8 Awards

Rookie Lifeguard

Gold: 2 Awards

Silver: 5 Awards

Bronze: 4 Awards

Dynamic Youth Award

127 Awards

Parent Forum and the Parent Council

The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental representation in all schools. Since August 2007, all parents/carers are automatically members of the Parent Forum for their school and they have a right to establish a Parent Council to represent them.

Parent Forum

The membership of the Parent Forum is made up of all parents/carers who have a child or young person at an education authority school. Membership of the Parent Forum allows parents/carers to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents/carers. One of the ways parents/carers in the Parent Forum will be able to express their views will be through the Parent Council.

Parent Council

The Parent Council is a group of parents/carers selected by members of the Parent Forum to represent all the parents/carers of young people at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. The type of things a Parents Council could get involved in include:

- Supporting the work of the school
- Gathering and representing parents'/carers' views to the Headteacher, education authority and HMIE
- Promoting contact between the school, parents/carers, young people and the local community
- Fundraising
- Involvement in the appointment of senior school staff

Parent councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect young people's education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. Every school's Parent Council will be different because it will be parents/carers in each school who make the key decisions. The Parent Council is also entitled to support from the education authority in fulfilling its role.

Parent Council Membership

Generally, members of the Parent Council must be parents/carers of children and young people who attend the school and the chairperson must have a child or young person in the school. However, the Parent Council can decide to co-opt others members from teachers and the community who will have knowledge and skills to help them.

Chairperson	Mrs Cuzen (Parent)
Vice Chairperson	Mrs McNeill ((Parent)
Member	Vacancy (Parent)
Member	Mr McMaster (Parent)
Member	Ms Sweeney (Parent)
Member	Mr T Larter (Parent)
Member	Mrs R Findley (Parent)
Staff Member	Ms K Hunter
Clerk	Ms Kearney (Staff)
Adviser	Ms McGowan (Head of Establishment)

Addresses

Education Services

Mrs Maureen McKenna, Education Director
City Chambers
George Square
Glasgow

Educational Psychologist: North West

Mr Walter Douglas
Anderson Primary School
3 Port Street
Glasgow
G3 8HY

Speech and Language Therapy Team Leader

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

School Nurse

Ms Gillian Mackie
Community Health
547 Dumbarton Road
Glasgow
G11 6HU

Hillhead Ward

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

Laura Gurividz

SDS Advisor
Byres Road Careers Office
Glasgow

Area Community Education Office

35 Avenuepark Street
Glasgow
G20 8TS

Additional Information

Comments and Complaints

If you have a comment or complaint please approach the Head of Establishment in the first instance.

If the Head of Establishment does not resolve the issue to your satisfaction, you should contact our Customer Liaison Unit who will:

- take a totally neutral stance in fully investigating your complaint
- acknowledge receipt of your complaint within 5 working days
- give a full written response within a further 10 working days, unless another timescale has been agreed.

The Customer Liaison Unit can be contacted by phone or email:

Phone: 0141 287 3655/4688

Email: education@glasgow.gov.uk

Customer Liaison Unit
Education and Social Work Services
Glasgow City Council
City Chambers
GLASGOW

Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. From 1 January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Further information is provided on the Glasgow City Council website:

www.glasgow.gov.uk/en/yourcouncil/freedomofinformation

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

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

Holidays

2015

January Return to School

Monday 5 January 2015

February

Second Mid-Term

Monday 9 and Tuesday 10 February 2015

April

Spring Holiday

Friday 3 to Friday 17 April 2015 (Inclusive)

Good Friday is 3 April 2015 and Easter Monday is 6 April 2015

* Please note that schools will close at 2.30pm on the last school day before the holiday

May Day

Monday 4 May 2015

May Weekend

Friday 22 and Monday 25 May 2015

Summer

School Close

Wednesday 24 June 2015

* Please note that schools will close at 1pm on the last school day before the holiday

August

Return Date for Teachers

Tuesday 11 August 2015

Return Date for Pupils

Thursday 13 August 2015

September Weekend

Friday 25 and Monday 28 September 2015

October First Mid-Term

Monday 12 to Friday 16 October 2015

(Inclusive)

Christmas/New Year

Monday 21 December 2015 to Wednesday 6 January 2015

(Inclusive) * Please note that schools will close at 2.30pm on the last school day before the holiday

Appendix 1

CHILD SAFETY/CHILD PROTECTION POLICY

All educational establishments and services must take positive steps to help children protect themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

As with other areas of the curriculum, you will be kept informed of the health and personal safety programme for your child's establishment.

Schools, establishments and services must create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- ensuring that children are respected and listened to
- ensuring that programmes of health and personal safety are central to the curriculum
- ensuring that staff are aware of child protection issues and procedures
- establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children

Should any member of staff have concerns regarding the welfare or safety of any child they must report these concerns to the head of establishment, or the person deputising for the head, after judging that there may be grounds for concern regarding the welfare or safety of any pupil must then immediately advise the duty senior social worker at the local social work services area office of the circumstances.

Appendix 3 - in use for current S4

ABERCORN SECONDARY SCHOOL
S2 - OPTION CHOICE



Sample

Name: _____

Class: _____

Core Subjects							Option 1	Option 2	Option 3	Option 4
	English	Maths	Science	PSHE	PE	Technologies	Creative Curriculum			
No of Periods	4	4	1	5	3	4	4	2	2	
						<input type="checkbox"/> Administration	<input type="checkbox"/> Art & Design	<input type="checkbox"/> Princes Trust XL		
								<input type="checkbox"/> Home	<input type="checkbox"/> RE	

						<input type="checkbox"/> Computing <input type="checkbox"/> Business	<input type="checkbox"/> Modern Studies <input type="checkbox"/> Science	Economics <input type="checkbox"/> Music	<input type="checkbox"/> Spanish
NQ/ OTHER	<input type="checkbox"/> Acc1 <input type="checkbox"/> Acc2 <input type="checkbox"/> Acc3 <input type="checkbox"/> SG <input type="checkbox"/> Int 1 <input type="checkbox"/> ASDAN	<input type="checkbox"/> Acc1 <input type="checkbox"/> Acc2 <input type="checkbox"/> Acc3 <input type="checkbox"/> SG <input type="checkbox"/> Int 1 <input type="checkbox"/> ASDAN	<input type="checkbox"/> Acc1 <input type="checkbox"/> Acc2 <input type="checkbox"/> Acc3 <input type="checkbox"/> SG <input type="checkbox"/> Int 1 <input type="checkbox"/> ASDAN	<input type="checkbox"/> SVS <input type="checkbox"/> Cal A <input type="checkbox"/> PSHE		<input type="checkbox"/> Acc 1 <input type="checkbox"/> Acc 2 <input type="checkbox"/> Acc3 <input type="checkbox"/> SG <input type="checkbox"/> Int 1 <input type="checkbox"/> ASDAN	<input type="checkbox"/> Acc 1 <input type="checkbox"/> Acc 2 <input type="checkbox"/> Acc 3 <input type="checkbox"/> SG <input type="checkbox"/> Int 1 <input type="checkbox"/> ASDAN	<input type="checkbox"/> Acc 1 <input type="checkbox"/> Acc 2 <input type="checkbox"/> Acc 3 <input type="checkbox"/> SG <input type="checkbox"/> Int 1 <input type="checkbox"/> ASDAN	<input type="checkbox"/> Acc 1 <input type="checkbox"/> Acc 2 <input type="checkbox"/> Acc 3 <input type="checkbox"/> SG <input type="checkbox"/> Int 1 <input type="checkbox"/> ASDAN

HWB Afternoon - In addition to the choices outlined above it will be possible to choose 3 taster courses, in August, from a selection of Pre-Vocational Training providers including:

- Creative Crafts Digital Media Construction Drama Hospitality Health & Beauty

Learner comments	
Parent/Carer comments	
Pastoral Care comments	

Signature: _____

Date: _____

Appendix 4

**ABERCORN SECONDARY SCHOOL
CURRICULUM FOR EXCELLENCE
S3 – CURRICULUM PERSONALISATION**



Name: _____ **Class:** _____

Curricular Area	Expressive Arts	Health & Wellbeing	Health & Technology	Languages	Numeracy	RE	Sciences	Social Studies	Technologies	IDL	
Junior 3	No of Periods	3 (2/1 period split)	4 (1/2/1 period split)	3 (2/1 period split)	6 (4 Eng/2 period split)	4	1	2	2	2	1
	Subjects	<input type="checkbox"/> A&D/Music <input type="checkbox"/> A&D/Dance <input type="checkbox"/> Music/Art <input type="checkbox"/> Music/Dance	<input type="checkbox"/> PE <input type="checkbox"/> PD Award <input type="checkbox"/> PSHE	<input type="checkbox"/> HE/PE <input type="checkbox"/> PE/HE	<input type="checkbox"/> English 2 periods either <input type="checkbox"/> Media Studies/Drama <input type="checkbox"/> Spanish	<input type="checkbox"/> Maths	<input type="checkbox"/> RE	<input type="checkbox"/> Science	<input type="checkbox"/> Business <input type="checkbox"/> Modern Studies	<input type="checkbox"/> Admin & IT <input type="checkbox"/> Computing	<input type="checkbox"/> Spanish <input type="checkbox"/> Finance Ed <input type="checkbox"/> Business
ALTERNATIVE PROVISION		Will be determined on an individual basis									

Wider Achievement Afternoon: Skills for Learning, Life and Work (Employability Award)

- Car Valeting
 Health and Beauty
 Hospitality
 Construction
 Horticulture
 John Muir Award or Junior Sports Leader (?)

Learner comments	
Parent/Carer comments	
Pastoral Care comments	

Signature: _____

Date: _____

**Abercorn Secondary School
School Improvement Plan
2012-2013**

Glasgow City Council Education Services

Improvement Planning



Establishment	Abercorn Secondary	<u>Session</u>	2012/2013
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CONTENTS

1. Vision, Values and Aims
2. Summary of Self Evaluation Process
3. Overview of 3-year Planning Cycle
4. Priorities for Improvement in the current year
5. Action planning
6. Appendices:
 - a. Action Plan Summary for Stakeholders
 - b. Monitoring of Progress of Improvement Plan

Signatures:

Head of Establishment	P McGowan	Date	31 May 2012
Quality Improvement Officer	K Hamilton	Date	

Area Education Manager	J.Wilson	Date	
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1bHow our vision, values and aims were developed and how our stakeholders were consulted

Our Vision, Values and Aims were developed over time in collaboration with parents, pupils and all staff members.

The young people of Abercorn were given opportunities to explore their values and as a result we produced our mission statement and code of conduct.

In session 2010-2011 we reviewed our vision, values and aims and involved all stakeholders in this process. This took the format of:

- School collegiate session allowed staff to break in to groups, examine vision values and aims. Responses were collated by DHT Pupil Support
- Suggested changes were made and discussed during a whole school inset day slot
- Parents were sent home a copy of the modified aims and asked for comment
- Pupils were given the opportunity to discuss these during student tutor time
- Modified vision, values and aims were then discussed with relevant stakeholders prior to a school JAG (now MAG meeting) (stakeholders included: Moira Higgins (Careers Scotland), Gillian Mackie (School Nurse), Educational Psychologists (Vicki Tindal and Stephanie Allan, Alan Tarbett (Social Worker) and Lorna Fitzsimmons (LD-CAMHS) (May/June 2011)

How we carried out our self-evaluation and involved our stakeholders

The management team assessed progress in relation to the 2010 self-evaluation exercise using T.A.C.L.E. ,concentrating on the following QIs:2.1, 5.1,5.2 and 5.3. This confirmed that almost all priorities within last session's improvement plan had been overtaken and a clearly identified way forward emerged.

Consultation Process:

- Staff consultation took the form of working in groups to examine the progress to date using TACLE and their awareness of the developments required for Curriculum for Excellence and through professional dialogue the identified our next steps. The management team collated group responses and produced a draft SIP which was given to all staff for consultation.
- Draft SIP was discussed with the Parent Council and our MAG stakeholders (Gillian Makie, (School Nurse), Educational Psychologists (Agnes Neilan & Senga Jamison), Moira Higgins (Skills Development Scotland) and Lorna Fitzsimmons (LD-CAMHs).
- Student Council were shown the draft plan and asked for their views

How we carried out our self-evaluation and involved our stakeholders		
<ul style="list-style-type: none"> Other parent views were sought in relation to meeting pupils needs during the review process in school and through information afternoons 		
Quality Framework	Our key strengths	Our areas for improvement
Successes and achievements	<p>Winners of the Blairvadach Adventure Race (2009, 2010) and Runners Up (2011 & 2012)</p> <p>The Sports Leadership Awards</p> <p>Winners of the West of Scotland Football Tournament (3 years in succession)</p> <p>Princes Trust Excel Awards/Duke of Edinburgh Awards/John Muir Award</p> <p>Trades House Awards</p> <p>5 young people chosen for the world Special Olympics (2011)</p> <p>13 young people chosen for the Special Olympics British Games (2013)</p> <p>Achievements in Music, Sport and Art & Design</p> <p>High Levels of Attainment through SQA certification and other appropriate accreditation paths</p> <p>3rd Green Flag Award</p> <p>Platinum Partnership Award</p> <p>Social Enterprise Award</p> <p>Determined to Make Movies Awards – Two categories</p>	<p>To further develop opportunities for outstanding learning experiences</p> <p>To develop and promote the recording of achievements in our Passport to Success folders and by piloting e-portfolio</p> <p>Improve recognition/accreditation of wider achievements ie Dynamic Youth Award, Personal Development Award etc</p> <p>Improved use of Interdisciplinary and contextualised learning</p> <p>To further develop planning for the Senior Phase</p>
Work and life of school/centre	<p>Residential experiences including two international trips</p> <p>Literacy programme including a spelling programme</p> <p>Numeracy Programme</p> <p>Referral database</p> <p>High levels of personal support</p> <p>Wide range of learning experiences</p> <p>Highly inclusive school</p>	<p>Enhance the literacy programme to ensure that the young people involved receive the necessary tuition in reading/spelling.</p> <p>Expand the highly successful numeracy programme through the use of appropriate software</p> <p>Enhance our Student Tutor Time to include Active Starts as part of our Health and Wellbeing programme</p> <p>Increase opportunities for Wider Achievements including: Duke of Edinburgh Award; John Muir Award etc</p> <p>To introduce E-Portfolios for pupil profiling within the Broad General Education</p> <p>To develop a Partnership Agreement to determine the roles and responsibilities of our key partners</p> <p>To further develop Personal Support through our Student Tutor Time to take account of Health Promotion through “Active Starts”</p>
Vision and leadership	<p>We work in partnership with all stakeholders to promote our vision, values and aims</p> <p>Young people are given the opportunity to develop the skills for life and work through an imaginative curriculum.</p> <p>An established culture of distributed leadership</p>	<p>To encourage staff to take on leadership roles both within their departments and also whole school responsibilities through effective PRD.</p> <p>To further develop all four contexts of learning within Curriculum for Excellence.</p> <p>To further develop skills for learning, life and work – particular focus on Health and</p>

How we carried out our self-evaluation and involved our stakeholders		
	The school is committed to continuous improvement. Learning and Teaching is the focus of all that we do	Wellbeing and its sustainability To continue to monitor learning and teaching and promote Teaching and Learning Communities

3. Overview of three-year planning cycle

Quality framework	QI	Year 1 priority	QI	Year 2 priority	QI	Year 3 priority
Successes and achievements						Develop S3 Progress Profiles and pilot the use of e-portfolio
						Improve accreditation of Wider Achievements
Work and life of the school/centre						Enhance our Student Tutor Time to include Health Promotion using “Active Starts”
						Develop our Partnership Agreement
						Further develop our Literacy/Numeracy programmes
Vision and leadership						To promote learning within the four context eg IDL calendar, accreditation of wider achievements

							It promotes skills for learning, life and work and their sustainability.	
4. Priorities for improvement in the current year							Year	3

No.	Priority	Main driver of priority:			Alignment with:				
		Self-evaluation	Authority Quality Review	HME report	QI	National Priority	Learning Community Priority	Education Services Priority	Single Outcome Agreement
1	Further development of the curriculum in line with CfE including moderation and portfolios if evidence. Transitions in relation to learning and assessment plans.	✓			5.1		✓	2 2/3	1
2	To improve and develop teaching for effective learning To continue to improve learners experiences	✓			2.1 5.2			1/2 1/2	2 2
3	To further develop staff knowledge and understanding of individual needs and their capacity to meet these effectively. This will include the authority priorities of Promoting Positive Behaviour and appropriate ALN legislation (GIRFEC and Every Child is Included)	✓			5.3		✓	3 3	3 3
4	Increase the use of SEEMIS (Management Information System) for Personal Support	✓			5.3			3	3

Priority	Main driver of priority:			Alignment with:			

5. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	5.1	To develop the curriculum in line with Curriculum for Excellence	Pupils will continue to engage in well planned, challenging and stimulating curricular experiences. They will present work in new and imaginative ways, see connections and relevance in their learning and experience success in attainment and achievement

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
To amend and implement S3 learning and assessment plans as appropriate in relation to Broad General Education	Oct 2012	P. McGowan Curriculum leaders All staff	Development Time (WTA)	Evaluation of completed plans Monitored through departmental meetings and appropriate moderation
To further develop rationale and curriculum map for senior phase.	Jan 2013 – April 2013	P McGowan Curriculum leaders All staff	Time and relevant documents	Focus group, whole school consultation with staff and relevant stakeholders
To complete S3 curriculum plans (incorporating tracking and monitoring)	Sept 2012	Curriculum leaders All staff	Development Time (WTA). Curriculum Leaders will provide support for depts.	Evaluation of completed plans Monitored through departmental meetings
To evaluate the success of S3 Broad General Education programme	April 2013	Curriculum leaders All staff	Curriculum leaders will discuss this during departmental meetings	Evaluations will be completed by pupils and staff.

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
Moderation activities take place to verify standards and agree attainment levels using appropriate assessment information (portfolio of evidence) for S1-S3 taking into account BTC 5 as described in departmental learning and assessment plans.	Dec 2012 and May 2013	Curriculum leaders All staff	Collegiate sessions on ICT. Development Time (WTA)	Monitored in Dec 2012 & May 2013 by Curriculum leaders as part of our quality assurance programme. Pupil focus groups will take place to determine their understanding of their progress and discuss next steps in their learning.
Verification by all departments of assessment portfolios in accordance with national guidelines in relation to curriculum for excellence through participation in school/ALN working groups as appropriate	Ongoing until May 2013	Curricular Leaders All teaching staff	Departmental meetings	Quality assure portfolios to ensure that they are accurately assessed Evaluate the success of ALN sector working groups in relation to staff CPD and developing knowledge of pupil work in relation to CFE levels
To update Literacy, Numeracy and Health and Wellbeing audit to include information on Es and Os upto and including Level 3	Jan 2013	Headteacher Curricular Leaders DHT Pastoral Care	Audit tool Time	Focus group to discuss and develop solutions to any gaps in learning that is identified.
Further develop across learning responsibilities (Literacy, Numeracy and HWB) by developing a tracking and monitoring of progress system which each department contributes to.	April 2013	Curricular Leaders Pastoral Care Staff All staff	Time (WTA)	Departmental meetings to discuss the impact of across learning responsibilities. Curriculum leaders will audit individual pupil profiles and evaluate the quality of assessment information
Develop links with learning community and Education Authority in relation to Moderation and Verification of Standards	On going through the session until May 2013	P Connor (Lit) PEgan (Num) PMcGowan	Time (WTA)	Focus group from learning community Education Authority evaluations
Plan and introduce a Learner Progress Profile for all pupils completing their Broad, General	May 2013	Curricular Leaders	Time (WTA)	Focus Group

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
Education		P C Staff All Staff		
Pilot the introduction of e-portfolio (GLOW, Education Scotland & GCC) to assess and determine suitability as S3 Progress Profile	Pilot until Oct 2012	T Shields & C Brown	Staff training as required Time	Appropriate staff will discuss progress during Aug-Oct and determine solutions to ensure all pupils can access profiling system. Parents views will be gathered.
Update, distribute, discuss and implement policy on curriculum to include assessment, reporting, and ALN information (GIRFEC and Every Child is Included)	April 2013	P McGowan SLT All Staff	Time	Quality assure courses, programmes and reports.
Implementation of new homework policy.	Jan 2013	Head Teacher Parent Council Curricular Leaders All staff	Time	Survey views of staff pupils and parents – S1-S3 Pastoral Care Staff to survey parent views during annual reviews
Update, distribute, discuss and implement policy on learning , life and work to include wider achievements and planning for the Senior Phase	Apr 2013	DHT Pastoral Care and T. Shields	Time	Quality assure courses and programmes in relation to learning, life and work
Develop our knowledge and understanding of the content of the new National 4 and 5 qualifications in preparation for the Senior Phase in 2013 through participation in school/citywide curricular meetings.	Ongoing until May 2013	Curricular Leaders All Staff	Time (WTA) Additional Inset Days Curricular area business meetings	Departmental Meeting discussion and minutes. (Curricular Leaders) Evaluation of CPD provided by GCC and next steps identified
Familiarise and edit nationally produced resources in preparation for the Senior Phase in 2013.	Ongoing until May 2013	Curricular Leaders All Staff	Time (WTA) Additional Inset Days Business Meetings	Departmental Meeting discussion and minutes. (Curricular Leaders)

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
Develop National 1, 2 and 3 qualifications in all subject areas in preparation for the Senior Phase in 2013.	Mays 2013	Curricular Leaders All Staff	Time (WTA)	Departmental Meeting discussions and minutes
Plan and implement opportunities for pupils to gain accreditation for wider achievements (eg Dynamic Youth Awards etc)	May 2013	Curricular Leaders Pastoral Care Staff All Staff	Time (WTA) Liaise with Glasgow Life representative	Survey views of staff, pupils and parents
Plan and implement appropriate Personal Support for all Student Tutor Groups. Individual programmes may include: <ul style="list-style-type: none"> • HWB focus (Healthy Starts, tooth brushing, Breakfast etc) • Pupil Voice (appropriate committees) • Specific year group programmes 	Oct 2012	DHT Pastoral Care Pastoral Care Staff Student Tutors	Time (WTA)	Survey views of pupils and staff Pastoral Care year group meetings Evaluate the success of the new "Active Starts" component of Student Tutor Time (pupils and staff)

5. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	2.1 5.2	To further develop the quality of learning and teaching and the learners' experiences	Our young people benefit from developing their skills across the learning, in a range of contexts and make connections between skills for learning, life and work. There will be effective transition between primary and secondary to ensure continuity of learning. Staff are able to utilise their skills and attributes to contribute to our teaching and learning communities. They are confident that this will improve learning and teaching for our young people. The student council and appropriate committees will effectively represent the views of the school.

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
Continue to provide opportunities for pupils to learn through cognitive active learning and in a variety of contexts. Curricular areas will be encouraged to make links with the wider community	April 2013	Curricular Leaders All staff	Time to share good practice and to further develop teaching and learning communities.	Monitoring of learning and teaching through classroom observations and quality assurance visits. Quality assure learning and assessment plans to ensure departments take account of contextualised learning

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
To develop a Partnership Agreement to provide specific information in relation to the roles and responsibilities of all partners working within the school.	Nov 2012	P McGowan DHT Pastoral Care Relevant staff	Time	Staff/pupils views surveyed regarding the benefits/impacts of Friday afternoons Meetings to discuss benefits of college placements etc YIG Employability Officer views?
To provide opportunities for pupils to be involved in learning conversations to discuss their strengths and next steps in learning	Nov/Dec 2012	Curriculum Leaders All Staff	Collegiate session to be arranged re: Learning conversations	Evaluation of collegiate session Monitoring of learning and teaching through classroom observations Quality assure learner Curriculum Plans in Jan/Jun.
Further improve planning at the point of primary transitions. Sharing of learning plans in the three core areas between associated primaries and Abercorn.	April 2013	DHT Pastoral Care Staff as appropriate	Joint planning time with primaries	Focus group including primary 7 teachers.
Further develop and build on the use of Teaching and Learning Communities	Jan until May 2013	T. Leahy Curricular Leaders	Time – within collegiate sessions for longer meetings	Evaluation of TLC including the impact on Learning and Teaching and identify next steps
Introduce a Calendar of IDL projects within the S1-S3 curriculum	Oct 2012	Curricular Leaders All staff	Joint planning time (WTA)	Evaluate impact of projects through pupil and staff focus groups

5. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3	5.3	To meet learners' needs To improve the ability of staff to meet individual pupil needs more effectively.	All pupils receive the support required to enable them to access the curriculum particularly in relation to those who have a specific diagnosis particularly those with ASD, Effective communication ensures that staff can easily access up to date information regarding pupil needs, literacy and numeracy and pupil targets. There is a sustained culture of celebrating success and recognising achievement

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
To improve and streamline communication within the school through the use of SEEMIS: <ul style="list-style-type: none"> Use of Pastoral Care notes for all pupils Use of PRFs and ASPs/CSPs 	Oct 2012	DHT Pastoral Care Pastoral Care Staff All staff	Collegiate Session to introduce staff to SEEMIS	Survey views of staff Pastoral Care year group meetings
To further develop Quality Assurance systems to include a Personal Support calendar	Oct 2012	DHT Pastoral Care	Time	Pastoral Care year group meetings SLT Pastoral Care meetings

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
		Pastoral Care Staff Student Tutors		
<p>To further develop support systems to meet the increasing complexity of needs of our pupils:</p> <ul style="list-style-type: none"> • Visual timetables/prompts/resources • Identify appropriate support for named pupils 	<p>Oct 2012</p> <p>Sept 2012 – ongoing until Jun 2013</p>	<p>DHT Pastoral Care L Hutt (Sp&L) Psych Services VI/PI Staff All Staff</p> <p>Headteacher Pastoral Care Staff</p>	<p>Staff training in Boardmaker, visual/physical impairments etc</p> <p>Pupil Support Assistants Teaching staff</p>	<p>Monitoring learning and teaching Tracking and Monitoring of pupil progress through Learning Outcomes within ASPs Staff consultation</p> <p>Regular meetings to ensure needs are met</p>
Increase the opportunities for pupils to gain accreditation for wider achievements (eg Dynamic Youth Awards, Employability Award, ASDAN etc)	May 2013	Curricular Leaders Pastoral Care Staff All Staff	Time (WTA)	Survey views of staff, pupils and parents
Update, distribute, discuss and implement policy on Promoting Positive Behaviour	May 2013	T Shields All Staff	Inset Day 3 Links with learning community Time (WTA)	Staff consultation

Tasks to achieve priority	Timescale	Person responsible	Resources and staff development	Monitoring progress and evaluating impact
To further develop the numeracy programme by introducing Power of 2 software	Sept 2012	P Egan	Staff training for relevant staff Purchase of relevant software	Staff and pupil evaluation of software (and parents for home programme)