



**WELCOME TO
HYNDLAND
SECONDARY
SCHOOL**



**HANDBOOK
FOR PARENTS**



Last updated January 19

AN INTRODUCTION FROM THE HEADTEACHER

Dear Parents and Friends of the School

I have pleasure in issuing a copy of the Hyndland Secondary School Handbook for Parents, which is published in keeping with the Council's guidelines.

The school aims to provide a happy, healthy and safe environment in which every pupil can fully develop her or his talents and abilities. We hope that our pupils will be active and responsible members of the wider community served by the School. Together, we aim to achieve the best possible education for every individual, regardless of gender, race, religion or background.

In Hyndland we have high expectations of our pupils. We require that every member of the school works hard - and achieves to the highest level possible. We aim to combine these high expectations with a sympathetic, supportive approach to the needs of the individual, all within a culture of mutual respect.

At Hyndland, education is seen as a partnership - of school, home and community. Teachers, pupils and parents working in co-operation, each group and all individuals assuming responsibility for their contribution, can create a positive atmosphere and ethos and bring out the best in all. As part of Hyndland Learning Community we work even more closely together with the other educational establishments and partner agencies, to support our young people in achieving their best.

What follows in this handbook is information about many aspects of education at Hyndland. We hope that this information is of interest and of use to you. We encourage parents to take an active interest, not just in the progress of their own child, but also in the life of the school as a whole.

We welcome enquiries, suggestions, comments, compliments (obviously) and even complaints. Especially, we welcome visitors.

Visitors to our school regularly comment on the happy, purposeful atmosphere that they find in Hyndland. Please feel free to contact us at the school if you wish to find out more or would like to arrange a visit.

Our school motto is, 'Spero Meliora': 'I (we) hope for better things'.

We do, but we also work very hard to achieve them.

Louise Edgerton (Head Teacher)
Hyndland Secondary School

THIS SECTION CONTAINS SOME BASIC FACTS AND FIGURES ABOUT HYNDLAND

Hyndland Secondary School is a six-year comprehensive school providing the full range of secondary education for girls and boys. It is non-denominational and welcomes pupils of all religions

OUR NAME AND ADDRESS

HYNDLAND SECONDARY SCHOOL
LAUDERDALE GARDENS
GLASGOW G12 9RQ

OUR CAPACITY

950 (Nominal)

OUR TELEPHONE NUMBER

0141 582-0130

OUR FAX NUMBER

0141-582-0131

E-MAIL

headteacher@hyndland-sec.glasgow.sch.uk

WEB SITE

www.hyndland-sec.glasgow.sch.uk

GLASGOW CITY COUNCIL GOING TO SCHOOL WEB-SITE

www.glasgow.gov.uk/en/residents/goingtoschool

USEFUL ADDRESS:

EDUCATION SERVICES, GLASGOW CITY COUNCIL, City Chambers, GLASGOW, G2 1DU
TEL 0141-287-2000

THE NUMBER OF PUPILS IN EACH YEAR OF THE SCHOOL ARE -

FIRST YEAR	180	SECOND YEAR	180	THIRD YEAR	180
FOURTH YEAR	178	FIFTH YEAR	169	SIXTH YEAR	140
				TOTAL	1027
Our likely S1 intake over the next three years is					
2020	180*	2021	180*	2022	180*

*INCLUDING PLACING REQUESTS.

OUR ACCOMMODATION INCLUDES

Six ICT rooms, eight Science laboratories, four Technical Education rooms, two Music rooms, four Art and three Health & Food Technology areas, as well as twenty three general purpose classrooms. We also have one gymnasium, a games hall, a fitness room and a floodlit all weather astroturf sports field. In addition we have a large modern library, a performance space - The Airlie Theatre, a drama studio, a cafeteria and pupil social space.

All teaching areas are fully networked with secure access to the internet.

Although we still have two buildings, they are connected by an enclosed link corridor. There is disabled access to all areas of the building.

OUR ASSOCIATED PRIMARY SCHOOLS

BROOMHILL PRIMARY
12A Victoria Park Drive South
TEL. 0141-959-6665

HYNDLAND PRIMARY
44 Fortrose Street G11 5LP
TEL. 0141-339-7207

THORNWOOD PRIMARY
11 Thornwood Terrace G11 7QZ
TEL. 0141-334-4271

WHITEINCH PRIMARY
56 Medwyn Street G14 9RP
TEL. 0141-959-3271

(Hyndland also receives each year pupils by placing request from several other Primary Schools.)

THE SCHOOL DAY AT HYNDLAND

Pupils enjoy a six period day (Tues–Fri) and a seven period day on a Monday at Hyndland.
Currently our hours are:-

OPENING	08.45 AM
MORNING INTERVAL	10.45 AM – 11.00 AM
LUNCH INTERVAL	12.40 PM - 1.30 PM
CLOSING TIME	4.00 PM (MONDAY) 3.10 PM (TUESDAY - FRIDAY)

THE SCHOOL YEAR AT HYNDLAND

Proposed School Term Dates 2018/2019

Re-opening	Teachers:	Monday	12 August 2019
	Pupils:	Wednesday	14 August 2019
September Weekend		Friday	27 September 2019 to
		Monday	30 September 2018 (inclusive)
1st Mid Term		Monday	14 October 2019 to
		Friday	18 October 2019 (inclusive)
Christmas/New Year		Friday	20 December 2019 to
		Friday	3 January 2020 (inclusive)
2nd Mid Term		Monday	10 February and
		Tuesday	11 February 2020
Spring Holiday (Easter)		Monday	6 April to Friday 17 April 20 (inclusive)
			Good Friday 10 April,
			Easter Monday 13 April 2020
May Day		Monday	4 May 2020
May Weekend		Friday	22 and Monday 25 May 2020 (inclusive)
School Close		Wednesday	24 June 2020 at 1.00 pm

**Please note that schools will close at 2.30 pm before the Christmas break and Spring holiday break.
Schools will close at 1pm on the last school day before the summer holiday.**

IN SERVICE DAYS

DAY 1	Monday	12 August	2019
DAY 2	Tuesday	13 August	2019
DAY 3	Friday	11 October	2019
DAY 4	Wednesday	12 February	2020
DAY 5	Tuesday	5 May	2020

THE LEADERSHIP TEAM

HEAD TEACHER (ACTING) – MRS LOUISE EDGERTON

PUPIL SUPPORT STRUCTURE

Katrine House	Mrs Ritchie / Mrs Forrester
Lomond House	Mrs Pollock / Ms Stewart (Mrs Edgerton)
Rannoch House	Mrs Mills / Mr Mochan
Torridon House	Mr Carstairs / Mrs Hayes

PRINCIPAL TEACHERS (Curriculum) are the Heads of Hyndland's subject departments and subject faculties. They lead the staff in ensuring effective learning and teaching and performance in their particular curricular areas.

DEPUTY HEAD TEACHERS – lead on Curriculum, Student Welfare and Performance as detailed below

Mrs Laura Forrester	overview of S1 Aug 19 - Jun 20, S2 Aug 19 - Dec 19
Mrs Clare Hayes	overview of S3 Aug 19 - Jun 20, S2 Jan 20 - Jun 20
Mr Barry Mochan	overview of S4 Aug 19 - Jun 20, S5 Aug 19 – Dec 19
Ms Jodie Stewart (Acting) Mrs Edgerton	overview of S6 Aug 19 - Jun 20, S5 Jan 20 - Jun 20

THE PUPIL SUPPORT TEAM (Pastoral Care and Support for Learning, including English as an Additional Language support) is made up of Principal Teachers (Pastoral Care and Support for Learning) and our EAL Specialist who look after the general welfare and learning needs of individual pupils.

A full list of staff is available on the school website.

COMMUNICATION WITH PARENTS

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

Newsletters – will be sent out on a regular basis to keep parents and carers informed about the work of the school.

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

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

Text Messaging – You may also receive text reminders about events/school closures etc. Texts are also sent out informing parents of correspondence issued to pupils and updates to website/twitter.

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

Parents and carers are welcome at other events throughout the school year eg workshops, information evenings, class performances, award ceremonies, religious and other assemblies. The school newsletter and website will keep you informed.

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

HOW TO ENROL AT HYNDLAND

We recognise that the move from primary to secondary is a very important event for young people. We have a close and effective partnership with each of our 4 partner primary schools. This ensures that the move from primary to secondary is as smooth as possible for young people.

We welcome families from out with our area. Families living out with the school catchment area are welcome to make a placing request to attend Hyndland Secondary. Prospective parents are welcome to visit the school and should contact the school office.

Further information is available on www.glasgow.gov.uk/index.aspx?articleid=8629

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/carer (truancy) or excluded from school.

Parents are urged to inform the Absence Reporting Line by telephone on 287 0039 if their son or daughter is going to be absent from school.

If no telephone call is received then a text message will be sent to the parent / carer to inform them that their son / daughter has not arrived in school that day. **PLEASE ENSURE ALWAYS THAT THE CHILD IS GIVEN A NOTE TO BRING ON HIS OR HER RETURN TO SCHOOL, GIVING THE REASON FOR AND DATES OF THE ABSENCE. THE NOTE SHOULD BE SIGNED BY A PARENT OR CARER.**

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.

Cases of unexplained absence will be investigated by the school's Education Liaison Officer. Truants may appear before the School Attendance Committee who have the power to write to, interview or prosecute parents or to refer pupils to the Reporter of the Children's Panel, if necessary.

ABSENCES

We will be grateful for the co-operation of parents in observing the following procedures to do with leave of absence for medical or other reasons.....

- Pupils must not leave the School grounds at any time between 8.45 am and 3.10 pm (4.00 pm on a Monday) except at lunchtime - unless they have been given permission to do so.
- The Absence Reporting line should be notified on 287 0039 if a pupil requires leave of absence for part or the whole of a school day. (Such absences normally relate to religious festivals, medical appointments, children's hearing, law court, a funeral or wedding.) The Absence line is open between 08.00 – 15.30 Mon – Fri. Alternatively you can use the online form on the Glasgow City Council website at <https://www.glasgow.gov.uk/index.aspx?articleid=18832>
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- Where necessary the Tutor or School Office staff will issue a note giving permission for absence and indicating the duration. On return to school, the note should be taken immediately to the Office where the time of return will be recorded.

SCHOOL MEALS

Hyndland has a popular Fuel Zone system which promotes healthy eating. Pupils can choose from a wide range of items, ranging from a full two course meal to various kinds of snack. Pupils use swipe cards each day in the Fuel Zone. Those who are entitled to free meals have their cards credited each day to the value of £1.90. They may add to this by paying cash into the card machine.

PLEASE NOTE THE FOLLOWING ADVICE FROM THE COUNCIL -

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £7,920), Child Tax Credit only (where income is less than £16,500*), Universal Credit (where income is less than £7,320) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and at <https://www.glasgow.gov.uk/index.aspx?articleid=17885>.

EDUCATION MAINTENANCE ALLOWANCES (EMA)

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 the school. (Note – the above figures may be subject to change)

DISCIPLINE AND WELFARE

The Aim of the School is to develop self-discipline in the pupils so that they learn to behave properly without fear of punishment. Most pupils respond well to this approach, readily appreciating that the Code of Conduct has been drafted to ensure that work and study can proceed without disruption caused by mischievous or unruly pupils. Disruptive pupils are subject to the following procedures.

- * For classroom misbehaviour, a reflection task may be given by the class teacher.
- * If this proves ineffective, the matter will be referred to the Principal Teacher (Curriculum) who may take further action.
- * Persistent Offenders will be referred to the Principal Teacher of Pastoral Care for the Year Group or to a Senior Manager.
- * Parents may then be invited to come to School to discuss how the difficulty can best be resolved.
- * If misbehaviour continues, the pupils may be put on a target expectation sheet by which conduct is monitored at every period. The sheet is sent home every evening for signature by the parent, so that close contact with the parent is maintained.
- * By agreement with parents, it may be possible to arrange detention - either at lunchtime or at close of School.
- * As a last resort, a pupil may have to be excluded from the school; usually this would be in the first instance for a period not exceeding three days.
- * Deliberate and dangerous acts that put the safety of members of our school community at risk will result in exclusion. Specific examples of such acts are; malicious setting off of the fire alarm and violent conduct which endangers the safety of others.
- * Should exclusion for a longer period become necessary, the matter may be referred to the Education Department. Parents have the right to appeal against decisions to exclude.

THANKS TO THE GENERAL GOOD CONDUCT OF PUPILS, THE COMMITMENT OF STAFF AND EXCELLENT PARENTAL CO-OPERATION, A HIGH STANDARD OF BEHAVIOUR HAS BEEN ACHIEVED. EXCLUSIONS ARE INFREQUENT AND LENGTHY EXCLUSIONS ARE EXTREMELY RARE.

The Code of Conduct is issued each year to every pupil.

MEDICAL AND HEALTHCARE

The school nurse visits the school at various times during the year. Parents and carers are kept informed by letter.

If a young person becomes ill during the course of the school day, he/she may require to be sent home. Please ensure that you keep the school informed of all contact details.

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

CLOTHING AND KIT

Hyndland Secondary School wishes to encourage in pupils habits of tidiness and of cleanliness. This goes with pride in themselves and in the School. It is not the policy of the Education Committee to insist on pupils having school uniform or specialised clothing. However parents are encouraged to clothe their children in suitable clothing.

Given that there is substantial parental/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 ground 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 material 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 children and young people or be used by others to do so.

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

Clothing & Footwear Grants

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than £15,860*), Housing Benefit, Council Tax Benefit or Universal Credit (where the total income is less than £7,320) will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from schools and at <https://www.glasgow.gov.uk/index.aspx?articleid=17885>

Data Protection – use of information about children and young people and parents/carers

As a local authority our schools and early years establishments process information about children and young people in order to provide education and care. In doing so we must comply with the Data Protection Act (1998). This means, amongst other things, that the data held about children and young people must only be used for specific purposes.

However, you should be aware that we may use this information for other legitimate purposes and may share this information where necessary with other public bodies or where otherwise required by law. We may also use any information for research purposes. However, all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council.

For further information please see our full privacy statement at <https://www.glasgow.gov.uk/index.aspx?articleid=22069>

GET IN TOUCH

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

Glasgow City Council complaints procedures are available:

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

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

Tel: 0141 287 0900

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

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

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, 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.

Information will also be made available to parents/carers via email, our school website and Glasgow City Council Website.

THE PASTORAL CARE TEAM

HYNDLAND has a team of teachers who are known as **Pastoral Care** teachers. They are there to give advice, support and encouragement to pupils, so that each individual sets appropriate targets for her/himself and achieves as well as possible.

THE AIMS OF THE PASTORAL CARE SYSTEM -

- To make sure that each pupil knows and is known personally and well by at least one member of staff
- To maintain an overview of pupil progress and to intervene appropriately to support pupils in achieving their potential.
- To provide curricular advice and support in particular at course choice time
- To identify and respond to the needs of individual children
- To foster good relations between teachers and pupils
- To work with the home regarding all aspects of a pupil's development
- To help each pupil be aware of his or her own personal development and to accept responsibility for it
- To work with the support and welfare services where necessary
- To keep a record of information relevant to the welfare of individual pupils

THE ROLE OF THE PASTORAL CARE TEACHER

PASTORAL CARE staff monitor the progress and welfare of individual pupils. They provide a special link between the Home and the School. They play a crucial role in assisting pupils with advice about the most suitable courses for them to follow - given their ambitions, abilities and parental wishes. The Pastoral Care Team operate on a house system and deliver Personal & Social Education on a weekly basis.

WHOM SHOULD YOU CONTACT?

Parents should feel free to contact Pastoral Care staff about any matters which concerns them. The Pastoral Care Team currently comprises, Mr Carstairs - Torridon House, Mrs Ritchie - Katrine House, Mrs Pollock - Lomond House and Mrs Mills - Rannoch House.

If you wish to enquire about how your child is getting on at school, Pastoral Care staff will be pleased to see you to discuss welfare and progress. We do ask that you contact the School in advance to make a suitable appointment because these teachers have a subject-teaching load as well as their support role. Thank you!

SUPPORT FOR LEARNING

Additional Support Needs/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, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their child. This will involve, for example, relocating the venue for parents/carers meetings to facilitate physical access; provision of an interpreter for people who have a hearing impairment; agreeing a phone contact system to provide direct feedback to parents and carers.

Interpreters are available to assist at Parents Evenings.

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

Further information relating to additional support needs is available on the Glasgow City Council website –

www.glasgow.gov.uk/additionalsupportneeds

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at

www.glasgow.gov.uk/index.aspx?articleid=8642

PROMOTING POSITIVE BEHAVIOUR

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

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

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

GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

The GIRFEC approach is about how staff in all children's services meet their needs by working together where necessary to ensure that children reach their full potential.

www.scotland.gov.uk/gettingitright

CURRICULUM FOR EXCELLENCE

Bringing learning to life and life to learning

Curriculum for Excellence is well established 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 on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for 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.

There are ways of assessing progress and ensuring children achieve their potential. National 3, 4, 5, Higher and Advanced Higher qualifications are in place.

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 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.

FROM PRIMARY TO SECONDARY

Pastoral Care, Support for Learning and Subject staff work with the associated Primary Schools to smooth the transition from Primary to Hyndland. Exchange of information about pupils and courses takes place. Primary pupils visit Hyndland on a number of occasions to participate in subjects ie Maths and English and staff from Hyndland Secondary School visit pupils in primary schools.

In June, as part of the culmination of the session-long programme of Primary Liaison, all pupils who will be starting at Hyndland are invited to follow a First Year type of timetable for two days, during the SQA exam period.

BROAD GENERAL EDUCATION

First and second year at the start of the 2015 Session will be following Curriculum for Excellence as per the national guidelines and as mentioned previously.

Classes in First and Second Year are almost all organised on a mixed sex, mixed ability basis – the current exception being Mathematics.

Currently, in First and Second Year of the Secondary school all pupils study the same range of subjects which form part of a Curriculum for Excellence.

Currently this curriculum includes the following subjects:-

English	Mathematics	Science
Social Subjects	French	Art
Health & Food Technology	Technical Education	Music
Business & Computing	Physical Education	Religious Studies
Personal & Social Education	Library	Drama

Please note that the information given in this section on the curriculum is true of courses currently available with the School. If the school roll falls the same range of subjects may not be available when a pupil now entering S1 reaches S3 or S5.

TOWARDS THE SENIOR PHASE

In third year pupils will still be following the broad general education as described earlier but will have the opportunity for personalisation and choice towards the end of S2. Most pupils will continue with these subjects in S4 as they work towards National Qualifications.

Pupils in Third and Fourth Year are strongly advised to follow a broad, balanced curriculum as recommended in the broad general education. This includes English, Maths, Modern Languages, Social Subjects, Science, Technology and Creative and Aesthetic. Every reasonable effort will be made to provide a curriculum that meets the needs and aspirations of the individual pupil.

The provision of courses (dependent on pupil uptake) in Third and Fourth Year includes the following.

English	Drama	Geography	Business Management
Mathematics	Physical Education	History	Computing
Media Studies	Music	Modern Studies	Computer Games Dev
French	Biology	Design Manufacture	HFT
Spanish	Chemistry	Engineering Science	Practical Fashion
Art	Physics	Admin and IT	

OTHER CERTIFICATED COURSES – NPA (National Progression Award)

Games Technology

GLASGOW VOCATIONAL OPTION

Some Hyndland pupils opt to take the Curriculum for Excellence Vocational opportunities Senior Phase. Details of the courses will be made available.

COURSES UNDERTAKEN BY ALL PUPILS

Physical Education Personal and Social Education Religious and Moral Education

PUPILS entering Fifth and/or Sixth Year now are able to choose from a very large number of courses available at Hyndland or at neighbouring schools and colleges.

Courses are available at National 3 - 5, Higher and Advanced Higher levels in all subjects taught in Hyndland, dependent on viability.

In the Fifth and Sixth Years, students may attend School or College on a “negotiated curriculum”. There is access to a number of financial awards, including the Education Maintenance Allowance, EMA. For up-to-date information about regulations concerning education payments etc, please contact the School

PERSONALISATION and CHOICE (CHOOSING SUBJECTS)

FROM SECOND TO THIRD YEAR

At present during the Second Year, every pupil has to make very important decisions about which courses s/he will follow in Third and in most cases Fourth Year. As the implementation of a Curriculum for Excellence progresses the arrangements for course planning may be altered.

Parents/Carers will be kept fully up to date with any such changes.

This is obviously a vital stage in the child's education. Hyndland takes great care to ensure that the best possible choice is made. We involve pupils, teachers, and parents as fully as possible in this **Personalisation and Choice**.

STAGE

Introduction of Personalisation and Choice processes to all pupils

Explanation of S3/4 courses in subjects

Explanatory meeting for parents

Issues of S2 Reports

Parents' Evening with consultation with teachers and Careers Officer

PUPILS' FIRST and SECOND CHOICES/INTERVIEWS

Review of Choices with Staff and Parents

Confirmation of Pupils' Course Choice by Parents and by Departments

Move into S3 Timetable

TIMING

February

February

February

April

May

May

May

May

August

FROM FOURTH TO FIFTH & FIFTH TO SIXTH YEARS

The procedure is different for pupils entering Fifth and Sixth Year since many pupils wish to wait for the publication of SQA results in August before making final decisions about courses.

Pupils are interviewed in March and again in June and August as required / requested.

STAGE

Publication of Course Planning Booklet

Explanation of S5/6 courses and timetable to S4 in PSE

Briefing meeting for parents

Move onto S5/6 Timetable

Publication of SQA Results

Individual Interviews

Finalisation of Courses

TIMING

March

March

January

June

August

August

August

COMPLETING THE S3/4 PERSONALISATION AND CHOICE SHEET

- 1 Column A is the **COMPULSORY SUBJECTS**. **This column contains subjects which every pupil should experience.** English and Mathematics are National Qualification courses; the remaining subjects are school-based courses.

HYNDLAND SECONDARY SCHOOL

In Fifth Year, you will be studying **five** subjects: English and four others. The levels of study will usually be National 3 - 5, and Higher. Although some pupils may study Progression Awards.

- Please indicate the appropriate level of English and tick **one** subject level from each of Columns B, C, D, and E.
- You will still have an additional period, during which there will be support for your studies and which is a mandatory part of your school week.
- Your teachers will make recommendations about an appropriate level of study for you. We want you to achieve your very best, but we wouldn't be helping you if we recommended a level which is too difficult.

In Sixth Year you will study up to **five** subjects, although if you are taking Advanced Highers or Highers you may choose to do fewer than five – usually four. A minimum of four subject choices is expected.

- Please place a tick next to each choice (only one tick per column!)
- We would like everyone to have some community involvement: in Working With Others, helping with reading programmes, or initiatives like Mark Scott, Leadership for Life Award or Duke of Edinburgh Award.
- Your teachers will make recommendations about an appropriate level of study for you. We want you to achieve your very best, but we wouldn't be helping you if we recommended a level which is too difficult.
- Depending on the results you achieve in the SQA examinations, your progression should be from a strong pass at National 3 - 5, and from Higher to Advanced Higher.
- Sometimes Departments may recommend that you do not move on to the next level, but look to find a more suitable course.

We will try our best to enable you to follow the subject you have chosen, but there are limits imposed by maximum class sizes, by the numbers of teachers we have, and by enough students enrolling in the subject to make that subject or combination of subjects possible for us to run.

Therefore, on occasion, students may be required to revise their original choice.

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

Hyndland Secondary School Options Form

Name: _____

Class: _____



The subjects which are likely to be on offer next session are identified below. If you are considering options for S5, you must choose five subjects from those below (one from each column). If you are considering options for S6, you should choose at least four subjects; these options should be selected from different columns. You should have, by this stage, consulted your options booklet for information on the entry requirements for each subject/level. Please make sure you enter the name of the subject and the level at which you would aim to study the subject.

	Column A	Column B	Column C	Column D	Column E
S5 and S6 (Highers, National qualifications and National Progression Awards)	<ul style="list-style-type: none"> Computer Games Development (NPA levels 4, 5 or 6) English (Nat 5 or Higher) Fashion and Textile Technology (Higher) Geography (Higher) Health and Food Technology (Higher) Photography (Higher) Physical Education (Nat 5 or Higher) Politics (Higher) 	<ul style="list-style-type: none"> Art (N5 and Higher) Engineering Science (Higher) English (Nat 5 or Higher) History (Nat 5 or Higher) Mathematics (Nat 4, Nat 5 or Higher) 	<ul style="list-style-type: none"> Biology (Higher) Chemistry (Higher) Computing (Higher) Maths (Nat 4, Nat 5 or Higher) Modern Studies (Higher) Music (Higher) Photography (Higher) Physics (Higher) 	<ul style="list-style-type: none"> Biology (Higher) Business (Higher) Chemistry (Higher) Computing (Higher) Design and Manufacture (Higher) Drama (Higher) French (Higher) History (Higher) Lab Skills (Nat 5) Modern Studies (Higher) Physics (Higher) 	<ul style="list-style-type: none"> Art (Higher) Biology (Higher) Chemistry (Higher) Cyber Security and Ethical Hacking (NPA level 6) French (Higher) Media Studies (Higher) P.E. (Higher) Philosophy (Higher) Physics (Higher) Practical Woodworking (Nat 5) Spanish (Higher)
S6 (Advanced Highers)	<ul style="list-style-type: none"> Music (Advanced Higher) Physics (Advanced Higher) 	<ul style="list-style-type: none"> English (Advanced Higher) Maths (Advanced Higher) 	<ul style="list-style-type: none"> Chemistry (Advanced Higher) French (Advanced Higher) History (Advanced Higher) 	<ul style="list-style-type: none"> Biology (Advanced Higher) Computing (Advanced Higher) 	<ul style="list-style-type: none"> Art (Advanced Higher)
1st Choice					
2nd Choice					

PERSONAL AND SOCIAL EDUCATION

Pupils are timetabled in all Years 1 to 5, for one period per week of Personal & Social Education. (The S6 programme is delivered by a programme of extraction. The PSE programme gives pupils the opportunity to deal with varied and relevant topics. The programme is delivered by the Pastoral Care Teacher.

Areas covered include learning styles, study skills, citizenship, health & safety, personal and social development, careers and education for enterprise and employability.

Specialists from out with the School are often invited to contribute to the work covered in the programme. Anti bullying and Domestic Abuse programmes, the latter piloted in Hyndland, are also included

RELIGIOUS OBSERVANCE

Religious Observance is seen as something quite distinct from Religious Education. Major religious festivals are noted in the school calendar. Services are held in Hyndland Parish Church, in December, and at Easter.

Care is taken, as far as possible, to avoid planning school events that conflict with religious festivals.

During Ramadan, special arrangements are made to support those involved in fasting.

Parents and carers from religions other than Christianity may request that their child or young person may 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 no more than three occasions (days) in any one school session and the pupil noted in the register using code REL on these days.

Useful websites

www.curriculumforexcellencescotland.gov.uk

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

Parent & Carer Involvement in Learning

Parents / Carers can become involved in their child's learning in a number of ways.

Hyndland believes that homework is extremely important, and can be worthwhile AND rewarding. Homework serves the following purposes -

1. To follow up work done in school, for example, by doing further reading or by learning what has been taught in class.
2. To reinforce what has already been learnt, by giving further practice.
3. To enable pupils who have special aptitude to push their talents on or to enable pupils who are experiencing some learning difficulty to overcome the difficulty.
4. To give the pupils experience of working on their own.
5. To develop in pupils a sense of responsibility for their own learning, so that in appropriate cases, the transition from school pupil to student can be successfully made.
6. To allow pupils to follow up their special interests.

In First and Second Year the normal amount of homework should not exceed one hour per evening. Of course the amount will vary from night to night and from subject to subject.

In the Third and Fourth Years, where pupils follow certificate courses, the amount of homework will increase.

In the Fifth and Sixth Years it will increase again!

Every pupil is issued with a Homework Diary/Planner in which homework must be recorded. Parents are able to monitor homework by checking the diary and signing it! Thank you

There is a large range of resources that are available on the school website which will allow parents / carers to work with young people at home to support their learning.

In addition Hyndland Secondary School has produced a booklet outlining course content at each stage of the school. This booklet also provides information on resources that parents / carers can access to support pupils.

IT HAS TO BE EMPHASISED THAT HOMEWORK MAY MAKE A CRUCIAL CONTRIBUTION TO A PUPIL'S SUCCESS, ESPECIALLY IN CERTIFICATE COURSES IN THE SENIOR SCHOOL.

THE ROLE OF PARENTS IN ENSURING THAT HOMEWORK IS DONE IS EXTREMELY VALUABLE - YOUR ASSISTANCE WILL BE MUCH APPRECIATED!

SUPPORTED STUDY

Supported Study is offered to S3 – S6 at various points in the year and we offer spring revision classes during the first week of the Spring holiday to support our young people in preparation for National Qualifications.

TAKING PART

Clubs * Events * Activities * Outings

Extra-curricular activities - the 'informal curriculum' - make an invaluable contribution to the overall education of the individual.

Hyndland offers a range of clubs, events, activities, and outings which include -

Football (Boys & Girls)	Orchestra	Theatre/Cinema Visits
Rugby (Boys and Girls)	Choir	Drama
Badminton	Guitar Group	Eco School
Hockey	Jazz Band	Chess
Netball	School Musical Production	Debating
Basketball	Discos	Mark Scott Leadership
Table Tennis	Art Club	Mathematical Challenge
Rowing	Photography	
Duke of Edinburgh Award		

Pupils are encouraged to participate in clubs and activities, in teams entered in various competitions, and in a variety of fund-raising events.

Further details about these activities is contained in a special edition of 'Hyndland News', available on request.

Some activities may require Parental Consent.

SCHOOL IMPROVEMENT PLAN

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

ASSESSMENT

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

Dates of all parents' meetings and the schedule for issuing written reports is included in the school calendar which is issued at the start of term and is available on the website.

If you have any concerns about your child's progress do not hesitate to contact their pastoral care teacher at any time.

Pupil Profiles

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

PARENT COUNCIL

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

PUPIL COUNCIL

Our Pupil Council is made up of 2 representatives from each year group. This is an important group which ensures that the views of pupils are heard.

Although the information in this handbook is correct at the time of printing, it should not be assumed that there will be no change affecting any of the matters dealt with in the book, either before the beginning or during the course of the school year in question, or indeed in relation to subsequent school years.