Effective Contributors . Confident Individuals . Responsible Citizens . Successful Learners .

Kirkintilloch High School

SCHOOL HANDBOOK 2026

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

Education in East Dunbartonshire

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

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

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

We share the Council's commitment to:

- The Customer;
- Excellence;
- Innovation;
- Partnership and
- Our Employees.

Kirkintilloch High School Aims

Our aim is to improve outcomes for all learners and in doing so, to change lives for the better. Our curriculum scaffolds this by providing bespoke, tailored learner journeys that support and challenge all young people to sustained, positive destinations after school.

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INTRODUCTION BY THE HEAD TEACHER



Welcome to Kirkintilloch High School's School Handbook. We hope that you find the information contained within this booklet helpful in providing you with the flavour of the many exciting opportunities on offer to pupils in our school. Here at Kirkintilloch High, we are committed to securing the best possible outcomes for all of our young people, within a context of high quality learning experiences that engage and motivate our pupils. Our ethos is one of high ambition and aspiration, valuing the unique potential of every young person as they journey through a challenging and fun curricular programme that leads to high academic attainment for all.

This journey through their Broad General Education begins in our cluster primary schools where highly positive relationships have been fostered to pave the way forward for a smooth transition into S1 at Kirkintilloch High. Details of our transition programme are listed below. In additional to our formal curriculum, our pupils have many planned achievement activities, enabling them to effectively contribute to their school and wider communities. The ethos of our school actively promotes participation of all through facilitating pupil leadership activities that enable our young people to exercise their voice in our school as responsible citizens. Overall, this approach ensures that we prepare out pupils for life and work after school by equipping them to embody the four capacities of curriculum for excellence as we develop our young workforce.

Parental partnerships are highly valued within our school. We recognise the unique role of parents and carers as the primary educators of our young people and strive to work alongside parents to maximise all opportunities for success. In addition to our open door policy for parents, including Head Teacher Drop-in Sessions, there are more formal opportunities for parents to have a voice in taking the strategic direction of the school forward. This includes our active Parent Teacher Association (PTA) and our Parent Council.

Our vision for our community is that we Dream Big, Work Hard and Show Kindness. This underpins all of our actions and is at the very core of our positive relationship policy. We report to parents on how well our young people are able to live out our motto.

We value and respect all individuals in Kirkintilloch High School, and actively seek to support each of our young people to their full potential. This is reflected in our school values of Respect, Ambition, Fairness, Supportive, Compassion and Fun, as agreed across our school community. We expect to see these values modelled in action across our school every day. This is a happy school where respect underpins our actions. We hope that you will find this reflected in the information that you see detailed within this handbook.

Yours faithfully,

Maureen Daniel

Head Teacher

Vision, Values and Aims of Kirkintilloch High School

Vision: Our vision is that all members of our school community are supported and encouraged to
'Dream Big, Work Hard and Show Kindness.'



Values: Our Community Values



EAST DUNBARTONSHIRE COUNCIL VISION VALUES AND AIMS



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

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

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

These are as follows:

Equity & Opportunity

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

Family & Community Partnerships

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

Learning and Teaching

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

Child Centred and Future Focussed

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

Inclusion and Empowerment

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



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

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

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

GLOSSARY OF TECHNICAL TERMS USED IN THE HANDBOOK

Assessment	The judgement a teacher makes on a pupil's progress after a test.
Catchment Area	The area from which a school's pupils are drawn.
Co-Educational	Boys and girls being taught in the same school.
Common Course	An indication that all pupils of any year group are taking the same subjects, although not necessarily at the same pace.
Consortium	A group of secondary schools which with a nominated Further Education College are formed to create the programme of courses for 16+ in an area (Our consortium includes Kirkintilloch High, Lenzie Academy, St Ninian's High, Merkland School along with Cumbernauld College).
Co-operative Teaching	Two or more teachers working together with a class or group.
Curriculum	The Formal Curriculum is the planned programme of courses timetabled for a pupil. The Informal Curriculum includes clubs and activities and the Hidden Curriculum is how we all conduct ourselves and relate to each other around the school.
Diagnostic	A type of test that helps identify strengths and weaknesses of individual pupils so that the weaknesses can then be addressed.
Mixed Ability Groups	Classes containing pupils of the whole ability range. The work of such groups is taught together as a class, individually or by group assignment.
NQ	National Qualification.
Options	Subjects or courses chosen from a range of choices when entering the Middle School and the Senior School.
Support for Learning	Provision for pupils with additional support needs.
P.S.E.	Personal and Social Education; a set of courses run mainly by Guidance Staff for all pupils. Aims to develop a variety of skills such as personal action planning, target setting, reviews and compiling each pupil's Progress File.
Resources	Equipment and materials used for teaching and learning, such as books, computers, the internet, booklets and worksheets and non-print materials.
S1, S2 etc	"S" is an abbreviation for "Secondary". The number indicates the year in the Secondary School; S2 for example means Second Year.
Q.S	Qualifications Scotland which is responsible for examinations (National Qualifications).
Setting	Involves forming graded classes of pupils for particular subjects according to their ability in that subject.
Syllabus	The programme of work to be covered in a subject or course programme.
Tests	One means of checking what pupils have learned.

SCHOOL INFORMATION

Head Teacher – Mrs M Daniel

(i) Official Address

Kirkintilloch High School
Waterside Road
Kirkintilloch
G66 3PA
Telephone: 0141 955 2372
Email: office@kirkintilloch.e-dunbarton.sch.uk
Website: www.kirkintilloch.e-dunbarton.sch.uk

(ii) Current Roll

Kirkintilloch High School is a non denominational, co-educational secondary school with approximately 800 pupils at present.

S1	130	**S2**	154	**S3**	150
S4	171	**S5**	105	**S6**	88

(iii) Predicted intake over the next three years

2026/2027	2027/2028	2028/2029
180	180	180

(iv) Capacity

The building has a capacity for 900 pupils.

(v) Accommodation

Standing proudly on an extensive site on Waterside Road, adjacent to Oxgang Primary School, our school, completed in August 2009 as part of the local authority's PPP school replacement programme, offers well designed and spacious accommodation fit for education in the 21st century.

Staff and visitors enter on the lower ground floor, via a secure entry system, managed by the school administrative staff who are situated in an adjacent office. An extensive pupil support area, comprising guidance, support for learning, health and two contemplation rooms, occupies the remainder of the lower ground floor. Two lifts, one on each of the west and east wings provides access to all floors.

A pupil entrance, accessed either via a set of stairs or a ramp, brings pupils to the ground floor entrance from which access to social and teaching areas can be accessed and which surround a central landscaped courtyard.

To the left of the pupil entrance are the very well equipped physical education facilities, comprising a games hall, gymnasium and fitness suite with supporting changing rooms for both staff and pupils. Excellent outdoor facilities recently completed complement the internal facilities.

To the right of the pupil entrance is an open plan social and dining space which provides access to both the central courtyard and a partially covered landscaped outdoor area. Adjacent to the social space are the assembly and performance spaces which lead to the senior management team offices, the conference room and to the music and drama departments.

A central stairwell from the social space leads to the first floor where the staffroom, English, Business Education, ICT, Art and Design and Social Subjects are located on the east and north facades. The Library and Modern Languages departments are located on the west wing.

The second floor accommodates Biology, Chemistry, Physics and Home Economics departments. Each department benefits from a breakout space and very well proportioned storage facilities. In addition, each classroom has a well designed ***teaching wall*** with hidden storage. An interactive whiteboard in each classroom enables teachers to make good use of ICT as part of their learning and teaching approaches.

Community use of the School

A variety of organisations make use of the school in the evenings e.g. Kirkintilloch Olympians, various football clubs, dance classes, aerobics and fitness activities. Requests should be made in advance to:

Community Letting, Southbank House, Strathkelvin Place, Kirkintilloch, G66 1XQ
Tel: 0141 578 8695 Fax: 0141 943 1688 Email - letting@eastdunbarton.gov.uk

(vii) Associated Primary Schools

A co-educational, non-denominational six year comprehensive school, Kirkintilloch High School accepts boys and girls from a catchment area served by:

GARTCONNER PRIMARY SCHOOL
Gartshore Road, Kirkintilloch Tel: 0141-955-2323

HARESTANES PRIMARY SCHOOL
Mauchline Road, Kirkintilloch Tel: 0141-955-2320

HILLHEAD PRIMARY SCHOOL
Newdyke Road, Kirkintilloch Tel: 0141-955-2316

OXGANG PRIMARY SCHOOL
Lammermoor Road, Kirkintilloch Tel: 0141-955-2313

TWECHAR PRIMARY SCHOOL
Twechar, Near Kilsyth Tel: 0141-955-2331

CRAIGHEAD PRIMARY SCHOOL
Craighead Road, Milton of Campsie Tel: 0141 955 2271

School/Community Links

We strive to extend the learning experiences of our pupils beyond the confines of the school by means of various educational visits and excursions not only within the local area but further afield as well.
We also seize every opportunity for the community to come into the school to work with us.

In addition to this, we have established very productive links with Merkland School, Gartconner Primary, Oxgang Primary, Campsie View, Hillhead Primary, Twechar Primary and Harestanes Primary. Our befriender programme with ENABLE and Merkland School is now in its third year.

We have work experience opportunities for our pupils with numerous local firms.

Our pupils are actively involved in local groups, Guides, Boys' Brigade, youth fellowships, football and athletic clubs many of which meet on school premises.

Pupils assist the local primaries in their sports days and fundraising events. Our pupil activities committee and charities sub group organise a programme of fundraising events throughout the year which benefit local and national charities.

We are proud of these local community links. Staff are continually looking to foster new and develop existing links with the community.

Captains and Vice Captains

Captains

Aaron Roy and Seren Strong

Vice Captains

Kanye Enwegbara and Darcey Irvine

House Captains

Holmfield	Max MacNeil and Lee Wilson
Napier	Faryl Connelly and Emily Clarkson
Peel	Lewis Armstrong and James Duff
Solsgirth	Aya Whiteford and Rowan Gallagher
Waverley	Timi Ogunrinde and Darcy Ames





School Captains



Vice Captains



Holmfield House Captains



Napier House Captains



Peel House Captains



Solsgirth House Captains



Waverley House Captains

The Staff

Head Teacher and Depute Head Teachers

Head Teacher	Mrs Maureen Daniel
Depute Head Teachers	Mr Stuart Law, House Head - Holmfield
	Ms Jo McLaughlin, House Head - Peel
	Mrs Gillian Fraser, House Head – Solsgirth
	Mrs Pam Davie, House Head – Waverley
	Mrs Alanna Brown, House Head - Napier

All members of the Senior Management Team have whole school responsibilities as well as those specific to their year head remits. All Depute Head Teachers have a teaching commitment.



Mrs Maureen Daniel
Head Teacher



Mr Stuart Law
House Head - Holmfield



Ms Jo McLaughlin
House Head - Peel



Mrs Gillian Fraser,
House Head - Solsgirth



Mrs Pam Davie
House Head - Waverley



Mrs Alanna Brown
House Head - Napier

Kirkintilloch High School Teaching Staff List - August 2026

SMT		HISTORY/MODERN STUDIES	
M Daniel	Head Teacher	G Brown	PT History, MS & RMPS
		P Page	
S Law	Head of Holmfield	B Doherty	PT Guidance 0.2FTE – Waverley
A Brown	Head of Napier	F Drennan	
J McLaughlin	Head of Peel	A Brown	Depute Head Teacher
G Fraser	Head of Solsgirth	D Conroy	
P Davie	Head of Waverley		
		HOME ECONOMICS	
		F Colquhoun	PT
PUPIL SUPPORT		M Campbell	
L Early	PT	S Miller	
K Wilkes	Teacher of ALE	BUSINESS EDUCATION/ICT	
C Walsh	Teacher of Literacy & Numeracy	A Dorans	PT
K Fraser	Teacher of Literacy & Numeracy	A Fan	
		P Graham	
		G Fraser	Depute Head Teacher
ART & DESIGN		MATHS	
K Thornton	PT	D Brand	PT
A Bolger	0.8 FTE	G Greer	
K White		L Ross	
A Fleming		N Pexton	
M Daniel	Head Teacher	L Skivington	
BIOLOGY			
S Morton	PT Science		
P Davie	DHT	MODERN LANGUAGES	
D Forrest	0.4 FTE	Y Sadek-Kirk	PT
K Sichi	PT Guidance – Peel, 0.2 FTE	J Gillespie	
N Coen		D Boyd	Acting PT
T Busiau		W MacLennan	
CHEMISTRY		MUSIC	
S Morton	PT Science	K Hunter	PT
R McDermott		B Dunlop	PT Guidance – Peel, 0.8 FTE
R Hay	PT Guidance – Waverley 0.8 FTE	J Clyde	
K Dwyer		S King	Probationer
DRAMA		PHYSICAL EDUCATION	
J Fegan	PT	F Matheson	PT
S Ajaray	Probationer	S McAteer	PT Guidance – Napier, 0.2 FTE
J McLaughlin	Depute Head Teacher	R Docherty	PT Guidance – Napier, 0.8 FTE
ENGLISH		E Dent	
F Waterfall	PT	C Colvin	
G Stewart		P McInally	
C Mawston		PHYSICS	
D Galasso	PT Guidance – Solsgirth	S Morton	PT Science
R MacPhail		G Rushford	
M Queen		R Kennedy	
		PSYCHOLOGY	
		D Kirk	
GEOGRAPHY			
H Reid	PT	RMPS	
C Corkill		L Welsh	0.8 FTE
F Drennan		A Pearce	Probationer
NURTURE/WELLBEING		DESIGN & TECHNOLOGY	
S Reedie	PT	C Kirker	PT
P Connor		R McKay	
		A Speirs	
G Rushford	Principal Teacher of Positive Participation	R Wishart	Teacher of Study Hub
E Dent	Principal Teacher of Developing The Young Workforce		

Kirkintilloch High School - Support Staff List - August 2026

SSM		**Librarian**	
Barbara Friel	School Support Manager	Jacqui Baird	
Office Staff		**Careers Adviser**	
Lynn MacRitchie	Admin Asst (Office)	David Hyndman	
Bernadette Gormal	Admin Asst (Finance)	Monique Ruddick	
Edward Davis	Admin Asst		
Margaret Johnston	Clerical Assistant		
Laura Shearer	Clerical Assistant	**Home Link Officer**	
Victoria Conner	Clerical Assistant	Claire Hendry	
Frankie Hepburn	Clerical Assistant		
		IT Technician	
		Barbara Menzies	
Classroom Assistants			
Fiona Rickards	First Aider		
Jane McKay	First Aider	**Technicians**	
		Tom Maguire	Senior Technician
		Mark Smith	Technical Technician
Support For Learning Assistants		Jennifer Airlie	Science Technician
Annette Clarke			
Anne Marie Green		**Building Manager**	
Kim Hale		Nancy Ferrie	
Laura Johnston		Nicola Aitken	
Emma Massie			
Haley Milne		**Kitchen Supervisor**	
Emma McLellan		Tracy McIntyre	
Norma McLellan			
Pauline O'Neill		**Youth Development Worker**	
Elaine Robertson		Jackie Adam	
		MCR Pathways Young Talent Coordinator	
		Denise Clark Martin	

The School Day

The school day is organised as follows:

Period 1	08.55 – 09.50
Period 2	09.50 – 10.40
INTERVAL	10.40 – 10.55
Period 3	10.55 – 11.45
Period 4	11.45 – 12.35
LUNCH	12.35 – 13.15
Period 5	13.15 – 14.10
Period 6	14.10 – 15.00
Period 7 (Tuesday and Thursday only)	15.00 – 15.50

School Holiday Arrangements 2026/2027

August 2026	
Teachers return (In-service day)	Thursday 13 August
In-service day (teachers)	Friday 14 August
Pupils return	Monday 17 August
September 2026	
September weekend	Friday 25 September to Monday 28 September
Pupils and Teachers return	Tuesday 29 September
October 2026	
In-service day (Teachers)	Friday 9 October
October break	Monday 12 October to Friday 16 October
Pupils and Teachers return	Monday 19 October
December 2026 and January 2027	
Last day of term	Friday 18 December
Christmas and New Year	Monday 21 December to Monday 4 January
Pupils and teachers return	Tuesday 5 January
February 2027	
February break	Monday 15 February to Tuesday 16 February
In-service day (Teachers)	Wednesday 17 February
Pupils return	Thursday 18 February
March 2027	
Easter Weekend	Friday 26 March to Monday 29 March
Pupils and teachers return	Tuesday 30 March
April 2027	
Last day of term	Friday 2 April
Easter Break	Monday 5 April to Friday 16 April
Pupil and Teachers Return	Monday 19 April
May 2027	
May Day (closed)	Monday 3 May
Inservice Day (teachers only)	Thursday 6 May
Pupils return	Friday 7 May
May weekend	Friday 28 May to Monday 31 May
June 2027	
Pupils return	Tuesday 1 June
Last day of school	Wednesday 30 June

Secondary School Admissions

Transfer from Associated Primary Schools

There is currently a consultation on the Admissions Policy for primary and secondary schools. The results and any changes will be published on the East Dunbartonshire Council website.

Transfer Information will be issued to parents at the end of term one, in Primary seven.

Parents of pupils who are transferring from the school's associated primaries in the normal way are invited to two meetings. The November meeting is in the form of an open night when parents and carers have an opportunity to tour departments and experience some of the learning and teaching methodologies. The June meeting provides an opportunity for parents and carers to learn about the school's expectations, transition activities and arrangements.

The arrangements for the transition of pupils between primary and secondary will involve an extensive programme of visits that currently link with English, Mathematics, Modern Languages, Physical Education, Design & Technology, Art & Design, Home Economics, Music and Science. In addition to this programme our formal two day induction visit will be enhanced by our highly successful P7 'Challenge Day' which will involve all our prospective S1 pupils working within their new class structures. For pupils with additional support needs the transition programme can sometimes begin earlier than P7.

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and are given a brief explanation of school life.

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

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary and Secondary Placing Requests to commence school in August will be considered following the application process detailed on the Placing Request section of the East Dunbartonshire Council website. School placing requests - East Dunbartonshire Council.

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

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

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

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

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

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

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

Mid-Session Transfers

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

Transport for Placing Requests

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

Early Learning and Childcare

East Dunbartonshire Council is committed to the provision of high-quality early learning and childcare experiences for children. We aim to provide places that meet the needs and demands of both children and families, offering accessible, flexible and affordable provision where possible. The Early years admissions policy - East Dunbartonshire Council sets out the options available to parents, including the location of early learning and childcare providers, the available hours, and the way in which places are prioritised and allocated.

The East Dunbartonshire Council website sets out clear information to guide the online application process for all funded early years places. Applications for 3- and 4-year-old places normally open on the first week of January and close on the last day of February each year. Applying before the closing date will give you the best chance to get the early years centre and pattern that you have requested; however, this is not guaranteed, and all places are allocated as per the Early years admissions policy - East Dunbartonshire Council. Parents must upload a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence) at the application stage.

East Dunbartonshire Council has some availability for parents to purchase childcare for children aged 3 months to two years, and for two-year-olds; online applications can be found on the website.

Parents and carers have the legal right to defer their child's entry to primary school if their child's fifth birthday falls between the first day of the school term in August and the last day of the following February.
A change in Scottish Government legislation from August 2023 means that all children are automatically entitled to 1140 hours of funded early learning and childcare for their child's deferred entry year. Full information can be found on the council's website, Deferred entry to primary school - East Dunbartonshire Council
It is important to note that parents/carers who are applying for deferred entry for their child must also register their child for Primary 1. The Early years admissions policy - East Dunbartonshire Council provides the framework for allocation of early years places in local authority early years centres in East Dunbartonshire.

Registration and enrolment

Information on new school entrants can be found on the council's website, Primary, Secondary, and Early Years Education - East Dunbartonshire Council. Enrolment is in November each year. Pupils should be registered in only one school for their catchment area. Information about the school, can be found on the school website. Parents who want to send their child to a school other than the catchment school must make a placing request. Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school should contact sharedservices.education@eastdunbarton.gov.uk

Guidance Structure

In secondary school pupils are taught by a large number of different teachers. In order to ensure that each pupil knows and is known well by at least one member of staff, a team of Guidance Staff is given the responsibility for the emotional, vocational, curricular and pastoral welfare of our pupils.

In Kirkintilloch High School the Guidance Staff put a lot of effort into caring for the pupils, especially at the important transition stages P7-S1, S1-S2, S2-S3, S3-S4, S4-S5 and S5-S6 and when a young person is preparing to leave school.

Over the years, Guidance Staff build up a detailed knowledge of the skills, abilities and personality of each pupil in their care. With the help of all the staff, they carefully monitor the social, personal and academic development of each pupil and are the main link between the school and home. Guidance Staff work in partnership with parents and a range of external agencies to support the development of the child. Guidance Staff may write to or telephone parents if they feel there is a problem with behaviour, attendance or progress. They may at times, request an interview to discuss a particular concern.
The Guidance structure is organised on a House system as follows:

Holmfield House	Peel House	Solsgirth House	Waverley House	Napier House
Guidance:	Guidance:	Guidance:	Guidance:	Guidance:
Mrs K O'Connell	Mrs B Dunlop 0.8 FTE Mrs K Sichi 0.2 FTE	Mrs D Galasso	Ms R Hay 0.8 FTE Mr B Doherty 0.2 FTE	Mrs R Docherty 0.8 FTE Mr S McAteer 0.2 FTE



Holmfield House
Mrs K O'Connell



Peel House
Mrs B Dunlop



Peel House
Mrs K Sichi



Solsgirth House
Mrs D Galasso



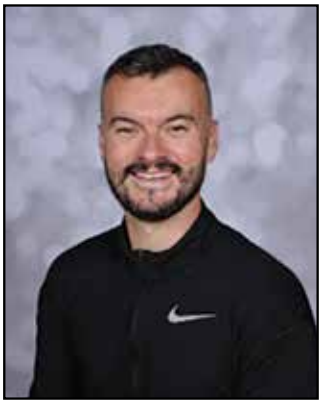
Waverley House
Ms R Hay



Waverley House
Mr Doherty



Napier House
Mrs R Docherty



Napier House
Mr S McAteer

Every effort is made to ensure that there is continuity within this vertical structure. Pupils remain in the same House and under the pastoral care of the same Guidance Teacher for their whole school career. Members of the same family will be in the same House.

Guidance Staff have established links with outside agencies on which they can call for specialist help and advice. Such agencies include the Careers Service, the Social Work Department, the Attendance Officer, the School Medical Service and the Educational Psychologist Service.

Inter-Agency Working

Psychological Service
Social Work Department
Police Community Liaison Officers
Schools Medical and Dental Services
Support for Ethnic Minorities
Scottish Children's Reporter Administration
Children's Panel
Careers Scotland
Attendance Officer
SEBN Service

Availability of Guidance Staff

Meetings can easily be arranged between parents and Guidance Staff. However, such meetings need to be by appointment to accommodate teaching commitments. A note or telephone call to the school will start the process of setting up a meeting.
If you are concerned about any aspect of your child's social, personal or academic development do not wait until a parents' meeting to contact us.



Promoting Wellbeing, Protecting and Safeguarding

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

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

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

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

It is the entitlement of every child to be supported throughout their education. The EDC Including Every Learner Policy provides a continuum of support from universal to targeted and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child/young person. This is in line with GIRFEC National Practice Model.

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

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

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

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

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

Where intended progress does not take place, the child/young person's needs are considered following a model of staged intervention.

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

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

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

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

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

Personal and Social Education

In Kirkintilloch High School we are committed to make a contribution to the personal and social development of our pupils in addition to providing them with educational opportunities through their subjects. Through our Personal and Social Education (PSE) Programme, Guidance and other staff teach skills and attitudes that enable young people to grow into caring and well balanced adults who are ready and able to be effective citizens.

The PSE Programme includes:
1. classroom methods which encourage active pupil participation
2. encouragement to adopt a respectful and caring attitude to others
3. courses to help pupils e.g. drug and alcohol education, health education, mental health, career education, sex education, education for citizenship, Determined to Succeed (Enterprise in Education) health promotion and safety

Equal Opportunities for All

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

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



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

The Equality Act (2010)

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

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

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

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

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

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

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

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

Child Poverty

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

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

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

For example:
School uniform recycle
Assistance with trips/outings
Festivals and fundraising events

The Promise

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

UNCRC

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

Incorporation of the UNCRC Bill 2021 ensures children and young people's rights are integral to every aspect of decision making, policy and practice in our schools and early years centres. Our pupil forum My Voice My Choice has members from all schools ranging from P6 to S4 year groups. Rights Respecting School Awards are undertaken by all our schools, which encompasses the entire school community.

We aim to:

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

COURSES AVAILABLE IN THE SCHOOL AND POLICY ON CLASS ORGANISATION

CURRICULUM FOR EXCELLENCE

Bringing **learning to life** and **life to learning**

The recently refreshed Curriculum for Excellence spans learning from 3-18 years. Its aims are 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.

Glow, Scotland's unique, world leading, online network supports learners and teachers and plans are already in place for parents across the country to have access to Glow. Parents should ask the school how to arrange access to Glow and a user name and password will be issued.

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 each transition 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 the development of literacy and numeracy from Early Level through to Senior Phase.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There is an entitlement to 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.

Implementation of Curriculum for Excellence and More Choices, More Chances highlighted the importance of robust transition planning in enabling young people to participate and progress beyond compulsory education. 16+ Learning Choices, therefore, was introduced in 2008 as the transition planning model for ***ensuring an offer of an appropriate place in post-16 learning for every 16-18 year old***. It aims to improve the transition for young people choosing to stay on at school; leaving school and for those moving from one post-16 option to another. Integral to Curriculum for Excellence, it supports all young people to make effective transitions.

Curriculum Improvement Cycle

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

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

Opportunities for All

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



Curriculum for Excellence Assessment & Reporting

What is being assessed?
Knowledge, understanding, skills, attributes and capabilities across all curriculum areas:-

- Literacy and English;
- Numeracy and Mathematics;
- Health and Wellbeing;
- Social Studies;
- Sciences;
- Technologies;
- Religious and moral education; and
- Expressive Arts

How is my child's learning assessed?
- By using a variety of approaches and a range of evidence which provides information on what children say, write, make and do to demonstrate their learning.
- By planning assessment activities, which assess children's progress.
- By working together to gather relevant information about each learner's achievements, strengths and next steps.

How will assessment information about my child be reported to me?
Effective reporting to parents and carers includes a range of activities:

- Children presenting their learning;
- Consultation meetings with parents;
- On-going oral discussions;
- Open evenings;
- Information sessions;
- Personal learning planning; and
- End of session reports.

How will I know how my child is progressing?
From Session ***2010/2011*** schools will report to parents and carers using Curriculum for Excellence levels S1. Learners will progress at different rates. National expectations about progression through curriculum levels are shown in the table below:

Curriculum Level	Stage
Early	The pre-school years and P1 or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7 but earlier or later for some
Third I Fourth	S1-S3 but earlier for some. The fourth level broadly aligns to SCQF level 4.
Senior Phase	S4-S6 in school, college, workplace or community

How will progress be described?
The Curriculum for Excellence levels are broader than 5 -14 levels and it could take three years for children to achieve a level. This allows more opportunities for children to be secure in their learning.
Children's progress within a level will be described as ***developing***, ***consolidating*** or ***secure***.

Parents will receive information on their child's progress and the next steps in their development.

When will teachers assess my child's learning?
Assessment will take place throughout the school year. Parents and carers are key partners in learning, and assessment gives you opportunities to be involved in understanding, reviewing and planning next steps. You can discuss any questions or concerns about your child's learning with the school.

Where can parents and carers get further information about Curriculum for Excellence?
You can find out more about the purposes and principles of Curriculum for Excellence by visiting the Education Scotland website:

http://www.educationscotland.gov.uk

Further information on Learning, Teaching and Assessment can be viewed at:

http://www.educationscotland.gov.uk

Find out how Curriculum for Excellence is improving learning for children by clicking the following link:

http://www.education Scotland.gov.uk/thecurriculum/

(i) From August 2010, S1 course programmes reflected the outcomes and experiences found in the Curriculum for Excellence frameworks and include a range of interdisciplinary learning experiences. This process will continue until S1 to S3 becomes the final phase of the broad general education which all children are entitled to between the ages of 3-15.

Curriculum in the Lower School:

Curriculum for Excellence demands that the learner be more involved with assessing their own learning and progress through self-evaluation and reflection. Teachers utilise a wide variety of methods to assess pupils' progress.

Broad general education (BGE) takes pupils from pre-school through to the end of S3. Pupils engage in courses across eight curricular areas:

Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and Moral Education, Sciences, Social Studies and Technologies.

The S3 Experience

S3 plays a pivotal role in the delivery of the Broad General Education (BGE). The BGE begins for pupils at the age of 3 and lasts until the end of S3. The third year curriculum therefore shares many of the characteristics evident in S1 and S2, these include:

- Motivating and challenging experiences that provide a depth of knowledge and a breadth of understanding across the curriculum
- Active learning tasks and lessons focused on enhancing skills
- Interdisciplinary learning opportunities that enable learners to identify connections across their curriculum
  However, S3 now provides the key link between the BGE and the Senior Phase (S4-S6). To ensure this link is strong and the transition seamless, the S3 BGE has additional characteristics that include:
- Greater personalisation and choice
- Motivating and challenging experiences that match and compliment the demands of the new National Qualifications
- Opportunities for learners to continue to build a relevant and reflective profile of their learning that will inform their next steps
- A curriculum that provides our learners with the opportunity to gain a greater depth of understanding in particular areas whilst maintain contact with all subjects through our inter-disciplinary learning model.
  The Broad General Education for Kirkintilloch High School embraces the principles and practices of Curriculum for Excellence. We are therefore keenly aware of the vital role our S3 curriculum plays in building a strong foundation for our pupils to tackle the challenges of the National 4 and 5 assessments is S4.
  The curriculum framework in S3 allows pupils to choose subjects from the following curricular areas.

This leaves pathways open as pupils enter S4 and select the 7 courses in which they will undertake national qualifications.

S3 Pick 2 courses from each curricular area

Social Studies
History
Modern Studies
Geography

Science
Biology
Chemistry
Physics

Technologies
Graphic Communications
Computing
Hospitality
Design + Manufacture
Business Management

Expressive Arts
Art and Design
Drama
Music

All pupils follow S3 courses in – English, Maths, French, PE, RMPS and PSE.

Pupils in S4 follow mandatory courses in English and Maths plus five other courses selected in consultation with parents and staff.

Pupils also undertake core classes in Physical Education, RMPS and PSE.

Class organisation depends on the numbers choosing a subject. Subjects with larger numbers broadly organise their pupils into classes with similar ability. Subjects with smaller classes will be taught in mixed ability groups.

Before pupils decide which courses to follow in the middle school, a booklet is issued to all pupils containing detailed information about each course offered. There will also be information given to pupils by their class teachers and PSE teachers. In addition, parents will be given the opportunity to visit the school to discuss their child's options.

Course Choice Forms

An example of the current course choice form is included in this handbook although it should be recognised that this is always subject to amendment.

It is our aim in Kirkintilloch High School to provide a broad general education in S1, S2 and S3. Our pupils are able to make decisions about their studies in S3 by selecting subjects from our different curricular areas. This allows them to begin the process of deciding what they would like to study in the senior phase (S4-S6).

We offer a full and challenging curriculum for all pupils taking into account their individual interests, skills, attainment and needs. Our curriculum is designed to ensure our pupils see clear progression paths in their studies and that the transition from the broad general education to the senior phase is a natural one.

Courses in S5 and S6 and Post 16 generally

In Kirkintilloch High School, pupils and parents are advised as to which subjects are most suitable, consideration is given to the results obtained in national examinations in the middle school, the pupils' preferences, the requirements for career qualifications, etc.

In all, we offer a flexible timetable which can normally be expected to meet the needs of young people within the limitations of staffing and accommodation available. Young people are expected to follow a full timetable which offers some width and breadth to their experience.

In the upper school, students are offered a suite of levels of course - Higher grades, National Progression Awards, Foundation Apprenticeships and National 5 courses. Highers will continue to form the bulk of most students' curriculum. Entry to Higher and National 5 courses will be determined by prior attainment.

To broaden the range of subjects available, Kirkintilloch High School is linked with other schools throughout the authority and external providers.

In S6, in addition to those outlined above, we offer courses leading to Advanced Higher in a wide range of subjects. These courses, encouraging specialised and individual study, vary from year to year and are provided mainly in response to demand. To study at Advanced Higher Level a pass must be obtained in S5 in the relevant Higher Grade at A. It should be realised that the same range of courses may not always be available. In the same way, classes may not run in a particular subject.

Entry into S5/S6

For those pupils who intend to return to S5 and S6 a process in some ways similar to the process for entry into the middle school is carried out. Around March/April pupils are asked to indicate the subjects they wish to study in greater depth. Choice will depend on the suitability of those subjects, in terms of necessary entry qualifications, etc. for intended career and/or entry to University or College.

Parents are invited to make an appointment to meet senior staff to discuss any issues.

In an effort to ensure that the correct decisions are taken with regard to course choice, Guidance Teachers begin a programme of Social Education beginning in S3, which involves significant contributions in curricular and vocational guidance by themselves, as well as regular contributions by the Careers Officer (Skills Development Scotland) and visiting speakers.

Arrangements for consulting with parents on options

Stage 1 December/January
Information is given to parents and young people by means of a comprehensive course choice booklet which gives details of courses, careers, contacts and finance relevant to young people who are aged 16 and over. This information is added to by parents' meetings and pupil/staff interviews.

Stage 2 February/March
A Course Planner is issued to each young person and after consultation with all those involved, (young people, staff, parents etc.) a preliminary choice is made.

Stage 3 May/June
The SQA Examinations are held and once the young people return to school in June, they immediately begin their entry into S5/S6.

Stage 4 August
Results of external examinations are not published until early August. There will be amendments to provisional course choices following the publication of the results.

Please contact the Head Teacher if you would like further information about the curriculum within our school.

Vocational Training

Vocational training is changing in East Dunbartonshire. As Curriculum for Excellence develops throughout the school our college places in the short term will be offered to S5 and S6 pupils. However, our long term aim will be to ensure that an engaging vocational programme is available to all pupils in S4, S5 and S6.

Working closely with our college partners we will look to provide strong purposeful courses that will complement our pupils' subject choices and will prove beneficial in their progression from school into higher education, further education or employment.

ENGLISH AS AN ADDITIONAL LANGUAGE SERVICE

Our school benefits from having several pupils who speak two or more languages. We seek to promote bilingualism amongst pupils and the use of their first language is encouraged as this strengthens their academic performance.

The role of the English as an Additional Language Service is to support language development of bilingual pupils, promoting full access to the curriculum. Although many bilingual pupils appear to be fluent in English, they may have difficulty in coping with the academic demands of the curriculum.

The visiting English as an Additional Language Teacher supports pupils by working on a cooperative basis with the classroom teacher.



CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS

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

What are additional support needs?
All children require support to help them learn. However there are some children and young people who need some extra support or support which is a bit different from the support provided for all children to make sure they benefit from school education.

That support may come from education services but can also be provided by a NHS Board, Social Work, Skills Development Scotland, or independent and voluntary organisations.

Children and young people in school who need extra support or a different sort of support from what is generally available have additional support needs.

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

That the child or young person:

- finds it difficult to behave in school;
- is hearing or visually impaired;
- has a particular health need;
- is living with parents who have a drug or alcohol dependency;
* has English as an additional language;

Some additional support needs may only last for a short period of time other additional support needs will be life long.

What should I do if I think my child has additional support needs?

If you think your child may have additional support needs you should talk to your child's school or pre school provision about this.

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

All schools and early years establishments in East Dunbartonshire look at children's needs through a process of staged intervention. This process allows teachers and others to

- identify those children who may need additional support;
- make plans to support those children identified;

- deliver the support the child requires; and
- regularly review the support provided.

What kind of additional support can be provided?
In addition to the additional support which schools themselves can provide through individual planning or making specific resources available, schools can also request support from East Dunbartonshire Council's specialist educational support services. The Council can also provide individual children with special equipment and resources if necessary. Some children may also benefit from attending the special schools and specialist resources which East Dunbartonshire manages.

What can I do to help my child?
Parents have a very important role to play in their child's education and the views of parents and young people will always be taken account of in making decisions which affect the child or the young person.

If your child requires additional support at school you can provide the school with important information about your child which will be helpful in making plans to support your child.

Parents and young people will always be invited to participate in reviews of progress.

What is a co-ordinated support plan and how do I know if my child needs one?
A small number of children and young people with additional support needs require a co-ordinated support plan (CSP).

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

What can I do if I disagree with a decision?
If you disagree with a decision the school has made you should immediately contact the head teacher and arrange to meet to discuss the decision.

If you do not feel that your concern has been dealt with satisfactorily or taken seriously you can make a complaint.

If you disagree with a decision taken by the education authority there are a number of ways you can try and deal with this.

The different ways you can deal with disagreements are called dispute resolution procedures.

If you have a concern that your child's additional support needs are not being met you should always, in the first instance, contact the school to arrange a time to discuss that concern. Every effort will be made by the school and the education authority to resolve your concern at that point.

If you are not happy with the way the matter has been dealt with and you continue to have concerns you may be able to make use of one (or more) of the following:

- mediation
- independent adjudication
- the Additional Support Needs Tribunals for Scotland
  to assist in reaching a satisfactory conclusion.

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

Supporting Families Service

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

Scottish Schools (Parental Involvement) Act 2006
Family engagement and support for parents - East Dunbartonshire Council



Protecting Children and Young People

In 2021, the National Child Protection Guidance was updated to adopt a strengths-based approach incorporating children's views and ensuring effective collaboration with families.

The guidance embeds the UNCRC, the Promise and principles of GIRFEC as part of the continuum of preventative and protective support.

"Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use".

(National Child Protection Guidance, 2021, p.12)
Within East Dunbartonshire, all adults have a shared responsibility to keep children and young people safe and as far as possible, protection from abuse, neglect, and exploitation. Children need support to keep themselves safe. Adults and professionals must work together with families and carers to enable children and young people to grow up in a safe and secure environment.
The Child Protection officer in school will be either the head teacher or depute head teacher and there are clear processes in place to enable practitioners, or others to report any aspect of suspected abuse or maltreatment.

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

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

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult request this. Information or concerns that a child may be at risk of harm must be passed on to protect the child or young person. Staff will always treat the matter sensitively, and with dignity and information will only be passed to those who need to know to protect and support the child or young person.
If parents or others have concerns for any child, they can speak to the Head Teacher/Child Protection Officer about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

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

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on the East Dunbartonshire Council website, and the school's Additional Support for Learning Co-ordinator will be able to outline the support that can be offered in school.

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

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

Enquire: www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380

Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Specialist Support Service – teachers teaching in more than one school

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

The teams support the additional needs of:-

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

Autism Adviser

Every establishment has an Autism Adviser who is an established member of the school teaching team and who has been provided with training and ongoing support from a multi-agency team - led by an educational psychologist and a quality improvement officer. Every Autism Adviser is guided by a process of collaborative practitioner enquiry, which allows the school to develop the role of their Autism Adviser in response to the needs of their school context. Every Autism Adviser will be able to signpost colleagues to resources and sources of supports. While every establishment will use their Autism Adviser differently, the role of the Autism Adviser may include facilitating staff training within their school, supporting communication to parents/carers; planning for establishments' Autism Awareness Week; running a parents/carers' support group and supporting individual staff members using existing school structures (e.g. Pupil Support Group).

Sensitive aspects of Learning

The school will advise parents regarding any sensitive aspects of learning via one of the following methods:

- Parental letter
- Parental leaflet
- Parental Information Evening

The method of communication used will be dependent upon overall sensitivity of learning, for example, Sexual Health would involve all 3 of the above while Drug Awareness may involve advice leaflet on the learning to be undertaken and who the provider may be, for example, a presentation from Alcoholics Anonymous or Strathclyde Police.

Psychological Service

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

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

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

Support for Pupils

In East Dunbartonshire Council we have our Including Every Learner Policies – *Promoting Positive Relationships and Managing behaviour that Challenges* and *Policy and provision for children and young people with additional support needs.* These documents offer guidance and policy on ensuring the needs of all learners in our schools and early years centres are met.

Guiding Principles

- Presumption of mainstream includes a structure of universal and targeted support. This offers flexible access to both specialist support and mainstream schooling according to individual needs through a continuum of additional support needs provision
- Local, integrated and streamlined processes of assessment and decision making in full collaboration with learners and their families
- Increasing the capacity of staff to meet the needs of a broad range of learners at all levels of the continuum of support through Career Long Professional Learning (CLPL)
- Equity of access to Curriculum for Excellence through adaptations to the curriculum and learning environment to better meet the needs of all

Universal and targeted planning for children and young people should be proactive and solution focussed. A whole school and classroom ethos and culture should include strategies that support all children.
Provision across all establishments focuses on developing and supporting the whole child and this includes having: safe and nurturing environments; strong relationships; an ethos of inclusion; emphasis on care and welfare; breadth of experience; and partnership working.

The curriculum within all early year's centres, primary and secondary schools is focused on providing a meaningful, engaging and challenging experience for all learners. The curriculum in all sectors is based on the underlying principles of Curriculum for Excellence, which sets out an entitlement to access:

- A coherent curriculum from 3 to 18;
- A broad general education to the end of S3;
- A senior phase including qualifications;
- Opportunities for skills for life, learning and work with a focus on literacy, numeracy and health and wellbeing;
- Personal support to enable learners to gain as much as possible from the opportunities of Curriculum for Excellence; and
- Support in moving to a positive and sustained destination beyond school.

Additional resources provided within the mainstream context offer a high level of support for learners with additional support needs. This ensures appropriate learning pathways are mapped out addressing the entitlements of Curriculum for Excellence and linked to the agenda for Developing the Young Workforce. Education for learners can be provided as a blend of activity through access to mainstream classes or day-to-day activities that the school community is engaged in such as assemblies, celebrations, charity events etc. A core element of this provision focuses on literacy, numeracy, and health and wellbeing with targets being set as part of each action plan and reviewed in accordance with guidelines.

Most learners with additional support needs are educated within one of the mainstream early year's centres, primary or secondary schools. If a learner is identified as having additional support

needs, then a rigorous process of assessment, planning and support is put into place.
There are several resources which mainstream schools and early years centres can draw on to meet learners' needs. For example, every establishment has a Circle Adviser who is an established member of the teaching staff who is provided with training and ongoing support from a multi-agency team - led by educational psychology and a member of the ASN team. While every establishment will use their Circle Adviser differently, it is expected that they will provide support for learners with additional support needs in the areas of language and social communication. The role of the Circle Adviser may include: sharing training materials with staff, facilitating training, supporting communication to parents/carers and supporting individual staff members using existing school/early years centres structures (e.g. Pupil Support Group/Support for All Group).

The Council aim is for all school staff to be nurture informed, and for all teachers and support for learning assistants to be nurture skilled. In addition, education staff who provide targeted support or intervention for learners will be trained to enhanced level in nurture.
Consideration is given to assessment of a child's wellbeing, and any barriers to learning, including social and communication issues. Identification of a child's barriers to learning supports the planning process for the child including simple adaptations or changes to the learning context. For example, a child may be offered access to small group work, a sensory area to support specific learning needs, or language and communication friendly approaches can be incorporated into the environment.

Every secondary school has a suite of resources including a Guidance staff team, an ASN Hub, Wellbeing Support Resource and Support for Learning Department to support learners and meet their wellbeing needs.
Some learners may need additional support to that provided at universal level, and Early Years Centre staff may conduct a more detailed wellbeing assessment with a focus on all wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included). This level is termed targeted support – in this case, staff develop an Action Plan which contains succinct, individualised and time limited targets that specify work to be done both by Early Years Centre staff and any other supports from professionals within the education department, such as the educational psychologist or outreach teacher. Some learners require further support from agencies out-with education, such as Speech and Language Therapists or assessment by a Community Paediatrician. The identified agencies may agree to provide specific assessment reports and support for a period of time, and this would be set out in an action plan.

School Counselling

Lifelink is the School Counselling provider for East Dunbartonshire Council. Having delivered counselling and groupwork services since 2022, Lifelink will continue with a similar suite of services from 1st August 2026 for two years, with the option of a further two-year extension thereafter. Services include universal 1:1 school-based counselling, groupwork and Holiday Support for pupils from 10 years of age. Schools have designated therapists assigned within a cluster-based model.

Targeted Intervention Tier 2 provision:

Education staff have an excellent understanding of their learners, any barriers to learning and how to support them. They provide individual educational programmes designed to meet their specific needs and are continually looking at ways to develop practice to improve outcomes. This cycle of planning, review and evaluation is likely to include strong partnership working with a range of more specialised services which can provide advice and targeted support as necessary.

Some learners benefit from a timetable that offers a combination of access to specialist support and mainstream. This type of support is offered from primary to secondary stages. The balance of mainstream to specialist support is based entirely on the assessment of the profile of learning needs.
East Dunbartonshire Council has a continuum of support for learners requiring targeted support, these are reviewed and planned for each individual alongside professionals, parents/carers and the child/young person themselves – TAC (Team Around the Child).

Learners who may require to additional resources could be experiencing:

- specific language difficulties (expressive or receptive)
- difficulties in the area of social communication
- significant difficulties with focus and attention
- significant learning needs
- self-regulation and self-care needs

For some learners, additional support is required from other specialist resources which offer outreach support. Requests for outreach to support the child within their mainstream school are made to the Locality Liaison Groups (LLGs). There are two LLGs - one for the localities of Bearsden, Milngavie and Bishopbriggs and another for the localities of Lenzie and Kirkintilloch. The purpose of the LLG is to allocate outreach services to support current placements in mainstream. Outreach support involves a specialist teacher becoming involved with a learner for a time-limited period. The process of outreach generally involves observation of the learner within the education setting and consultation with the learner, parents/carers and professionals involved. Outcomes of this process include the identification of changes to the learning environment and learning and teaching approaches which will enhance the learner's ability to access the curriculum. The underlying approach is that the outreach service should support establishments in developing their capacity to meet learner needs. This should be effective and sustainable in supporting inclusion in mainstream provision.

Targeted Intervention Tier 3 provision:

Learners who have support needs that require a higher level of support in provision that offers a much higher ratio of staff to learners and highly specialised teaching approaches. This is termed targeted intervention and is offered in Tier 3 establishments. Learners who attend primary and secondary school (Tier 2 or 3) placement are referred to the GIRFEC Liaison Group (GLG).
The GLG is the decision-making forum for all specialist placements.

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

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

Advocacy

Parents/carers and eligible children/young persons also have the right to have a supporter or an advocate to present their case at any meeting with the school or Education Authority, in relation to the exercise of the Education Authority's functions under the Education (Additional Support for Learning) (Scotland) Act 2004.

My Rights My Say
Enquire: www.enquire.org.uk 0845 123 2303
Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 510 9410
Take Note: National Advocacy Service for Additional Support Needs (Barnardo's in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Supporting Families Service

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

Assessment

Assessment is an essential part of learning and is provided for each pupil as a supportive, positive means of improvement. In addition, it is a way of checking whether our teaching is effective.

There are a variety of other purposes that testing contributes to, which include:

- providing information about progress
- highlighting achievements
- motivating pupils
- showing strengths and development needs and pathways
- helping to choose future courses
- meeting the requirements of certificates
- checking if methods and materials are appropriate

Different types of testing are used at different times but, in general, there is much more emphasis on assessing class work and coursework rather than just an end of term examination. This means that oral and written work, practical skills, listening, making a contribution, working individually or in a group are all aspects likely to be tested.

Consequently, class tests or year group tests will be organised at regular intervals while more formal examinations begin in third year. Preliminary examinations, modelled on the national ones, are held for senior school in January.

The results of such tests or examinations are affected by personal attitudes, which are also monitored. Being hard-working, conscientious, punctual and attending regularly are vitally important for success. By the same token, showing initiative, self-discipline and politeness can make a considerable difference to performance.

Pupils in S1 and S2 will continue to be formally tested in Reading, Writing and Mathematics in line with local authority guidelines.



REPORTS TO PARENTS

Reports are produced twice annually to indicate the strengths and next steps of each pupil across the range of subjects. They also provide a picture of the attainments and achievements of the pupil.
All courses operating in school are reported upon at the appropriate time.

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

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

Everyone who is a "parent" (under Education Law) has the right to receive advice and information about their child's education and take part in activities.

The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities.

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

Further information about how the Education Service seeks to work with parents is available in the publication Schools, "Parents" and "Parental Responsibility": A briefing paper for schools and education support services under the management of East Dunbartonshire Council (2007).

This publication is available from schools or the Chief Education Officer who can be contacted at:

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

Tel: 0300 1234510
Email: greg.bremner@eastdunbarton.gov.uk

In the Second year report, recommendations for future choice of courses are given as a guide to parents and pupils.

Each year group receives one interim report and one full report per session as follows:

	Interim	**Full Reports**
S1	October	May
S2	December	February
S3	November	March
S4	February	December
S5/6	February	October

Copies of the pupils' reports are kept centrally in a confidential file by Guidance Staff. Parents may ask to see the file, as can pupils over the age of sixteen.

In S1-3 reports may indicate the level reached (CfE level 1-4). Teachers may also inform you if your child is Developing, Consolidating or Secure within each level. In S4-6 reports will indicate how your child is progressing in acquiring formal national qualifications.

Parents' Consultative Meetings

These meetings are arranged so that parents may discuss their child's progress with class teachers and should be seen as integral to the levels of communication required to monitor your child's progress.

Meetings for parents of S2 pupils and S4/5/6 pupils are held in the middle of the session. The S1 parents evening is held in early October and is deliberately timed so that parents may find out how well their child is settling into the new school and new courses. The S3 parents' meeting in February provides an opportunity to discuss progress in advance or exams.

Before pupils are asked to make their course choices for third and fifth years, written reports on pupils' progress in second year are provided and an information evening and a consultative evening are held for parents of second year pupils.

Additional Arrangements

Parents are encouraged to contact Principal Teachers of Subject and Guidance, and the Senior Management Team at any time during the session in order to discuss their child's progress. Any members of staff mentioned above may contact parents if there is any cause for concern.

Sample Report Cards

Included in the handbook are examples of the report cards issued to pupils.

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2025/26

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

Section 1: School Information and 3 Year Improvement Plan Priorities			
School/Establishment	**Kirkintilloch High School**		
Head Teacher	**Maureen Daniel**		
Link QIO	**Kevin Kelly QIM/Mary Kerr QIO**		



School Statement: Vision, Values & Aims and Curriculum Rationale
http://www.kirkintilloch.e-dunbarton.sch.uk/school-info/vision-values-and-aims/ http://www.kirkintilloch.e-dunbarton.sch.uk/learning/curriculum/ Based on our agreed school values detailed above, our vision is that all members of the school community dream big, work hard and show kindness. Our aim is to improve outcomes for all learners and in doing so, to change lives for the better. Our curriculum scaffolds this by providing bespoke, tailored learner journeys that support and challenge all young people to sustained, positive destinations after school.



	Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years		
Session	**2023/24**	**2024/25**	**2025/26**
Priority 1	QI 2.2 The Curriculum	QI 2.3 Learning, Teaching and Assessment	QI 1.3 Leadership of Change
Priority 2	QI 2.3 Learning, Teaching and Assessment	QI 3.2 Raising Attainment and Achievement	QI 2.3 Learning, Teaching and Assessment
Priority 3	QI 3.2 Raising Attainment and Achievement		QI 3.2 Raising Attainment and Achievement

Section 2: Improvement Priority 1	
School/Establishment	**Kirkintilloch High School**
Improvement Priority 3	**1.3 Leadership of Change**
Person(s) Responsible	Maureen Daniel HT: SMT: Principal Teachers: All staff: SIP Teams: Pupils.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2024-2027
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing.	teacher professionalism school improvement performance information	QI 1.3 Leadership of Change QI 1.4 Leadership and management of staff QI 2.7 Partnerships	Improvement in attainment in literacy Improvement in employability skills and sustained, positive school leaver destinations for all young people

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Participation in/Leadership of SIP Groups for all staff. Participation in/Leadership of Focus Groups/Pilot Projects.	Time for SIP Teams to meet, included in the Working Time Agreement Calendar.	Parental Participation in Focus Groups Parent-led Improvement Plan linked to SIP.
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
Sharing of best practice and appropriate CLPL opportunities delivered through the effective work of the SIP Groups.	A variety of interventions/restorative approaches underpin the Positive Relationship Policy. Equalities Framework explored and further enhanced for positive impact.	PT Attendance for Achievement £5,000. PT DYW £5,000.

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	**Activities in Working Time Agreement, Professional Learning, Learning and Teaching interventions**	**What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures**	**What are the key dates for implementation? When will outcomes be measured?**
Foster leadership at all levels and build the capacity of staff through the continued roll out of School Improvement Plan Groups, as detailed below. Where appropriate, engage pupils/parents/ partners in delivering improvement priorities.	SIP Groups and Collegiate Time sessions planned across the year in the collegiate calendar, as well as Inset Time set aside.	Staff capacity/leadership will be built and improvement objectives delivered across all groups.	Sign up of SIP Groups at August Inset Day. Meetings as planned in our collegiate calendar.
Equalities SIP Group • Continuation of our LGBTQ+ Charter journey, working towards GOLD Charter Status. • Roll out Mentors in Violence Prevention and Equally Safe at School Programmes/Initiatives. • Ensure our Anti-bullying Policy is current and effectively implemented.	Encourage LGBTQ+ inclusive teaching and learning to be included in the curriculum as a focus throughout every subject. MVP/ESAS Initiatives to be rolled out, with appropriate training delivered. Anti-bullying Policy evaluated/updated.	We will achieve our LGBTQ+ Gold Status. In addition, young people across the school will feel safe, supported and valued. Feedback will be sought in relation to this through pupil voice measures.	Ongoing throughout the session.
Children's Rights SIP Group • Our UNCRC Rights Respecting Schools Group are preparing for an official visit for silver accreditation and aiming for the Gold Charter Award. • Pupil participation will remain a key priority for us through the delivery of Pupil Voice activities, our pupil-led Pupil Parliament and through the delivery of Pupil Led Focus Groups seeking feedback on pupil priorities.	Silver Award Visit runs successfully and is a positive reflection of our commitment to Children's Rights. Pupil Parliament is re-established and a variety of branching activities are led by the Pupil Participation Team.	Children's Rights will remain at the core of our practice as we work towards our Silver award. Pupils will have agency in shaping their school and issues that affect them via planned opportunities.	Established at start of session and running throughout as a ongoing feature of practice.
Self-evaluation SIP Group • Focus Groups and data analysis comparison to prior surveys • Informal Class drop-ins to evaluate consistency	Launch of Self-evaluation strategy. Analysis of focus group feedback, Share findings of informal drop-in pilot.	Impact of self-evaluation work on delivering school improvement priorities.	Strategy and findings of pilot shared at August Inset day. Focus Groups concluded Sept.
Attendance SIP Group and PT Attendance for Achievement • Improve attendance by rigorously implementing EDC Attendance Policy. • PT Attendance for Achievement to continue to impact EBCA Pupils. • At home support to be facilitated for our EBSA learners though the TAC.	Reflect on findings of EDC Attendance Policy Pilot and drive effective practice. Continue to support EBSA/EBCA Learners in a bespoke and planned way.	Feedback from Attendance SIP Groups and attendance data. Increased participation levels. Bank qualifications when possible.	SIP Group established: Aug. Ongoing attendance checks and delivery of policy.
Curriculum SIP Group • Consider new curricular model/timings as part of EDC Team. • S2 Creativity Programme rolled out to learners. • SCQF Partnership Journey to continue, working towards GOLD level.	Engage through head teacher forum. 'S2 Creative Thinking' project-based learning delivered weekly. SIP Group to work towards GOLD level.	Consistent EDC school day agreed. S2 pupils will be assessed on employability/meta skills. SCQF Gold Status to be achieved.	Ongoing throughout session and evaluated in June 2026.
Positive Relationship Policy/Trauma Informed Practice SIP Groups • PRP Team to continue to react to the needs of the school and to embed National Action Plan on Relationships and Behaviour within our policy. • Complete the 'Roadmap' for Trauma-Informed and Responsive Change.	PRP SIP Team to continue to scaffold policy and provide training/support to embed a successful relational approach. Roll out challenge questions/roadmap.	Ongoing analysis of data and engagement to inform success of implementation of PRP. Evaluate responses/evidence gathered from challenge qus.	Implemented throughout session with regular data checks/feedback from staff. Roadmap achieved by end of session.

Section 2: Improvement Priority 2	
School/Establishment	**Kirkintilloch High School**
Improvement Priority 2	**2.3 Learning, Teaching and Assessment**
Person(s) Responsible	Gillian Fraser, DHT: Jo McLaughlin, DHT: members of SIP Teams: Principal Teachers: Departments.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2024-2027
Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children.	teacher professionalism parent / carer involvement and engagement school improvement	QI 1.2 Leadership of Learning QI 2.3 Learning, Teaching & Assessment QI 3.1 Wellbeing, equality & inclusion	Closing the attainment gap between the most and least disadvantaged Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Participation in/Leadership of Learning & Teaching SIP Team. Participation in/Leadership of Homework Club. Learner voice.	Time for SIP Teams to meet, and collegiate observations to occur, as detailed in the Working Time Agreement.	Parents invited to participate in focus groups. Parent-led Improvement Plan linked to SIP.
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
Staff involvement in West Partnership IOC and IOD Initiatives. Significant CLPL delivered by Kate Jones or a similar provider on Metacognition and Higher Order Thinking Strategies.	Careful tracking of pupil progress to inform impact of learning and teaching strategies on engagement of all. Staff/Pupil Voice feedback on impact.	Cost for Kate Jones/ANO CLPL Training for all staff TBC. Investment in pedagogical literature to support staff library and pedagogy reading group.

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	**Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions**	**What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures**	**Key dates for implementation? When will outcomes be measured?**
• All lessons planned using the KHS Lesson Planning Sheet with high aspirations for all young people. This will secure pace, challenge, accessibility for all and will promote metacognitive engagement. • All staff are ambitious for learners and should Dream Big regarding what young people can achieve within all lessons. Judicious questioning and pedagogical strategies will secure progression.	• Time for preparation and planning within WTA. • Utilise DM time for collegiate planning at department level and self-evaluation of impact. • Time to gather pupil feedback.	Scrutinise attainment data to track effect of ambitious planning on pupil outcomes. Collegiate observations to scaffold feedback on levels of ambition and impact. Pupil voice to assist with identifying action points for improvement.	At key tracking and reporting points and throughout session.
• CLPL identified to scaffold the above. As in previous sessions, this to be a combination of collaborative in-house delivery, EDC Learning Festival and external providers.	• Time protected during Inset Days and collegiate time meetings to deliver CLPL.	Evaluative feedback from staff. Impact tracked through classroom observations/attainment data.	In-house @Aug. Inset February Inset
• Evaluate the impact of consistency in approach and effective implementation of the school wide lesson planning strategy through our formal programme of classroom observations, staff and pupil focus groups and the roll out of informal class drop-ins.	• Time for preparation and planning within WTA. • Reflect on pupil and staff feedback.	Pupil feedback and AIFL checks for understanding throughout lessons. Collegiate observation feedback.	Continuous work throughout session.
• Revisit the Leuven Scale of Engagement in Learning and the philosophy of Growth Mindset with both staff and learners to promote engagement, resilience and efficacy in learners.	• Promotion of philosophies at pupil assemblies. • Staff CLPL delivered.	Improvement in levels of engagement and resilience evidenced through self-evaluative measures.	Continuous work throughout session.
• Conduct an audit of effective practice in digital learning and identify any gaps in provision that need addressed.	• Time for audit and roll out of subsequent action plan.	Data from audit examined. Next steps identified and actioned.	Audit conducted in September.
• Circle Inclusive Classroom Training (Part 2) rolled out to all staff for implementation and evaluation in the session ahead. CIRCLE practice to effect a positive environment and an inclusive CIRCLE classroom scale.	• Time set aside in the August Inset Day for training.	Feedback from the CIRCLE Inclusive Classroom Scale to inform next steps.	Training delivered in August for 2025/6. Evaluated throughout session.
• Establish Homework Club with attendance tracking/interventions to secure participation/equity of opportunity.	• Depts. to share HW calendar. • HW club established as part of study hub provision.	Attendance monitored. Feedback from pupils and departments on impact on young people.	Club established in August and tracking ongoing.

Section 2: Improvement Priority 3	
School/Establishment	**Kirkintilloch High School**
Improvement Priority 3	**3.2 Raising Attainment and Achievement**
Person(s) Responsible	Maureen Daniel HT: Stuart Law DHT: Pam Davie, DHT: Pauline Bradley, DHT: Claire Walsh, CIRCLE Trainer: Principal Teachers: All staff: Wider Achievement SIP Team.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	school improvement performance information	QI 3.2 Raising attainment and achievement QI 1.1 Self evaluation for self improvement	Improvement in attainment in literacy Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Participation in/Leadership of Raising Attainment SIP Group. Participation in/Leadership of Wider Achievement SIP Group.	Time for SIP Teams to meet, included in the Working Time Agreement Calendar.	Parental input into assessment strategy. Family learning sessions around content of assessment.
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
Continuous training and CLPL on aspects of Progress Tracker. On-going support in providing CLPL opportunities for our Mathematics Team.	Progress of all young people rigorously tracked and targeted interventions delivered in response to barriers to attainment.	Raising Attainment Sessions - £11,000. Continuous universal/targeted support to scaffold excursions/wider achievement Opps and remove barriers to participation - £16,000. Progress Tracker - £4,000. PT Attendance for Achievement - £5,000. PT DYW - £5,000.

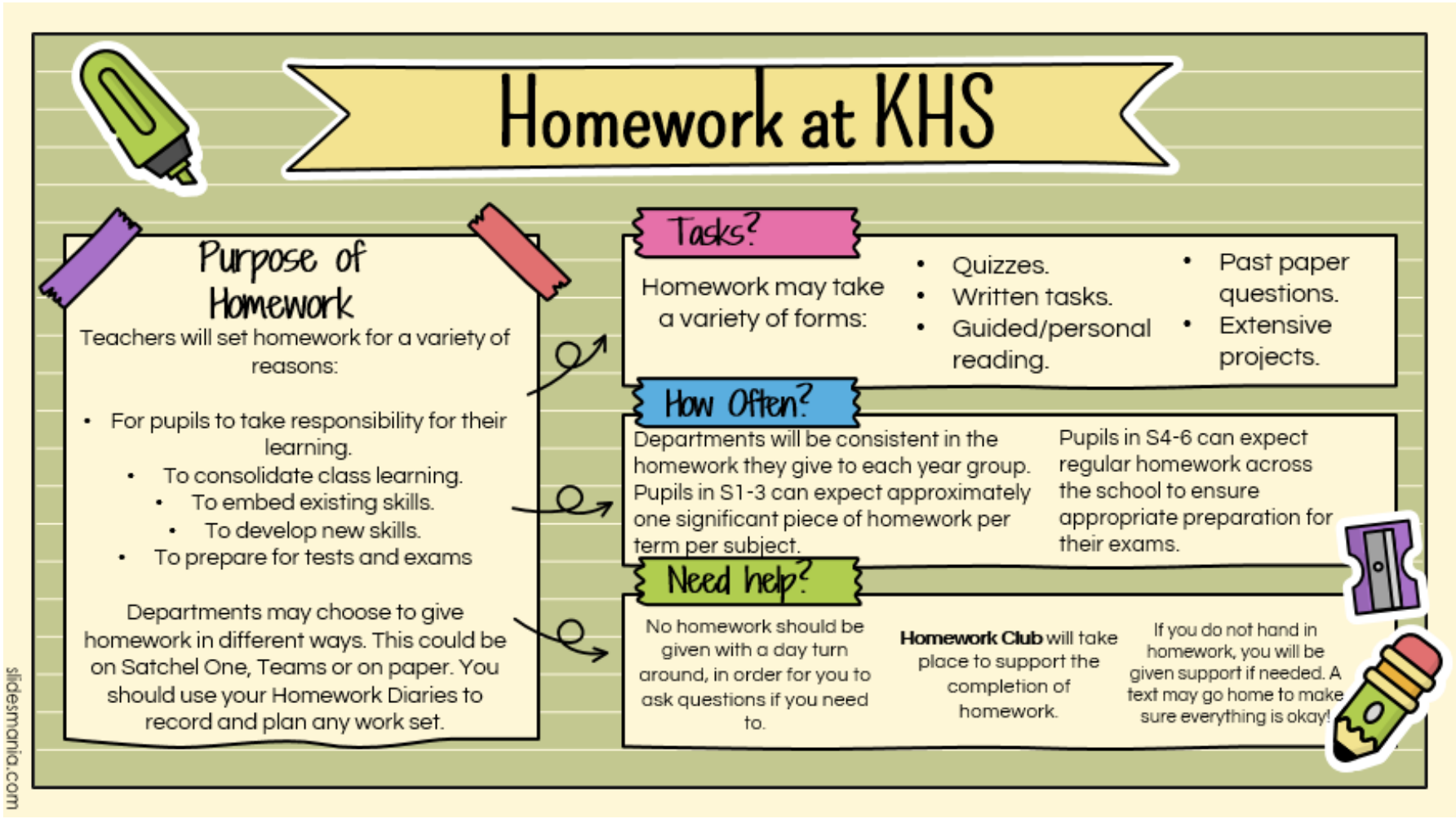
Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	**Activities in Working Time Agreement, Professional Learning, Learning and Teaching interventions**	**What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures**	**What are the key dates for implementation? When will outcomes be measured?**
Robustly track and monitor pupil attainment and achievement to support our raising attainment journey across the following areas: • Broad General Education Levels and Skills • Employability Skills at all stages (and linked to S3 Skills Profiling) • Pupils with specific attainment factors including Additional Support Needs. • Participation in wider achievement opportunities (including clubs and excursions) with planned interventions for non-participants.	• Regular progress checks/DM discussions/data analysis. • Rigour around coursing. • PT DYW and team to launch skills profiling using new SDS System. • Use achievement tracking to identify and plug gaps.	Dept and central data checks and interventions. Positive evidence of employability skills through tracking. Analysis of progress of pupils with known attainment factors. Fuller and more equitable participation in clubs and activities.	Data checks at agreed input points & post-assessment. August course checks. Scrutiny of data at key point in collegiate calendar. Wider achievement fayre launched in Term 1.
All staff made fully aware of where pupils sit in terms of attainment groups (5@level 5: 3 @ Level 6: 5 @ Level 6 etc.) and what their role is as a class teacher in supporting the young person to achieve or exceed their targeted attainment.	• Time set aside at DMs to go through attainment groupings. • Time for T & M.	Attainment data shared. Individual progress checks and identification of planned interventions.	Attainment groups shared prior to SQA Attainment Review Meetings. Ongoing tracking.
Learner conversations to be rolled out across the school at all levels. Pupils to record discussions regularly in HW diaries. Informal class drop-ins will evidence pupil understanding of levels and next steps for progression.	• Learner conversations strategy presented to all staff at August Inset and at pupil assemblies.	Homework diary checks by class teachers. Informal class drop-ins rolled out across the school.	Pupil understanding verbally. Homework diary records.
Study hub to be fully embedded across the Senior Phase as an excellent resource for learning. Teacher of Study Hub to further develop online learning resources from departments, E-Sgoil and Achieve, to support independent study habits.	• Attendance and engagement monitored and shared. • Website updated regularly.	Positive data trends supporting success of initiative. Monthly newsletter shared with staff.	Commencing August and throughout session.
Attainment mentors to be identified by the Teacher of Study Hub to support young people to attain well. These mentors for targeted young people may be senior pupils or volunteer staff. Teacher of Study hub to link with MCR Pathways coordinator.	• Peer mentors identified/trained. • Volunteer staff trained. • Link to MCR Mentors established.	Evaluative feedback from pupils and mentors gathered and analysed.	Mentors established prior to Prelim Diet to assist with effective study habits.
• Review BGE courses and timelines to improve attainment in Mathematics, with consistent approaches to pace and challenge. • Provide leadership opportunities for all Maths staff to lead an area of curricular development to build capacity and deliver impact.	• Time to be provided for Maths Team to collaborate and develop provision.	Improvement in course provision, challenge and attainment.	New timelines delivered and evaluated throughout session across the BGE.
Continue to add value in S4/5 by widening the accredited offering to young people. Continue to identify pathways to ensure that we add more value to Senior Phase attainment e.g. Leadership Award, L6 First Aid at Work, personal development L6 within S5 PSE. Where possible, subjects to offer dual accreditation through carefully planned course provision.	• Attainment DHT and PT DYW to support additional accreditation opportunities. • Departments to seek opportunities for additionality.	Evaluate impact of PT DYW. Evidence of improvement in attainment and accreditation.	Implemented throughout session with regular attainment checks.

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-2					
Outcomes/Expected Impact	**Tasks/Interventions**	**Resources**	**Measures**	**Timescale(s)**	**Progress**
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
Continued engagement with our in-house school counsellor, complementing our Life-link Counsellors, due to high demand for appointments.	School Counsellor to support young people with health and wellbeing interventions.	£10,000 to cover payment to counsellor.	Impact of counselling carefully tracked for impact on young people using wellbeing indicators.	Continuation of post.	Very good progress made again this session.
Continue to 'Keep the Promise' with our focused support for Care Experienced Young People including our Care Experienced Teacher, Support Groups, Youth Worker, GetSetGo Girls' Group and MCR Pathways Programme.	Continue to keep our care experienced young people our most precious priority in supporting them to blossom and thrive, both socially, emotionally and academically.	Timetabled provision for the GetSetGo launch in addition to existing priorities that support us to keep the Promise.	Scrutiny of data on care experienced young people and their learner journeys.	Ongoing throughout session.	Very good progress with a continued key focus on this essential priority.
Establish a new KHS Café (Central Kirk) incorporating Breakfast Club and enterprise activities.	Propose, cost and launch café as a community venture.	Building adaptation costs and café consumables.	If Café is viable, it will be successfully launched. Wider achievement accreditation/participation analysed for impact.	Explore implementation in August and roll out.	Thus far, a proposal has been submitted and now needs costed.
Keep the Cost of the School day agenda at the core of our practice, ensuring that all young people are able to access trips, clubs, curricular and extra-curricular activities and access to fresh food/clothing/materials as and when required.	Continue to respond to need and seek feedback from pupils/families around their priorities.	Resources and costings sourced in response to need.	Equity of opportunity afforded to all and tracked on wider achievement tracker. Data to include information on FME and SIMD profiles.	Ongoing throughout session.	Very good progress with a continued key focus on this essential priority.
Curricular innovation resourced to support increased uptake in particular subject areas.	Respond to bid from Music Technology and similar subjects where uptake has increased.	Equipment sourced to support innovation and pupil progression.	Pupils are all able to engage in curricular opportunities offered by successful subjects.	Bids considered as they are submitted.	Very good progress with a continued key focus on this priority.

Kirkintilloch High School

Homework Strategy




Homework at KHS
Purpose of Homework
Teachers will set homework for a variety of reasons:
• For pupils to take responsibility for their learning.
• To consolidate class learning.
• To embed existing skills.
• To develop new skills.
• To prepare for tests and exams
Departments may choose to give homework in different ways. This could be on Satchel One, Teams or on paper. You should use your Homework Diaries to record and plan any work set.
Tasks?
Homework may take a variety of forms:
• Quizzes.
• Written tasks.
• Guided/personal reading.
• Past paper questions.
• Extensive projects.
How Often?
Departments will be consistent in the homework they give to each year group. Pupils in S1-3 can expect approximately one significant piece of homework per term per subject.
Pupils in S4-6 can expect regular homework across the school to ensure appropriate preparation for their exams.
Need help?
No homework should be given with a day turn around, in order for you to ask questions if you need to.
Homework Club will take place to support the completion of homework.
If you do not hand in homework, you will be given support if needed. A text may go home to make sure everything is okay!
slidesmania.com

Rationale

Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. It helps pupils to undertake independent learning and responsibility for their own success; practice and consolidate skills; conduct in-depth inquiry; prepare for tests and exams; raise attainment and involve parents and carers.

At Kirkintilloch High School, it is our belief that homework forms an important part of the learning process and operates within the school vision of encouraging our learners to dream big, work hard and show kindness, supported also by our registration teachers and homework club arrangements. It is the focus of everyone in Kirkintilloch High School to raise attainment of every learner and an effective homework strategy and study habits have been proven to enhance skills and increase exam performance. This policy states the expectations for all: pupils, staff and parents/carers and has been created through consultation with pupils, parents/carers and staff.

It is important to state that whilst homework is not obligatory and cannot be enforced, it is viewed by all staff in school, and many parents, as a way of supporting pupils to achieve their full potential and to have a positive impact on progress and attainment. Homework, of course, should be proportionate and not a burden to pupils and families, and, where appropriate, differentiated and issued to complement the work done in the classroom at all stages.

Strategy

There is no expected minimum amount of homework across any year group. S4 - S6 pupils can expect to undertake increased levels of homework in preparation of formal assessments and exams. Departments should communicate their own homework strategy to pupils.

According to the Education Endowment Foundation, the quality of the task set is more important than the quantity of work required from the pupil. There is evidence that the impact of homework diminishes as the amount of time pupils spend on it increases.

Staff will only set homework where there is a clear need and purpose and where it is likely to enhance or support learning or skills development. Homework must be equitable and accessible for all learners. Homework will be a key focus during Registration on a regular basis.

Pupils should be responsible for planning ahead and keeping to deadlines – seeking help from various sources, including people at home or with staff if there is a problem and, for more senior pupils, ensuring that any employment or work commitments do not hamper progress with important home study. Where this becomes a genuine issue, students should make their House Team aware so that support can be identified.

Some students may not have a quiet space at home to work in. In addition, they may not have access to a device suitable for learning and a stable internet connection. Our homework club can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.

Any non-completion of homework should be flagged to the departmental Principal Teacher, in the first instance, who will support the young person to submit the work. If this intervention is unsuccessful, the principal teacher should make the pupil's House Team aware.

Parents/carers

The support of parents and carers to encourage a regular homework routine is welcomed. Making use of the regular tracking reports to engage in conversations about their child's learning and to contact the school if there are any concerns is encouraged.

Homework should be designed so that pupils are able to complete it independently, without the need for input from busy, working parents. However, it does afford parents/carers an opportunity to view their curricular experience and see progress at home.

Kirkintilloch High School is a Rights Respecting School

Our responsibilities surrounding learning and teaching are set out in the United Nations Convention on the Rights of the Child:

The United Nations Charter of the Rights of the Child Articles 28 & 29 recognises the right of the child to education and the right for that education to support the development of the child to the fullest.

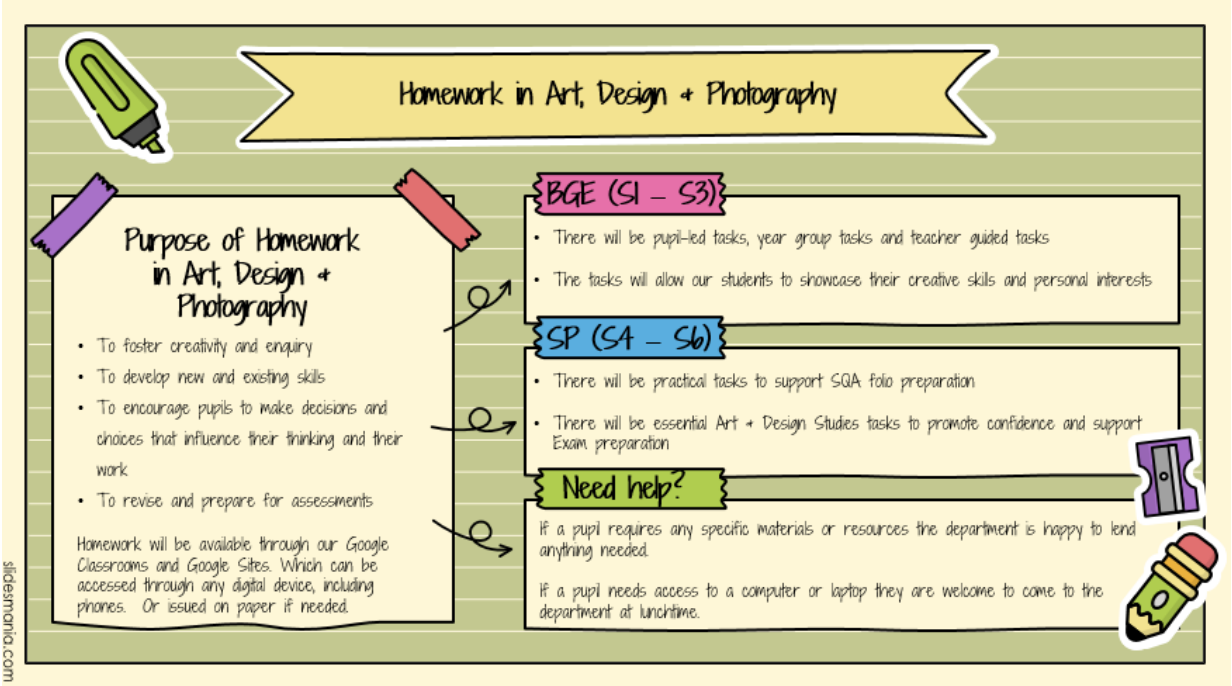
Article 28 **"State Parties recognise the right of children to education" and "should take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity."**

Article 29 **"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment."**

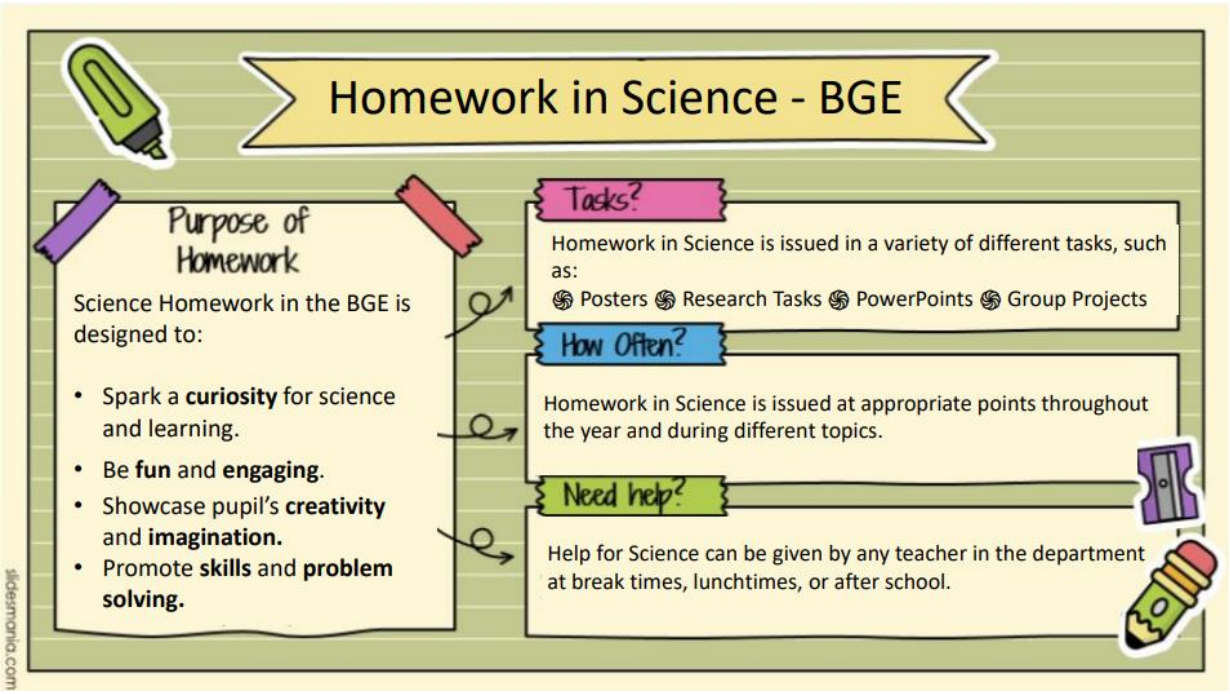
Departmental strategies

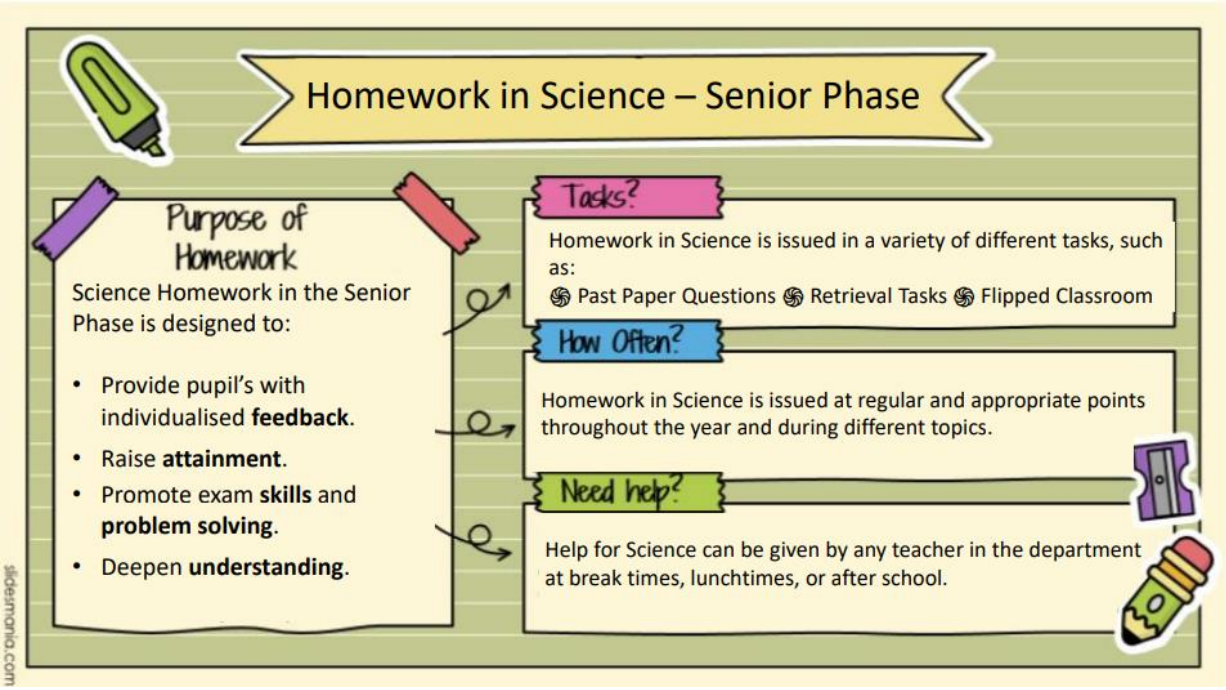
The following provides some more detail and clarification surrounding homework from each department across the school.

Art and Design and Photography

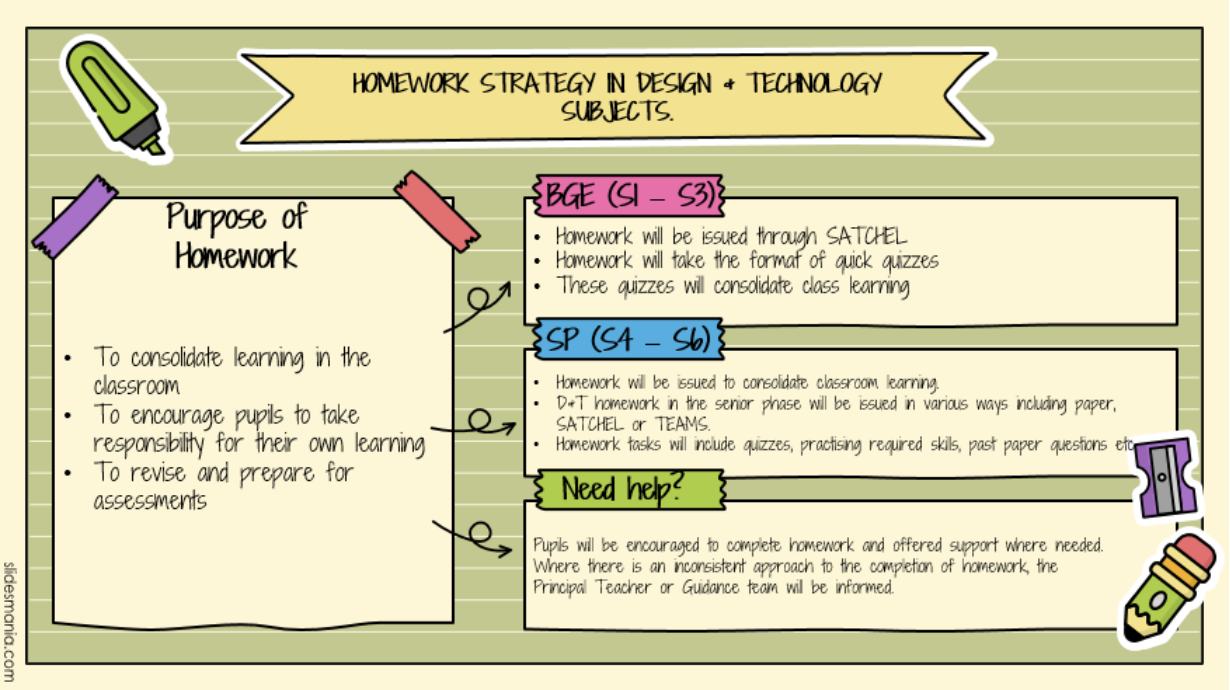


Sciences – Biology, Chemistry and Physics

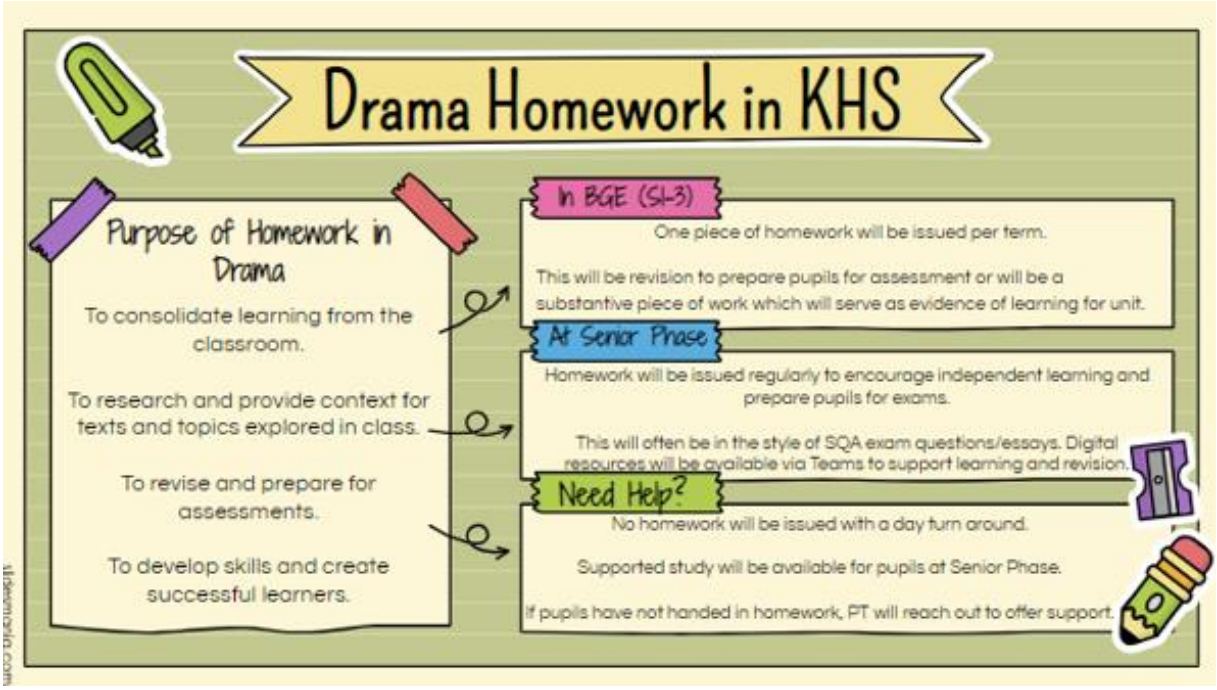




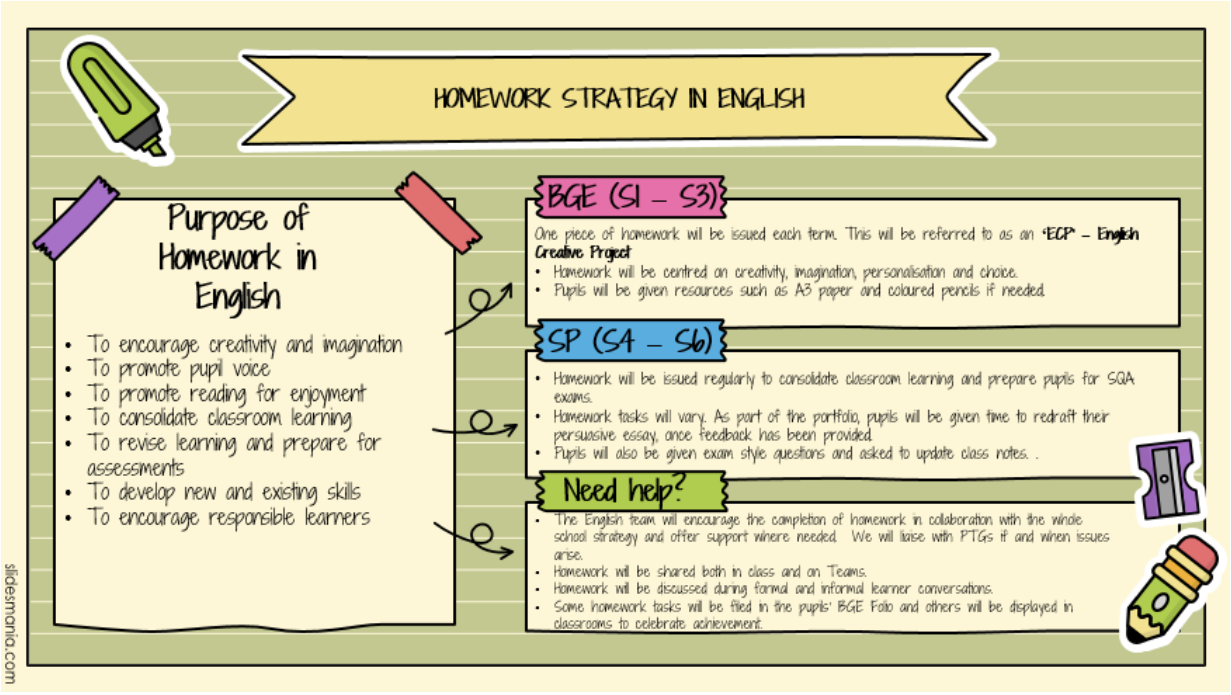
Design and Technology



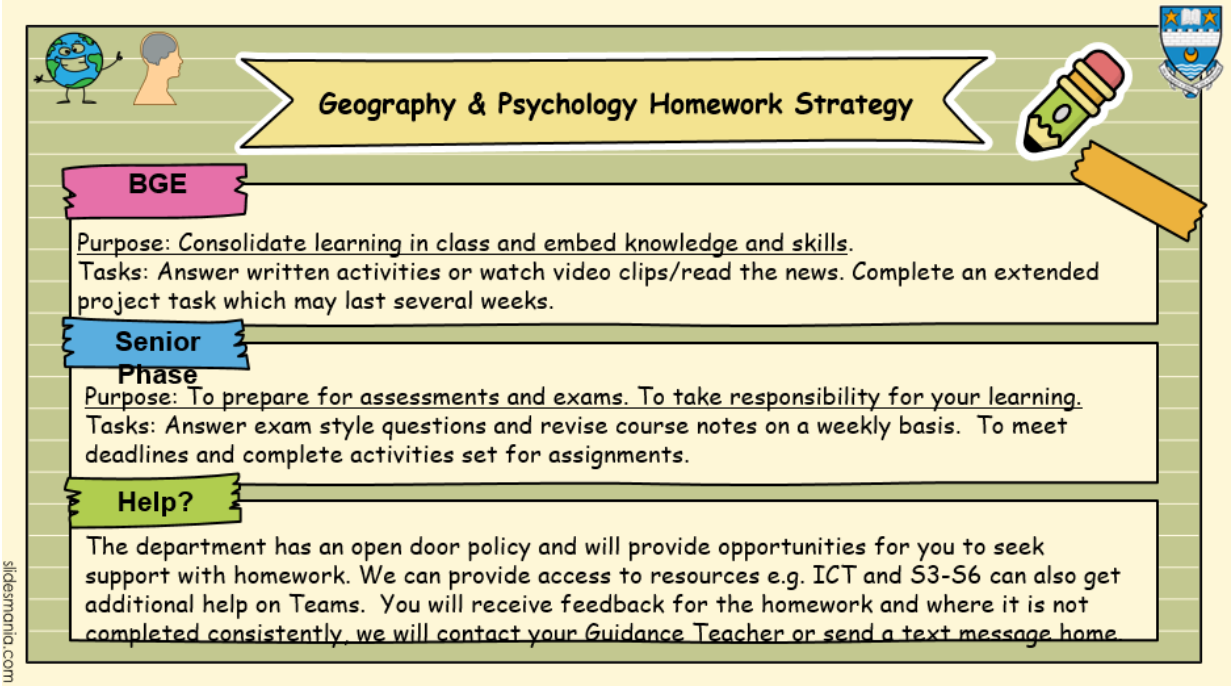
Drama



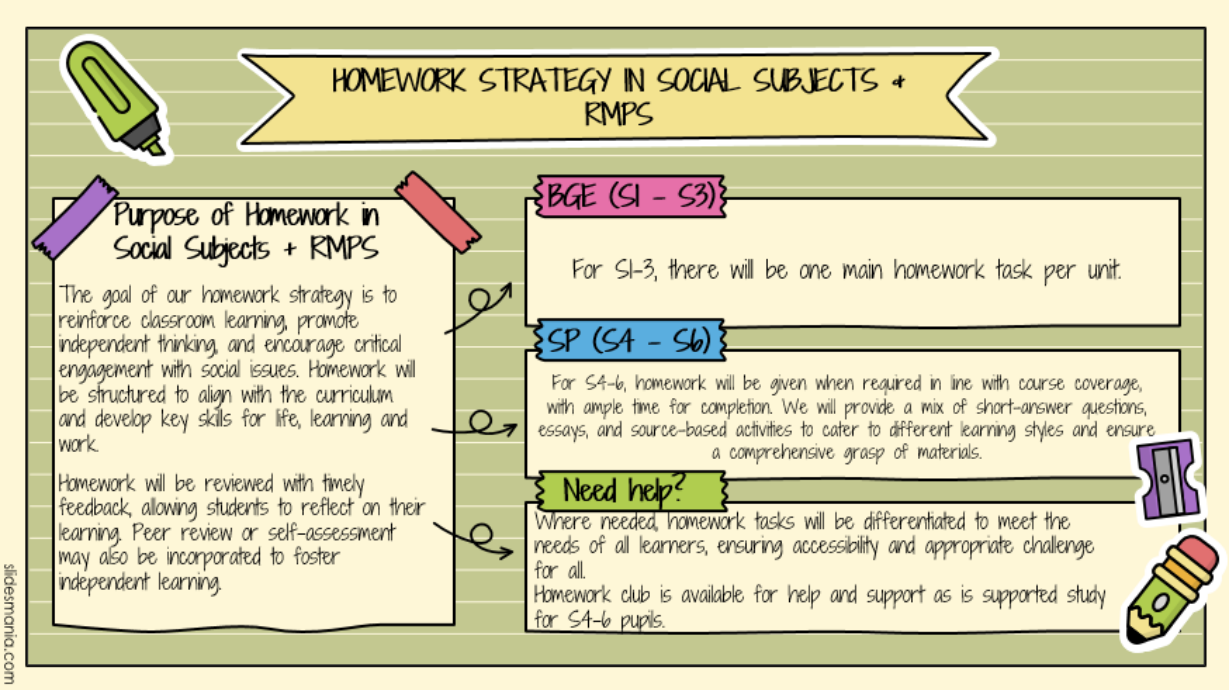
English



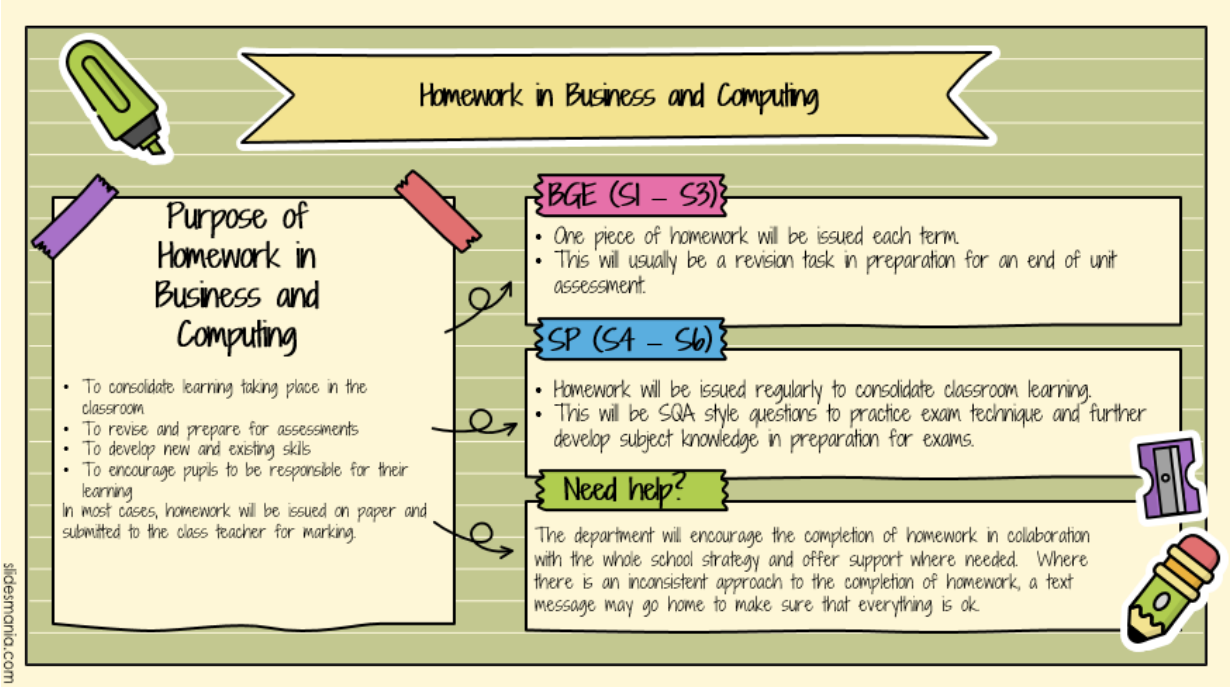
Geography and Psychology



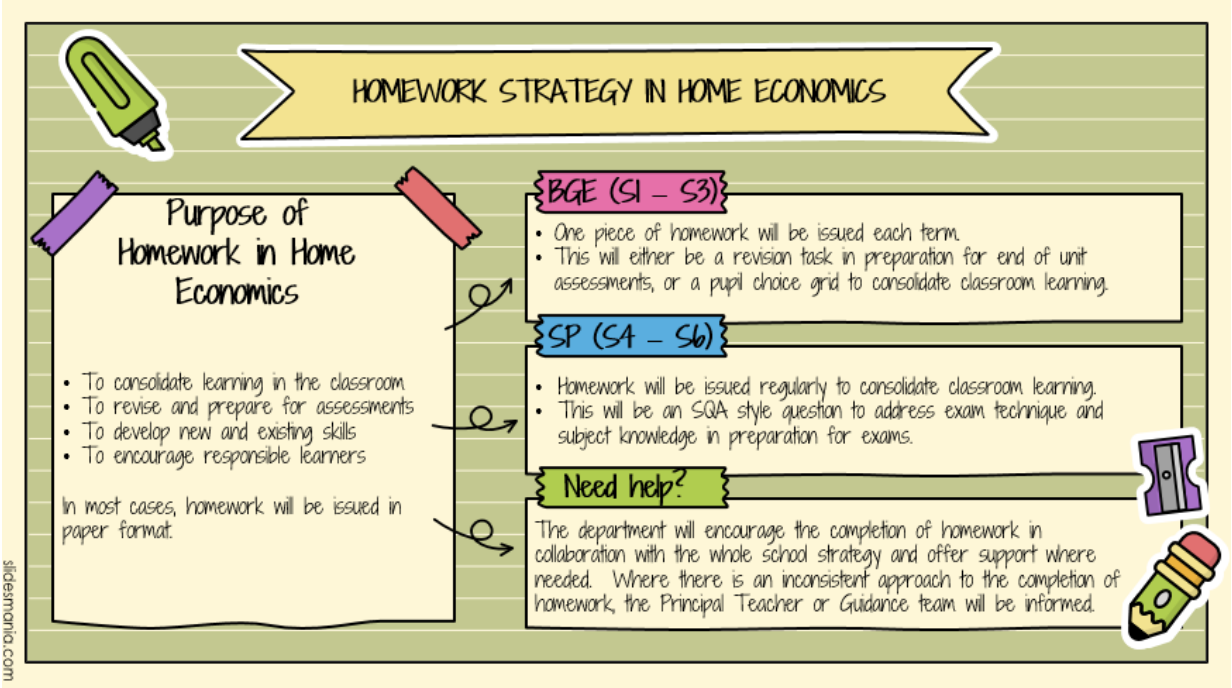
History, Modern Studies and Religious, Moral and Philosophical Education



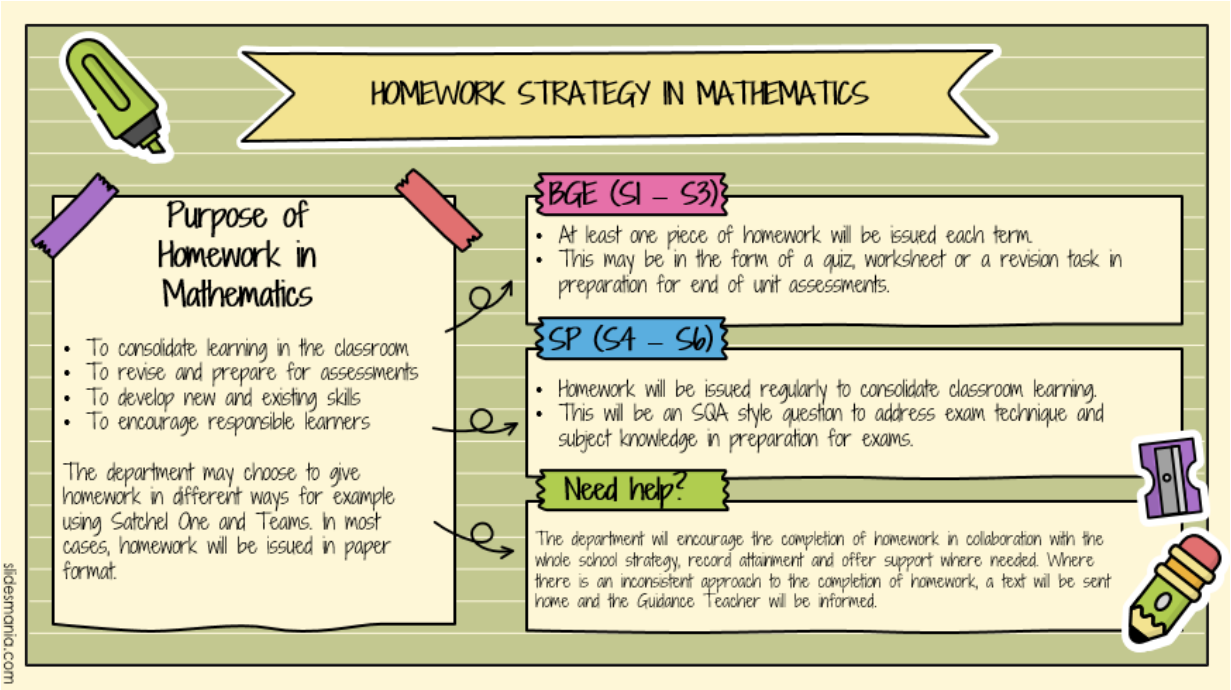
Business and Computing



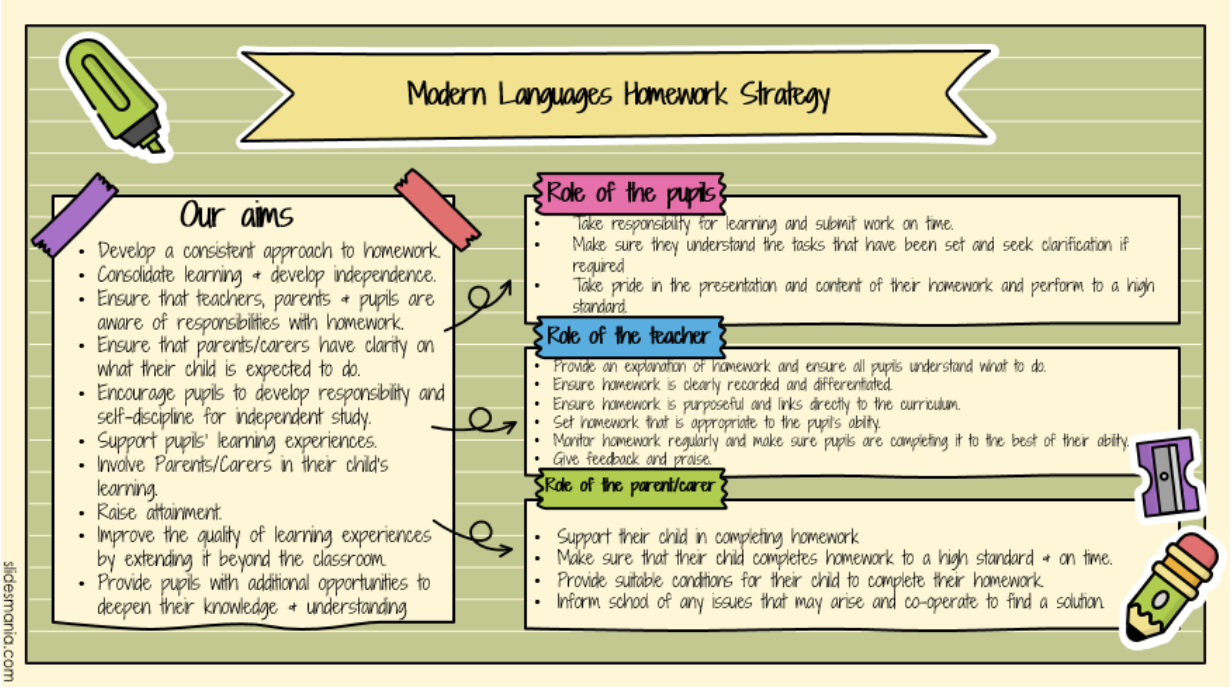
Home Economics



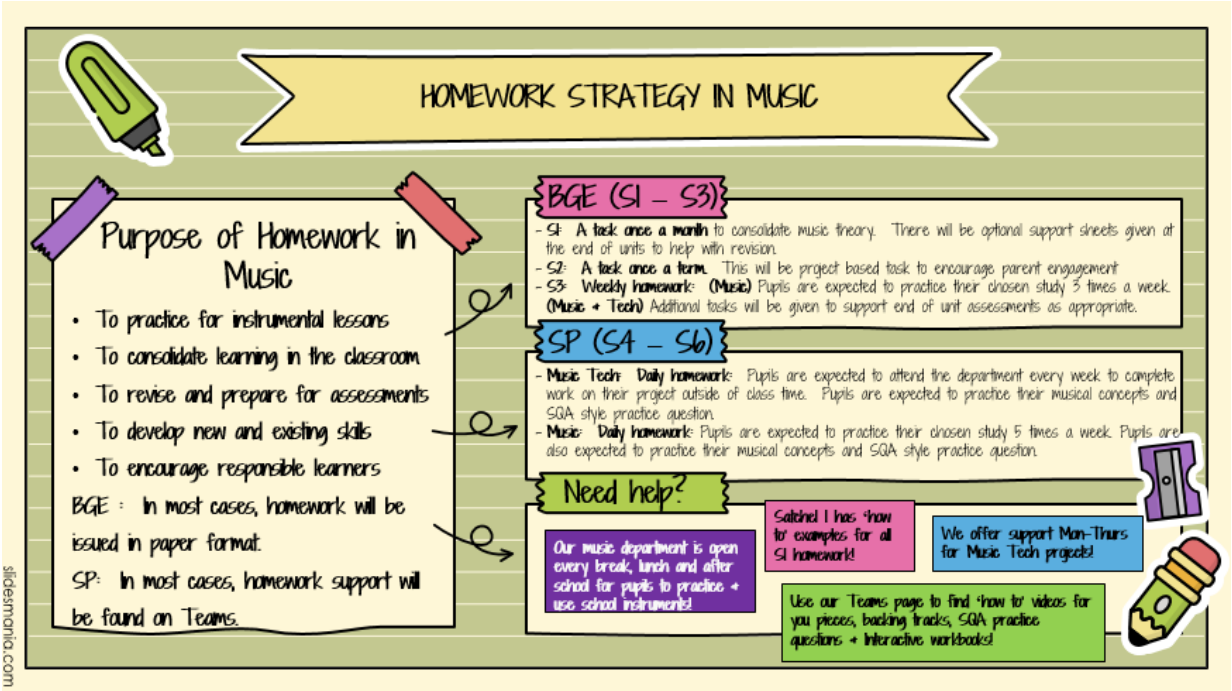
Mathematics



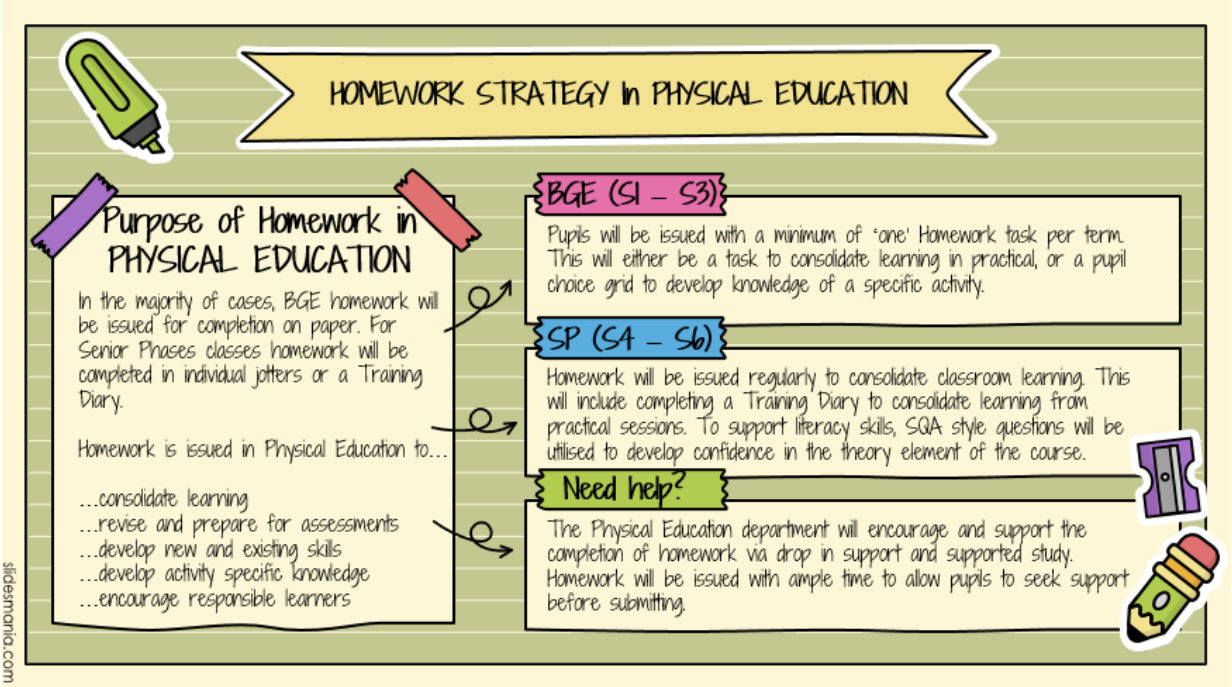
Modern Languages



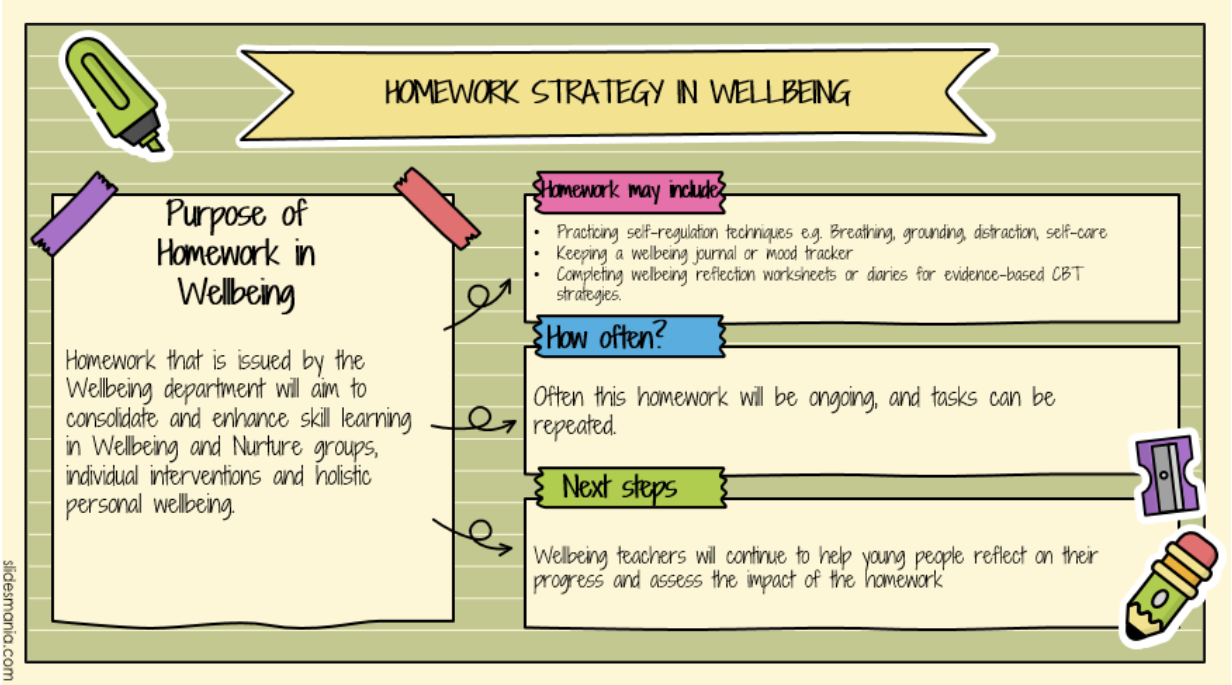
Music



Physical Education



Wellbeing


HOMEWORK STRATEGY IN WELLBEING
Purpose of Homework in Wellbeing
Homework that is issued by the Wellbeing department will aim to consolidate and enhance skill learning in Wellbeing and Nurture groups, individual interventions and holistic personal wellbeing.
Homework may include
Practicing self-regulation techniques e.g. Breathing, grounding, distraction, self-care
Keeping a wellbeing journal or mood tracker
Completing wellbeing reflection worksheets or diaries for evidence-based CBT strategies.
How often?
Often this homework will be ongoing, and tasks can be repeated.
Next steps
Wellbeing teachers will continue to help young people reflect on their progress and assess the impact of the homework
slidesmania.com


Respect

It is important to note that in the senior school a pupil is expected to assume a student type responsibility for his own work. Private study becomes increasingly significant and it is essential that good study patterns are followed.

Supported Study

Supported Study has been adversely affected by budget cuts. However, individual departments will continue to offer young people this additional support on a voluntary basis.

S1 - S3 • An after school Support Study class where pupils can volunteer to do their homework or revision in a supportive environment.

S4 - S6 • A programme of Supported Study may run with volunteer staff from October to April to help pupils prepare for their SQA examinations

Religious Observance

Parents from minority and minority ethnic religious communities may request that their children 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 in any one session and the pupil noted as an authorised absentee in the register.

The school will provide several opportunities for religious observance in a school year, in addition to traditional celebrations central to the life of the school community.

For further information refer to Additional Guidance on Religious Observance in East Dunbartonshire schools, October 2006.



EXTRA CURRICULAR ACTIVITIES



WIDER ACHIEVEMENT AT KHS

DEPARTMENTS

Mathematics
- EDC Enterprising Mathematical Competition

English
- Library Programmes

Expressive Arts
- Young Performer of the Year
- Rotary Young Musician of the Year
- Christmas Concert
- P7 Transition Pantomime
- Dance Recital
- National Theatre Connections
- Senior Phase Drama Showcase
- Spring Tea
- London Theatre Trip
- Music Technology College Trip
- RSC Dance Workshop
- School Orchestra/Percussion Ensemble
- Instrumental Music Lessons

Geography/Psychology
- Eco Schools Group - Green Flag and Saltire Award
- SQA Level 4 Mental Health Award
- Fairtrade Tuckshop
- World AIDS day - Selling red ribbons to raise awareness
- SCQF Ambassadors Programme
- S6 Subject Buddies

Home Economics
- Participating in Quality Meat Scotlands Better Burger Challenge
- S3 Enterprise Group (Food Events)
- Family Learning Programme
- Mossgiel Organic Farm Trip
- Baby Sensory Hub Trip
- Royal Highland Show Trip

Modern Languages
- Trips to Belgium and France
- Tianjin Scholarship
- Modern Languages Club
- Language Ambassadors
- Mother Tongue Other Tongue, SCILT
- SEET- About Our World
- Scotland's Languages Explorers Programme (SLEP)
- French Café
- Discovering China programme
- Modern Languages Award for Life and Work

History/Modern Studies/RMPS
- Heritage Hero Award - Archaeology Scotland
- Holocaust Memorial Ambassadors - Holocaust Learning UK
- Berlin Trip
- Court Visit

Support for Learning
- Communication Group
- Games Club

Design and Technology
- Build a Buddy Bench
- Faraday Challenge
- Rampaging Chariots

Computing Science
- Computer Games Club
- Visit to NCL - Cyber Security

Art and Design
- Jupiter Art Land Trip
- LGBTI Club
- Oxgang Primary Outreach

Physics
- Newton Flight Academy
- Engineering the Future for Girls
- Whitelee Windfarm Trip - SfW Energy
- Quantum Technology School
- STEM Family Learning
- WOSPEG Schools Competition

Physical Education
- Netball - S1-2
- Football Teams - S1-6
- Active Girls Club - S1-3
- Badminton Club - S1-6
- Coaching Academy
- Dance Club - S1-6
- Gymnastics - S1-3
- Fitness Club - S1-6
- Basketball Club - S1-3
- Manchester City Trips
- EDC Schools Sports Competitions

Biology/Chemistry
- Science Club
- Polymerase Chain Reaction Training
- Marine Research Tour & Field Techniques
- S4 STEM Trip
- S2 STEM Trip - SMART STEM
- Fun Labs



Youth Worker
- Barista
- Family Fridays
- S1 Boys Groups
- Saltire Awards
- CSCS Cards
- NEC Cards
- Summer Programme
- Residential Trips
- Seasons for Growth
- Self Esteem Groups
- Dynamic Youth Awards
- S1 Girls Group





YEAR GROUPS

S1
- John Muir Award and Trip - John Muir Trust -Discovery Award - Geography
- S1 Library Programme - English
- Litter Busters - Saltire and ECO Schools

S2
- S2 Library Programme - English
- Matt Oldfield Author Visit - English

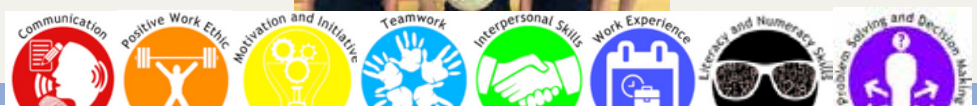
S4
- Tallys Blood Theatre Visit - English N5
- First Aid at Work - SCQF Level 6

S5
- Youth and Philanthrophy Initiative
- Higher Leadership
- First Aid at Work - SCQF Level 6

S6
- Auchengillan Trip

WHOLE SCHOOL AWARDS

SCQF Ambassador School - Bronze
Rights Respecting School - Bronze
STEM Nation Award
LGBT+ Charter - Bronze



EXTRA CURRICULAR ACTIVITIES

There are many opportunities for pupils to be involved in activities outwith the timetabled school day. These may occur at lunchtime, after school or they may involve day visits or residential visits either at home or abroad.

The following is a list of the activities carried out over the last few sessions. Changes may occur, depending on the expertise and interest of staff.

(i) The following Clubs have met during the school day in the recent past:

Athletics	Eco-school	Netball	Games Club	Music Group S1/S2
Choirs	Parkour	Rugby	Homework	Samba
Fair Trade	Orchestra	Fitness	Fashion and Textile	Reading Group
Basketball	Dance	Golf	Maths Club	Gymnastics
Chess Club	Football	Woodwind and Brass	Drama	Sketchbook Club
Public Speaking Group	Manga Group	Ensemble	Badminton	

Where sufficient numbers indicate a desire to form a “Club” every effort is made to secure the voluntary service of a staff member to act as Lead, so that the Club can be formed. Where pupils are involved in out-of-school activities, a parental consent form has to be completed in advance.

(ii) Outdoor activities

During the school year, parties of pupils accompanied by teachers have visited Outdoor Centres to engage in leisure pursuits. Where a pupil shows interest in such a course, the parent is given full written details and a parental consent form is completed.
During outdoor education activities pupils are developing a variety of skills through active, engaging and often fun activities. Pupils develop both curricular skills and knowledge while developing independence, teamwork and an appreciation for the outdoors.

(iii) Curricular Visits

Where visits, either abroad or overnight in the UK are organised, parents of interested pupils are kept fully informed, in writing, about the relevant details, and a parental consent form completed. For visits abroad, parents’ meetings are also held so that information can be explained and queries answered personally.



Please note

Parents are asked to recognise that teachers in charge of parties away from home have assumed considerable responsibility in accepting supervision of the well-being of all in the party. Accordingly, parental support is asked for in ensuring that the normal school rules are followed by their children, not only in school but in parties when out of school.

ACCESSING YOUR CHILD'S PUPIL RECORDS

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

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

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

Everyone who is a "parent" (under Education Law) has the right to receive advice and information about their child's education and take part in activities.
The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities.
Schools collect information about a child's family circumstances on an annual basis. Where family circumstances change during a school session, it is important that parents inform their child's school of these changes.
Further information about how the Education Service seeks to work with parents is available in the publication Schools, "Parents" and "Parental Responsibility": A briefing paper for schools and education support services under the management of East Dunbartonshire Council (2007).
This publication is available from schools or the Chief Education Officer who can be contacted at:

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

Tel: 0300 1234510
Email: greg.bremner@eastdunbarton.gov.uk



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

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

Freedom of Information (Scotland) Act 2002

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

Please note that you cannot access personal information on staff or pupils under this legislation. To access personal information about your own child, please see the section 28 on Accessing Your Child's Pupil Records.

Use of Photographs and Video Film Involving Pupils

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

Pupil photographs will be held with the school's Management Information System (SEEMIS), parents will be asked for consent.

School Campus No Smoking Policy

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

POSITIVE RELATIONSHIP POLICY

Pupil Use of Mobile Phones in School

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

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

All establishments will incorporate the following points into their policy:

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

Knife Crime and Weapons Guidance

The Bailey Gywnne Inquiry (October 2016) made 21 recommendations for local authorities. As a result, an explicit statement is included in our handbook regarding knife crime and weapons.

Legislation
Criminal Law (Consolidation) (Scotland) Act 1995.

Any person who, without lawful authority or reasonable excuse, has with him/her in a public place, any offensive weapon, commits an offence.

POSITIVE RELATIONSHIP POLICY

Promoting Positive Relationships, Behaviour and Learning in Education

In East Dunbartonshire's schools' the development of relationships and skilled support for children and young people to manage their behaviour is essential. The whole school community endeavours to create a caring, nurturing, optimum learning environment, which promotes creativity, whereby everyone feels empowered, supported, and loved.

This is a clear framework which can be used and adapted to support Relationships Policies in all schools and educational establishments.

East Dunbartonshire Council (EDC) is committed to providing a culture in the school community where all stakeholders including children, staff and parents feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated. Positive relationships should be encouraged and present throughout the whole school community where children and young people are involved meaningfully in decisions which affect them.

We aim to:

- Develop a shared vocabulary to reflect the language of inclusion.
- Develop the curriculum within an optimum learning environment which promotes creativity and flexibility to meet the needs of all. (Learning and Teaching Policy at school level and CIRCLE)
- Co-create and develop a culture and individualised approach to dysregulation, co-regulation, and self-regulation where everyone feels safe, respected, and listened to.
- Develop a school ethos, culture, expectation, and understanding of consequences that should be relevant and appropriate for the learner. This would include aspects of their behaviour and those impacted (positively or negatively) which will be created and consulted on by all stakeholders.
- To provide professional learning and development opportunities to the whole school community to build trusting relationships which support respect, confidence, and safety in our educational settings.



Children's Rights
Our responsibilities are set out in the United Nations Convention on the Rights of the Child.

Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. (Article 19)

The safety and wellbeing of all out pupils is paramount. The school will provide appropriate learning resources and opportunities to support pupils to develop an awareness of the consequences of weapon use and possession, as well as resilience and confidence building regarding the reporting of weapon possession. This will be facilitated through a variety of strategies including assemblies, Personal & Social Education classes and other mechanisms.

Expectations for Young People
No young person should bring a knife or any item which could be deemed a weapon into school. Definition of a weapon is found in Section 49A of the Criminal Law Consolidation (Scotland) Act 1995 which states that it is an offence for **any person to have an article with a blade or point (or offensive weapon)** on school premises.

Any young person holding information or knowledge about the above should share this immediately with parent, career or school staff. Parents, carers and school staff should report this immediately to the Head Teacher or a member of the Senior Management Team.

Expectations for Parents/Carers
Parents and carers have a responsibility for ensuring that their child receives appropriate guidance, which should include educating them about the dangers of weapons. As well as stressing to young people that they should never carry a weapon, Kirkintilloch High will urge parents to encourage their children to share information when they know someone else is carrying a weapon.

Anti Bullying Policy

The school's anti bullying policy and detailed procedures ensures that instances of bullying are quickly identified and dealt with so that all pupils feel safe at Kirkintilloch High School.





Kirkintilloch High School

Positive Relationship Policy

In Kirkintilloch High School we believe relationships should be characterised by respect, kindness and compassion. All adults and young people have a responsibility to help each other to develop positive attitudes and behaviour, and to prevent bullying and allow everyone to learn. Everyone has the right to feel valued and respected, and to develop self-esteem, a sense of belonging, and a feeling of being safe.

With the above in mind, our Positive Relationship Policy has been renewed with input from the whole of the Kirkintilloch High School community; pupils, staff, parents and our Educational Psychologists. Staff have taken part in training that has improved understanding of Adverse Childhood Experiences, the teenage brain and trauma-informed practice.

We have been guided in the development of this policy by the Education Scotland document, Included, Engaged and Involved, 2017, which clearly sates the desire for there to be fewer exclusions from Scottish schools and explains “the need for learning establishments to place a greater importance on inclusion through effective learning and teaching; promoting positive relationships and behaviour; and employment of preventative approaches which reduce the need to consider exclusion.”

Kirkintilloch High School’s core expectations are that ‘Dream Big, Work Hard, Show Kindness’ are part of our daily interactions, along with our values of Respect, Ambition, Compassion, Fairness, Fun within a Supportive environment. We strive to ensure that every pupil and staff member works within a positive learning environment and that every pupil will work with staff and others in a positive manner. Kirkintilloch High School is motivated to enhance its Nurturing Approaches by ensuring the Nurture Principles are core to our daily interactions.

Recent legislation has enshrined in law the duty to get it right for every child. The GIRFEC approach contained within the Children and Young People (Scotland) Act 2014 determines eight areas of wellbeing, which are the basic requirements for all children, and young people, which are, safe, healthy, achieving, nurtured, active, respected, responsible and included. All who work with children and young people within Kirkintilloch High School and across East Dunbartonshire schools must demonstrate a professional and personal commitment to meeting the needs of all children and young people.

We continue to fully embed the nurture principles, through our understanding of attachment, the teenage brain and our awareness of adverse childhood experiences. It is planned that further training opportunities are implemented for staff on Nurturing and Restorative Approaches, along with Emotion Coaching with the continued support from, amongst others, our Educational Psychologist.

Our Positive Relationship Policy is based on the blueprint that can be seen on the next page. Our full policy can be viewed on the Kirkintilloch High School web site.

Kirkintilloch High School
Positive Relationship Blueprint

Visible Adult Consistencies

1. Meet and greet pupils at the classroom door
2. First attention to best conduct
3. Clean slate

Core Expectations

1. Dream Big
2. Work Hard
3. Show Kindness

Over and Above Recognition

1. Appropriate use of praise
2. Reward (e.g. Visible recognition of best conduct, Friday 5s, praise postcards, Twitter, Celebration of Success events)
3. Publicly display pupil work
4. Fun days

A nurturing approach has been promoted as a key approach to supporting behaviour, wellbeing, attainment and achievement in Scottish schools in a number of policy documents… A nurturing approach recognises that positive relationships are central to both learning and wellbeing.

Applying Nurture as a Whole School Approach, Education Scotland

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

UNCRC, Article 29

Stepped Interventions

Numerous 'drive bys' to have taken place before interventions

1. A quiet private warning, using microscripts if necessary
2. Calm discussion in the corridor
3. Calmly move young person to another seat
4. Seek assistance from PT Subject
5. PT Subject to invoke on call protocol

Microscript: 30 second intervention

I've noticed that… (identify behaviour)
Remember that our core expectation is to be … (respectful, ambitious, compassionate)
You've chosen to …
Remember the time that … (mention a positive behaviour/a success from the past)
I know that you can do better
It's time to get back to the learning and teaching

During the next drive-by, give (small) praise if behaviour has been corrected

Restorative Questions

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

HOME TO SCHOOL LINKS

We hope, by all appropriate means, to encourage links between parents and school.
There are consultation meetings for parents of pupils in each year group. Full details of these are given during the session. Additionally, we welcome parents to join us on occasions such as our open night, concerts, plays, etc.

We would emphasise that, if you are in doubt on the matter, you should not hesitate to contact the school. It is advisable to phone first to make an appointment to see the relevant Guidance Teacher, Depute Head Teacher or Head Teacher. However, in urgent circumstances, please do not hesitate to come to the school without an appointment and we shall do our very best to arrange an interview with an appropriate member of staff.

Attendance at School

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

Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time. Additional guidance is in place to ensure inter-agency collaboration, involving education services, social work, health services and the police to ensure the safety and educational development of the child. The process aligns with The Children Missing from Education (Scotland) Service in Scotland. (Attendance, exclusion and missing from education - Schools - gov.scot).

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

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

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

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

There are a key rights, duties and legal obligations in relation to attendance as outlined in 'Included, Engaged and Involved (Part 1)'.
https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/

These are set out below:

All children and young people have a right to education; and education authorities have a duty to provide education.

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

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Included, Engaged and Involved (Part 1)
https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/

Un-notified Absence

Parents/carers have the primary duty of care for their children. During school/centre hours (and during registered school/centre activities), schools/centres must take all reasonable steps to keep children safe from harm. The effective implementation of the procedures will require parents/carers and schools/centres to exercise their respective duty of care and to work in partnership to help to ensure that children are kept safe from harm.

In order to respond appropriately to an un-notified absence, it is important that parents/carers exercise their duty of care, by notifying the school/centre when their child will be absent and the reasons for this. Each session parents/carers will be required to notify their child's school/centre of all absences.

Missing in Education

Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time.
Additional guidance is in place to ensure inter-agency collaboration, involving education services, social work, health services and the police to ensure the safety and educational development of the child. The process aligns with The Children Missing from Education (Scotland) Service in Scotland. (Attendance, exclusion and missing from education - Schools - gov.scot).
Schools should ensure their Child Protection Co-ordinator is notified and seek central support from the ASN and Children's Services team if they have any concerns.

Family Holidays

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

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

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

Information Regarding Exceptional Closures

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you updated using the usual digital methods of communication used by the school i.e. email, Groupcall or social media. There will also be updates on the website www.eastdunbarton.gov.uk

(a) Parental Communication with School in Case of Emergency

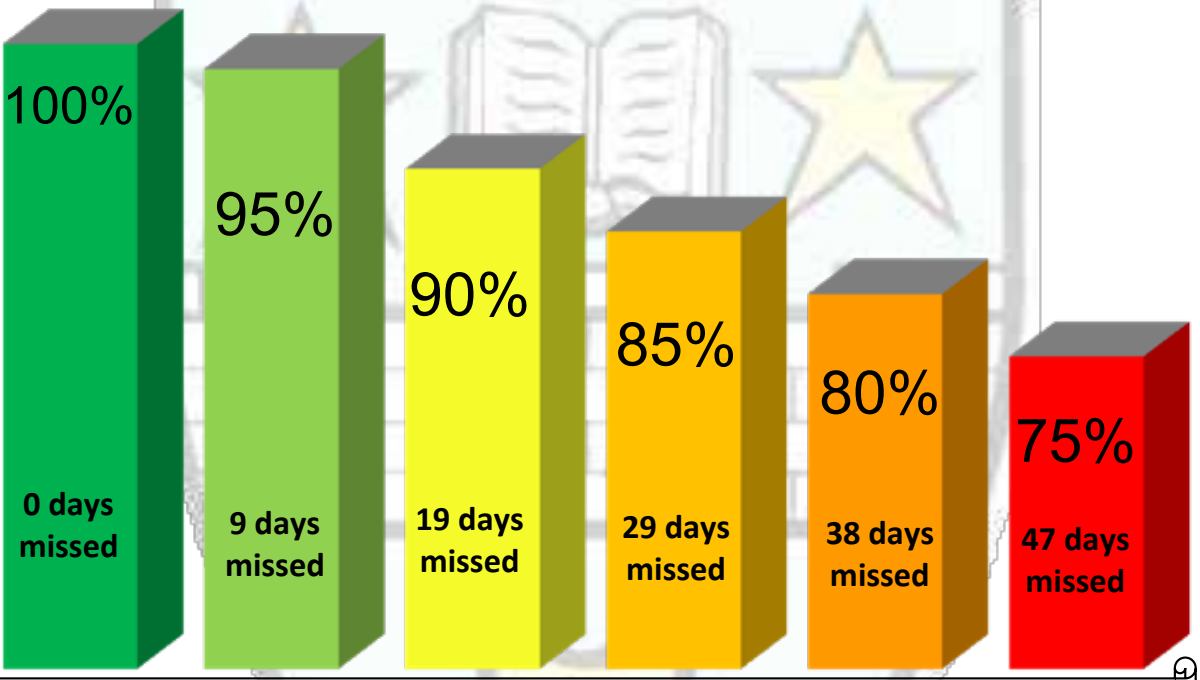
It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name, class and/or teacher's name is given.

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

Registration and Enrolment

The date for registration of new school entrants is advertised in all local nurseries, the local press and on the council's website www.eastdunbarton.gov.uk. It is normally in January each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child. Parents who want to send their child to a school other than the catchment school must make a placing request. Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

At Kirkintilloch High School
EVERY MINUTE COUNTS



Education Scotland research shows missing **19 days** –or almost 4 weeks- of school means you are more likely to **drop a full grade** in a subject.

Did you know?
One day off every two weeks equals 19 school days missed.

Did you know?
Being two minutes late every period is the same as missing 10 full school days.

Dream Big and Work Hard.
Your future begins with your presence.
Attend today: Succeed tomorrow.

Support for Learning

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

These are:
- Education Support Team
- Social, Emotional and Behavioural Needs Service
- Short term Advice and Response Team

  Membership of the EST is EAL, Learning Support, Sensory-Hearing Impaired and Visual Impaired, Twechar Language and Communication Unit

The Services support pupils through:
- Consultancy
- Continuing Professional Development
- Co-operative Teaching
- Curriculum Development
- Partnership Working

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

Organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:
(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;
(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.”

School Uniform

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

Parents/Carers are asked to co-operate with the school in encouraging the wearing of the school uniform. The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress e.g. sweatshirts, T-shirts.

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. Clothing Grants are available for families to help with the cost of uniforms. The use of recycled uniforms is highly supported.

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

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

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

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

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

- potentially encourage factions (such as football colours)
- could cause offence (such as anti-religious symbolism or political slogans)
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings - please note there is a requirement that all jewellery is removed prior to undertaking physical education activities
- are made from flammable material for example shell suits in practical classes
- could cause damage to flooring
- carry advertising, and particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils 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 uniform and in particular, pupils will not be denied access to examinations as a result of not wearing school dress.

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

Parents/Carers receiving income support or income based job seekers allowance or housing benefit or council tax rebate (not discount) or employment and support allowance (income related) will normally be entitled to monetary grants for footwear and clothing for their children. Parents who are in receipt of working tax credit and/or child tax credit may be eligible, the Community Hubs and education office can provide more details. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer. Information and application forms may be obtained from schools, the Community Hubs and the education office.

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

Dress Code at Kirkintilloch High School

A hugely positive feature of Kirkintilloch High School is our school uniform. Our young people present at school on a daily basis smartly dressed in full school uniform with their blazers on. The pupils featured here are in exemplary uniform with blazers, school tie (junior or senior), white formal shirt, formal trousers or skirts, black sweaters and plain, black shoes. Senior Girls can wear the school tartan skirt. Please note that black jeans, tight leggings, black and white trainers and jumpers or hoodies with logos are not part of our agreed approach and I would be very grateful if these were avoided wherever possible, unless there is a particular agreement.

We understand that maintaining a uniform is expensive and that items may need replaced as the year goes on. Parents/Carers are reminded that clothing grants application forms are available in the school office and by following the link below:

https://www.eastdunbarton.gov.uk/residents/schools-andlearning/grants/school-clothing-grant

In addition, should any difficulty present, parents are encouraged to contact their child's Guidance Teacher, Year Head or the Head Teacher to discuss how we might support you.



Senior Uniform



BGE Uniform

Education Maintenance Allowance (EMA)

The Scottish Government has introduced the Education Maintenance Allowance (EMA) Scheme to encourage access to, and participation in further and higher education. If you are 16 years of age or over before 30 September you may be eligible for an EMA from the beginning of the school term. If you are 16 years of age between 1 October and February you may be eligible for an EMA from January. This weekly allowance will be payable by East Dunbartonshire Council to student who attend a school managed by the Council, regardless of where they live. Application forms and further information can be obtained from the Head Teacher or Education Office, Tel: 0300 1234510 Ext 8947 or www.eastdunbarton.gov.uk

School Meals

We know that maintaining a healthy diet is linked to a happy and active lifestyle. By eating a school meal provided by East Dunbartonshire Council's School Meals Service your child is guaranteed a balanced nutritious meal to keep them healthy and alert throughout the school day. The meals are freshly cooked on a daily basis by our skilled staff who care about food and your child's wellbeing. Our staff will help your child to make balanced choices. The meals meet the Scottish Government's nutritional regulations.

Any special diets or allergies should be discussed with the school. Meal prices are reviewed annually. Please contact the school to be advised of the current price.



Free School Meals

Some families may be eligible for free school meals. Children of parents/carers receiving income support or income based job seekers allowance are entitled to a free midday meal. Children of parents who are in receipt of child tax credit or working tax credit and child tax credit or employment and support allowance (income related) or support under part IV of the immigration and asylum act 1999, may also be eligible. Information and application forms for free school meals may be obtained from schools, the Community Hubs and Shared Services or www.eastdunbarton.gov.uk. From January 2015 all pupils in P1, P2 and P3 will be entitled to free school meals. This provision was expanded to include all P4 pupils from August 2021 and P5 pupils from January 2022. Please do not apply for free school meals if your child(ren) is/are in P1, P2, P3 or P4 as a meal will automatically be given.

Breakfast Club

We have a wonderful, free breakfast club in our Home Economics Department every day, and would encourage pupils to visit this rather than local businesses.

Transport

(i) General

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

The Chief Education Officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June - July to ensure that consideration can be given to their request for concessionary transport for August. Parents should obtain an application form from the education office or www.eastdunbarton.gov.uk

(ii) Pick Up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up points. 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 (see above paragraph). **It is the parents' responsibility to ensure their child arrives at the pick up point on time. It is also the parents' responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling and alighting from the vehicle.** Misbehaviour could result in your child losing the right to free transport.

(iii) Placing Request

The education authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances. In the case of early entry requests, if the child is offered a place in his/her catchment area school, transport will be provided in accordance with the council policy stated above.

(iv) School Buses

A school bus is provided for Twechar pupils. It does not operate at lunchtime. Arrangements for free transport are made for senior pupils involved in Consortium arrangements.

Adverse Weather Conditions

Driver's Responsibilities

- In adverse weather conditions drivers **MUST** liaise with Head Teachers to ensure the safety of the children,
- In periods of snow and ice the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.
- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below.*
- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take pupils to that point, contingency plans should be made with the Head Teacher.
- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

STRATHCLYDE PARTNERSHIP FOR TRANSPORT/EAST DUNBARTONSHIRE COUNCIL'S RESPONSIBILITIES

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

PARENTAL RESPONSIBILITIES

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

Medical and Health Care
The following services are provided by the School Medical Officer:

1 (a) School Health is now a nurse led service.
Our school nurse is Karen Cameron. She is based at Kirkintilloch Health & Care Centre and can be contacted by parents on 0141 355 2307.

(b) Immunisation
Parents' permission is always sought before pupils are immunised and pupils are given information on what is involved and the reason for the immunisation programme. The following immunisations are offered:

DTP (14 year olds)
HPV (girls and boys 12-13)

(c) Routine Medical Examinations
Routine medical examinations no longer take place but requests from parents, staff or the Attendance Council for medical investigation by the school doctor can be undertaken or referred to an appropriate agency.

Parents will always be informed and invited to attend any statutory medical examination of their sons/daughters.

(d) Health Education
The school nurse also has an input to the school's Health Education programme giving information on the misuse of drugs and alcohol.

(e) Dental Treatment
As a result of medical inspection it may be decided that a pupil requires dental treatment. Parents are asked to indicate whether arrangements are to be made privately or with the Health Centre.

(f) Special Provisions
It is very important that parents inform the school of any special provision required for their child, e.g. diet in certain conditions; diabetic condition (even if controlled by diet); tablets of any description required to be taken by the child; inhalers.

2 (a) Emergency Contact
When a pupil becomes ill or is injured at school the help of a local doctor, or the pupil's doctor will be sought. When necessary, the pupil will be transferred to the nearest hospital under the supervision of a member of staff. Every effort will be made to contact parents. In this connection it is very important that the school has information for making emergency contact.

(b) Appointments
Medical and dental appointments during school hours should be notified beforehand to the appropriate Guidance Teacher by presenting an appointment card or a note from the parents.

3 Medical Facilities in School
Please note that there is no school nurse or similarly qualified person on the premises. Parents of pupils who have recently been ill should consider carefully the advisability of sending them to school unless they are fully recovered. We carry only the basics of first aid equipment, and in particular we do not, on medical advice, issue painkillers at all to pupils.

When a pupil arrives at the office feeling unwell, his/her name is entered in the sick book (for reference) and depending on how unwell the pupil is, he or she is either permitted to go to the sick room for ten minutes and then return to class if feeling better. If still unwell permission is sought from a member of the Guidance team or the Senior Management team to allow the pupil to be sent home where upon parent/guardian is contacted. A pupil under the age of 16 and unwell has to be collected by a responsible adult. It is important that parents ensure that the school has accurate and up to date contact information.

Parents should provide the Head Teacher with sufficient information about their child's health care needs and treatment. Where necessary, this information should be updated annually or more frequently if there is a change in circumstances. Where there is concern about whether the school can meet the pupil's needs or where the parents' expectations appear unreasonable, the Head Teacher should seed advice from the school nurse or doctor and, if required, the Chief Education Officer.

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 in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio.

Parental Communication with School in Case of Emergency.
It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name and year group is given.
Where possible you should telephone before 2.30pm if there are any changes to childcare arrangements.



PARENTAL INVOLVEMENT IN THE SCHOOL

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

All East Dunbartonshire Council Schools welcome parental involvement as research has shown that when parents are involved children do better in school.

Parent Councils

Parent Councils are the formal representative body for parents/carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents/carers locally.

Parents are welcomed to be:

- Involved with their child's education and learning;
- Be active participants in the life of the school; and
- Express their views on school education generally and work in partnership with their children's schools.

All parents/carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to –

- Receive information about the school and its activities;
- Hear about what partnership with parents means in our school;
- Be invited to be involved in ways and times that suit you;
- Identify issues you want the parent council to work on with the school;
- Be asked your opinion by the parent council on issues relating to the school and the education it provides;
- Work in partnership with staff; and
- Enjoy taking part in the life of the school in whatever way possible

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates . Parents/carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff
- To raise funds for the school for the benefit of pupils (in some schools PTA fulfils this role)

For more information on parental involvement or to find out about partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk

Membership

The membership of Kirkintilloch High School Parent Council will be no fewer than 4 and no greater than 12 persons and should, where possible, comprise of:

- A minimum of five, up to a maximum of eight members from the Parent Forum. One of this group is required to be the Chairperson
- Two representatives of the teaching staff
- One member of the pupil body
- One local community representative

Note the Head Teacher has a right and duty to attend all meetings.

The quorum shall not be less than one third of the membership and this must include at least three parent members and if a quorum is not present 15 minutes after the appointed meeting time, the meeting shall be adjourned with no business conducted.

Nomination, selection and terms of office of parent members

Membership of the Parent Council should, in the first instance, and thereafter, be drawn from parents, carers and guardians of pupils at the school. Additionally, local community representatives may be selected by Parent Council members, which will allow for a broad based partnership across representative community bodies.

Parents, carers and guardians may nominate themselves for appointment to the Parent Council and this self nomination should be submitted, in writing to the school. When there are more nominations than places available, a ballot will be held at the Annual General Meeting, at which all parents, carers and guardians are entitled to vote. The ballot should be conducted by the Chairperson of the Parent Council or their representatives.

Membership of the Parent Council shall be for a period of two years. However, when the Parent Council is established, half of the members will stand down after one year.

Parents elected will be subject to the Local Education's Authority Disclosure Policy.

Office Bearers

The Parent Council will have a Chairperson, Vice-Chairperson, Treasurer and Clerk who will be regarded as the Parent Council Office Bearers.

All appointments will be selected by the Parent Council on a biennial basis during the Annual General Meeting of the Kirkintilloch High School Parent Council.

Note: The Parent Council will be chaired by a member of the Parent Forum and in the event that the Chairperson's child ceases to attend Kirkintilloch High that person's term of office will be terminated and a new Chairperson will be appointed at the next scheduled meeting.

The Parent Council will hold an Annual General Meeting (AGM) within 12 months of inauguration and thereafter once every year at 12 monthly intervals as determined by the Parent Council members. The AGM will be held in September of each year.

The Parent Council will meet at least twice in every school term, with members of the Parent Forum being advised of meeting dates in advance.

The Parent Council will provide two weeks' notice to members of the Parent Forum of any Special General Meeting. This notice will contain details of the venue, time of the meeting and notice of the topic/s to be discussed.

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

Parent Council Membership

Name	Address	Tel No Work	Position Held
Lynn Potter	c/o Kirkintilloch High School		Chair
Kirsty Gallagher	c/o Kirkintilloch High School		Vice Chair
Maureen Daniel	c/o Kirkintilloch High School		Head Teacher
Vacancy	c/o Kirkintilloch High School	0141 955 2372	Clerk

Pupil Voice

Our pupils are provided with a number of opportunities to advocate for themselves as leaders of learning in our school community. Examples of formal opportunities for pupil participation this session are as follows:

Our Pupil Parliament is the driving force for change at Kirkintilloch High School, ensuring that pupil voice is placed at the heart of our community. As strategic partners in our school's development, the Parliament is responsible for creating a Pupil Improvement Plan that aligns directly with our School Priorities. By supporting EDC initiatives and actively embedding the UNCRC, they ensure that children's rights and regional goals are woven into the fabric of school life.

Having undertaken specialised training using Roger Hart's Ladder of Participation, our members have moved beyond simple consultation to take on true leadership roles. This expertise allows them to lead Pupil-Led Focus Groups within departments, providing invaluable peer-to-peer insights under the direction of Principal Teachers. Furthermore, the Parliament plays a vital role in our school recruitment processes; they act as the face of KHS by greeting and welcoming interview candidates, spending time with them to share the student perspective before their formal interviews begin.

Our commitment to children's rights extends beyond our school gates through our involvement with the "My Voice, My Choice" Council Pupil Forum. Our representatives continue to share the knowledge and experience gained on their journey to ensure that children's rights are fully enshrined in the life of our school.

Our young people play a vital role in our school recruitment processes; they act as the face of KHS by greeting and welcoming interview candidates, spending time with them to share the student perspective before their formal interviews begin. This culture of hospitality extends to all in-house

events, where our pupils serve as ambassadors, welcoming guests and representing the school with pride. Beyond the classroom, our pupils are active participants in excursions and trips, while engaging in a variety of Wider Achievement opportunities such as the Saltire Awards, Dynamic Youth Awards, and Sports Leadership Programs.

Our commitment to pupil leadership is further reflected through specific year-group initiatives and community partnerships that foster social responsibility and peer support. This includes the S1 Litter Busters, who work to maintain our local environment, and the S4 Foodbank Appeal, where students lead local charity efforts. Our S6 mentoring programme provides essential peer-to-peer support, with senior students guiding S4 and S5 pupils through effective study techniques and course content to support exam success. Furthermore, the S5 First Aid program equips seniors with essential life-saving skills, while our S6 Mentors in Violence Prevention (MVP) act as vital role models, working to foster a safe and respectful school culture. From leading departmental change to supporting the wider community, our pupils are not just learners—they are active citizens and the heart of Kirkintilloch High School.

Pupils are central to robust self-evaluation and ensuring the wider pupil voice is captured across the school. This is achieved through structured “You Said, We Did” activities, which are carried out not only at a whole-school level but are also embraced by individual departments and within classrooms to ensure every student is heard.

Through this multifaceted leadership, we empower every student to be an active participant in shaping the future of Kirkintilloch High.



SUMMARY OF TIMES FOR CONTACT WITH PARENTS

Various references have been made in this booklet to the importance of school - parent contact. Parents are invited to make contact with the school on any matter concerning their child's education. In addition to the above, parents and the school will be able to consult with each other by:-

(i) Parents' Meetings
At these meetings, usually in the latter half of the session, parents have opportunities to have discussions, by appointment, with subject teachers. Details of all such meetings will be announced by letters sent home via pupils.

(ii) Parents' Letters
From time to time during the session, letters are issued to all pupils to take home to parents. These may be connected with items of general interest, curricular arrangements, concerts etc.

(iii) Newsletter
A newsletter is published termly containing news about various aspects of the work of the school and on issues facing young people and their parents and teachers.

(iv) The Head Teacher is available to meet with parents at any time which is mutually convenient.

(v) Guidance Staff and/or Depute Head Teachers
Guidance Staff and/or Depute Head Teachers may contact individual parents by telephone or letter, to invite parents to the school to discuss any problem which has arisen.



CHILDCARE INFORMATION SERVICE

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

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

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

To use this service please call the helpline number on **0141 578 8060, e-mail chis@eastdunbarton.gov.uk** or log onto the service's website at **www.scottishchildcare.gov.uk**

Child Protection

Protecting Children and Young People

2026 National Guidance and the East Dunbartonshire Child Protection Procedures (PM 3/21) adopted a strengths-based approach incorporating children's views and ensuring effective collaboration with families.
The guidance embeds the UNCRC, the Promise and principles of GIRFEC as part of the continuum of preventative and protective support.

"Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use".

(National Child Protection Guidance, 2021, p.12)
Within East Dunbartonshire, all adults have a shared responsibility to keep children and young people safe and as far as possible, protection from abuse, neglect, and exploitation. Children need support to keep themselves safe. Adults and professionals must work together with families and carers to enable children and young people to grow up in a safe and secure environment.
The Child Protection officer in school will be either the head teacher or depute head teacher and there are clear processes in place to enable practitioners, or others to report any aspect of suspected abuse or maltreatment.

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

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult request this. Information or concerns that a child may be at risk of harm must be passed on to protect the child or young person. Staff will always treat the matter sensitively, and with dignity and information will only be passed to those who need to know to protect and support the child or young person.
If parents or others have concerns for any child, they can speak to the Head Teacher/Child Protection Officer about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

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

Child Protection and Safeguarding

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

Appointment of Adults to Voluntary Child Care Positions

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

This policy, which requires any adult appointed to a voluntary child care position, to undergo a criminal background check to ensure their suitability.

The policy applies in particular to:

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

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

Transferring Educational Data About Pupils

THE SCOTXED PROGRAMME

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

The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils
The Scottish Government and its partners collect and use information about pupils through the Pupil Census to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?
In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy
Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

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

Your data protection rights
The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (http://www.gov.scot/Topics/Statistics/ScotXed). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

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

Data Protection Act 1998

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 1998 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people.

For full details of how we will use your data please visit -
www.eastdunbarton.gov.uk/council/privacy-notices



COMMENTS, COMPLIMENTS AND COMPLAINTS PROCEDURE

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

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

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

In relation to making a complaint:

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

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

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

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

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

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

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

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

They can voice their concerns safely and confidently

Receive responses that respect their rights and needs

Contribute to improvements to the Council through meaningful feedback

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

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

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

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

Unacceptable Behaviour Policy 2024 – 2028 - East Dunbartonshire Council

OTHER IMPORTANT ADDRESSES

Chief Education Officer: Mr Greg Bremner
The Marina
Strathkelvin Place
Kirkintilloch
Glasgow
G66 1TJ
Tel: 0300 1234510

Kirkintilloch HS	Kirkintilloch North & East & Twechar Councillors:	Cllr. Stewart MacDonald Cllr. Pamela Marshall Cllr. Aidan Marshall	0141 578 8194 0300 123 4510 0300 123 4510
	Lenzie & Kirkintilloch South Councillors:	Cllr. Callum McNally Cllr. Willie Paterson Cllr. Gillian Renwick	0300 123 4510 0300 123 4510 0141 578 8016

Members Support Unit
12 Strathkelvin Place
Kirkintilloch
Glasgow
G66 1TJ
Tel: 0141 578 8000

Area Careers Officer
East Dunbartonshire Campus of Further and Higher Education
50 Southbank Road
Kirkintilloch
Glasgow
G66 1NH
Tel: 0141 777 5860

Area Registration Services Officer
Kirkintilloch Registration Office
21 Southbank Road
Kirkintilloch
Glasgow
G66 1NH
Tel: 0141 578 8020

CLD and Children's Services (School Letting Office)
Southbank House
1 Strathkelvin Place
Kirkintilloch
Glasgow
G66 1XH
Tel: 0141 578 8695, fax 0141 943 1688, e-mail: letting@eastdunbarton.gov.uk

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

(a) before the commencement or during the course of the school year in question

(b) in relation to subsequent school years

S3 OPTIONS FORM 2025/26

Options Night 28th Jan
Options Choice Help

Name _____
House_____
Career Aspiration_____
Pupil Signature _____
Parent/Carer Signature_____
Date/Version _____

- You will study each chosen option **three periods per week**.
- Minimum numbers in each course are required for it to run. Staffing constraints may mean courses may be added/removed.
- We have asked you to rank order your elective subjects **1-4**. We will work to prioritise your preferences (**1 & 2**), but may require to discuss backup choices (**3 & 4**) with you as a result of small numbers selecting this option.
- A small number of pupils will be allowed to follow bespoke options including People, Science & Literacy/Numeracy (*). Mrs Early, PT SfL and your Guidance Teacher will talk to you about this if applicable.
- New College Lanarkshire will interview for places on our City & GuildsHair & Beauty and School of Football elective in June. Please tick if you would like to be considered. There are no guarantees of places so ensure you have clearly marked alternative options from the school choices provided.
  - **Hair & Beauty (City & Guilds Level 1)** ☐
  - **Football Performance** ☐

01 CORE SUBJECTS

ALL PUPILS CONTINUE TO STUDY ENGLISH x4, MATHS x4 , MODERN LANGUAGES x2, PE x2, RME x1 AND PSE x1 PERIOD PER WEEK.

02 SELECT YOUR FOCUS IN HUMANITIES

- GEOGRAPHY ☐
- HISTORY ☐
- MOD STUDIES ☐
- PEOPLE* ☐
- PSYCHOLOGY ☐
- RMPS ☐

03 SELECT YOUR FOCUS IN SCIENCE

- BIOLOGY ☐
- CHEMISTRY ☐
- PHYSICS ☐
- SCIENCE* ☐

04 SELECT YOUR FOCUS IN TECHNOLOGIES

- COMPUTING ☐
- DESIGN & MAN ☐
- GRAPHIC COMM ☐
- PRACT COOKERY ☐
- MUSIC TECH ☐

05 SELECT YOUR FOCUS IN CREATIVE & AESTHETIC

- ART & DESIGN ☐
- DRAMA ☐
- MUSIC ☐
- PE STUDIES ☐

06

FINALLY, SELECT 4 SUBJECTS AS YOUR **ELECTIVE OPTIONS**, RANKING THEM 1-4 (1 & 2 = FIRST CHOICE, WITH 3 & 4 BEING YOUR BACKUP OPTIONS).

- ART & DESIGN ☐
- ADMIN & IT ☐
- BIOLOGY ☐
- CHEMISTRY ☐
- COMPUTING ☐
- DRAMA ☐
- DESIGN, MAN & PRACTICAL ☐
- GEOGRAPHY ☐
- GRAPHIC COMMUN ☐
- HISTORY ☐
- PRACTICAL COOKERY ☐
- MODERN LANGUAGES ☐
- MOD STUDIES ☐
- MUSIC ☐
- PE STUDIES ☐
- PERSONAL DEVELOP* ☐
- PHYSICS ☐
- PSYCHOLOGY ☐

Options Night Presentation 28th Jan

S4 OPTIONS FORM 2025/26

Options Choice Help

01 CORE SUBJECTS

All pupils continue to study **English x4** , **Mathematics x4, RME x1, PE x2 & PSE x1**. In addition, you will choose 5 subjects from S3, to study in S4, through to your NQ's (unless they were not available in S3).

02

*TICK YOUR CHOICE OF **5 SUBJECTS** TO STUDY IN S4. YOU SHOULD AIM TO CONTINUE WITH SUBJECTS YOU ARE CURRENTLY UNDERTAKING IN S3, UNLESS NOT PREVIOUSLY AVAILABLE.*

- Your learner pathway takes you through the Senior Phase and may include opportunities to study with our training/college partners.
- We have asked you to select **five** subjects to take forward into S4. We will prioritise your preferred subjects, but may, on occasion require to discuss back up choices as a result of small numbers or staffing constraints. We will keep students informed should this be the case.
- **'Crashing'** subjects in S4 is not advisable unless the subject was not available in S3.
- An enhanced options choice list will be available in May 2025, highlighting S5/6 classes that may have scope for S4's to join.
- Subjects labeled **(UG)** recognised by SQA at a **C Grade** at the level designated but don't have final exam.
- A small number of students will be recommended to study bespoke options (*). Mrs Early and/or your Guidance Teacher will talk to you about these, if applicable.
- *New College Lanarkshire will interview for places in **Hair & Beauty** / **Football Performance** in June. Tigers will interview for places on **FA Construction Skills**. Places on **Senior Phase Partnership College courses** will be confirmed in June/ Please let your Guidance teacher know if you would like to be considered for any of these options and ensure you still select **5 school based subjects.**

BIOLOGY N4/5 ☐
CHEMISTRY N4/5 ☐
PHYSICS N4/5 ☐
ENERGY N5 (UG) ☐
HEALTH SECTOR N5 (UG) ☐
LAB SCIENCE N5 (UG) ☐
PEOPLE N4 (UG) ☐
ADMIN & IT N4/5 ☐
GEOGRAPHY N4/5 ☐
HISTORY N4/5 ☐
MOD STUDIES N4/5 ☐
PSYCHOLOGY N5 ☐
CRIMINOLOGY N5 (UG) ☐

RMPS N4/5 ☐
ART & DESIGN N4/5 ☐
DRAMA N4/5 ☐
MUSIC N4/5 ☐
MUSIC TECHNOLOGY N4/5 ☐
PHYSICAL EDUCATION N4/5 ☐
FRENCH N4/5 ☐
SPANISH N4/5 ☐
MANDARIN N5 (ONLINE) ☐
PERSONAL DEV/BARISTA SKILLS N5 (UG) ☐

DESIGN, MANUFACTURE / PRACTICAL N4/5 ☐
GRAPHIC COMMUNICATION N4/5 ☐
PRACTICAL COOKERY N4/5 ☐
EARLY LEARNING & CHILD N4/5 (UG) ☐
COMPUTING N4/5 ☐

03

TICK IF YOU WOULD LIKE TO BE CONSIDERED FOR INTERVIEW FOR ANY OF THE FOLLOWING COURSES

CITY & GUILDS HAIR & BEAUTY LEVEL 2 (N4) * ☐
FOOTBALL PERFORMANCE PATHWAY * ☐
FOUNDATION APP CONSTRUCTION N4 * ☐
SENIOR PHASE PARTNERSHIP COLLEGE PROGRAMME * ☐

04

*FINALLY, WRITE DOWN YOUR **2** BACK UP CHOICES IN THE SPACE BELOW.*

BACK UP SUBJECT 1	BACK UP SUBJECT 2

Name _____
House _____
Career Aspiration _____

Options Night 20th Feb

S5 OPTIONS FORM 2025/26

Option Choice Help

01 TICK YOUR CHOICE OF 5 SUBJECTS TO STUDY IN S5

- MATHS H ☐
- MATHS N5 ☐
- ENGLISH H ☐
- LIT& COMMS H (U/G) ☐
- ENGLISH N5 ☐
- CHEMISTRY H ☐
- PHYSICS H ☐
- HUMAN BIOLOGY H ☐
- PSYCHOLOGY H ☐
- CRIMINOLOGY H (U/G) ☐
- GEOGRAPHY H ☐
- TRAVEL & TOURISM N5 (U/G) ☐
- HISTORY H ☐
- MODERN STUDIES H ☐
- POLITICS H ☐
- SOCIOLOGY H ☐
- RMPS H ☐
- ART & DESIGN H ☐
- PHOTOGRAPHY H ☐
- MUSIC H ☐
- MUSIC TECHNOLOGY H ☐
- DRAMA H ☐
- ACTING & PERF/PROF THEATRE PREPARATION H (U/G) ☐
- FRENCH H ☐
- SPANISH H ☐
- MOD LANG LIFE & WORK N5/H (U/G) ☐
- MANDARIN N5/6/7 (ONLINE) ☐
- PHYSICAL EDUCATION N5/H ☐
- EXERCISE & FITNESS LEAD H (U/G) ☐
- PRACTICAL CAKE CRAFT N5 ☐
- HEALTH & FOOD TECHNOLOGY H ☐
- COMPUTING H ☐
- CYBER SECURITY H/N5 (U/G) ☐
- GRAPHIC COMMUNICATION H ☐
- DESIGN & MANUFACTURE H ☐
- PRACTICAL WOODWORK N5 ☐
- FA BUSINESS SKILLS H * ☐
- FA SOCIAL SERVICES, CHILDREN & YOUNG PEOPLE H* ☐
- HAIR & BEAUTY N4/5 (U/G)* ☐
- FOUNDATION APP (COLLEGE)* ☐
- SENIOR PHASE PARTNERSHIP PROGRAMME* ☐
- ANIMAL CARE N4* (U/G) ☐

- Subjects labelled (U/G) are at the difficulty level of a Higher or N5 but are ungraded and will be assessed on a 'unit by unit' basis without a final exam.
- Minimum numbers are required for a course to run. Staffing constraints may mean additional courses may be added/removed.
- In May, column choices will be expanded to show additional National 4/5 options running in S4. S5/6 students can infill into these courses, providing additional breath to their curriculum.
- You should ensure you have an in-school backup for any Senior Phase College /FA course.
- Crashing subjects in S5 is not advised unless the course was not available in S4. Changing too many subjects between S4 and S5, will potentially cause difficulty in coursing options.
- *Tigers Foundation Apprenticeships (FA's) are challenging 1-Year courses requiring students to complete the NPA Business Skills/NPA Social Services Children & Young People at Higher level. A work placement one day per week is required by students to complete a qualification regarded as an A/B at Higher regarded by universities, employers and colleges.
- Literature 1 & Communication is an equivalent qualification to a C at H English and is suitable for those attaining English N5 at Grade C.
- *Hair & Beauty Skills will be delivered by our partner New College Lanarkshire. Interviews will take place in June.
- *Animal Care is an enhancement course, delivered online by SRUC. This should be selected in addition to five curricular choices.

02 WRITE DOWN YOUR 2 BACK-UP CHOICES IN THE SPACE BELOW

BACK UP SUBJECT 1
BACK UP SUBJECT 2

Name _____

House _____

Career Aspiration _____

Pupil Signature _____

Parent/Carer Signature _____

Date/Version _____

Options Night 20th Feb

S6 OPTIONS FORM 2025/26

Option Choice Help

01 TICK YOUR CHOICE OF 5 SUBJECTS TO STUDY IN S6

- MATHS AH ☐
- MATHS H ☐
- MATHS N5 ☐
- ENGLISH AH ☐
- ENGLISH H ☐
- LIT& COMMS H (U/G) ☐
- ENGLISH N5 ☐
- CHEMISTRY AH ☐
- CHEMISTRY H ☐
- PHYSICS AH ☐
- PHYSICS H ☐
- BIOLOGY AH ☐
- HUMAN BIOLOGY H ☐
- PSYCHOLOGY H ☐
- CRIMINOLOGY H (U/G) ☐
- GEOGRAPHY H ☐
- TRAVEL & TOURISM N5 (U/G) ☐
- HISTORY H ☐
- MODERN STUDIES AH ☐
- MODERN STUDIES H ☐
- POLITICS H ☐
- SOCIOLOGY H ☐
- RMPS AH ☐
- RMPS H ☐
- ART & DESIGN AH ☐
- ART & DESIGN H ☐
- PHOTOGRAPHY H ☐
- MUSIC AH ☐
- MUSIC H ☐
- MUSIC TECHNOLOGY H ☐
- DRAMA H ☐
- ACTING & PERF/PROF THEATRE PREPARATION H (U/G) ☐
- FRENCH AH ☐
- FRENCH H ☐
- SPANISH AH ☐
- SPANISH H ☐
- MOD LANG LIFE & WORK N5/H (U/G) ☐
- MANDARIN N5/6/7 (ONLINE) ☐
- PHYSICAL EDUCATION N5/H ☐
- EXERCISE & FITNESS LEAD H (U/G) ☐
- PRACTICAL CAKE CRAFT N5 ☐
- HEALTH & FOOD TECHNOLOGY H ☐
- COMPUTING H ☐
- CYBER SECURITY H/N5 (U/G) ☐
- GRAPHIC COMMUNICATION H ☐
- DESIGN & MANUFACTURE H ☐
- PRACTICAL WOODWORK N5 ☐
- FA BUSINESS SKILLS H * ☐
- FA SOCIAL SERVICES, CHILDREN & YOUNG PEOPLE H* ☐
- HAIR & BEAUTY N4/5 (U/G)* ☐
- FOUNDATION APP (COLLEGE)* ☐
- SENIOR PHASE PARTNERSHIP * ☐
- YASS COURSE SCQF 7 (U/G) ☐
- ANIMAL CARE SCQF 4* (U/G) ☐

- Subjects labelled (U/G) are at the difficulty level of a Higher or N5 but are ungraded and will be assessed on a 'unit by unit' basis without a final exam.
- Minimum numbers are required for a course to run. Staffing constraints may mean additional courses may be added/removed.
- In May, column choices will be expanded to show additional National 4/5 options running in S4. S5/6 students can infill into these courses, providing additional breath to their curriculum.
- You should ensure you have an in-school backup for any Senior Phase College course.
- *Tigers Foundation Apprenticeships (FA's) are challenging 1-Year courses requiring students to complete the NPA Business Skills/NPA Social Services Children & Young People at Higher level. A work placement one day per week is required by students to complete a qualification regarded as an A/B at Higher regarded by universities, employers and colleges.
- Literature 1 & Communication is an equivalent qualification to a C at H English and is suitable for those attaining English N5 at Grade C.
- *Hair & Beauty Skills will be delivered by our partner New College Lanarkshire. Interviews will take place in June.
- Animal Care/YASS are enhancement courses, delivered online. Independent study is required.

02 WRITE DOWN YOUR 2 BACK-UP CHOICES IN THE SPACE BELOW

BACK UP SUBJECT 1
BACK UP SUBJECT 2

Name _____

House _____

Career Aspiration _____

Terminology Used

Target Grade: The target that is agreed through discussion with class teachers. This is not a prediction of the final exam grade. This is an achievable target if the pupil consistently works towards their full potential.

Working Grade: The grade a student is currently working at. This can go up and down depending on course content and pupil engagement throughout the course. This could be viewed as a guide to what a pupil would achieve if they maintain their current work ethic and attainment.

Attainment Progress: Performance indicator generated on the on the student's current working grade compared with their target grade.

Effort: The grade reflects a pupil's engagement with the subject and the effort a pupil is making towards their full potential. This measures levels of concentration, motivation, attention and interest.

Level of Effort	Effort	Descriptor
1	Excellent	The pupil is highly motivated and consistently works to their full capabilities.
2	Good	The pupil is motivated and mostly works to their best capabilities.
3	Inconsistent	The pupil can display some motivation but does not use their capabilities to the full extent.
4	Needs improvement	The pupil demonstrates very little or no motivation which leads to limited results.

Behaviour: The extent to which the pupil behaves in class.

Homework: The extent to which homework is completed on a regular basis and to an acceptable level.

National Qualifications

A	B	C	D	No Award
1-2	3-4	5-6	7	8-9

National 4 Courses and Unit Awards

Pass	8
Fail	9



Introduction

At Kirkintilloch High School we are committed to supporting each pupil reach their full potential by creating high quality learning experiences that engage and motivate pupils. Securing positive outcomes is a priority for the school and the attached early interim report is an ideal platform for discussing and reflecting with «FS» on «F191» work ethic and progress so far. While this is early in our academic cycle, where needed, making any necessary changes to routines and engagement will have a huge impact later in the year.

Teachers have been using early assessment evidence, prior attainment and observations of classwork and homework to support their professional judgments at this early point in the year. As the year progresses, this picture will become clearer and this will be communicated to you through a further interim report, a full report and a parents' evening; or through direct contact as appropriate.

As we move forward it is important to note that we have unwavering aspiration and ambition for «FS» and we are already tracking «F191» progress and offering support in a variety of ways: Some pupils will be offered Mentors; Raising Attainment sessions will start after the October break; departments frequently run 'drop in sessions'; many resources are available via 'Glow' and other online resources such as Scholar are available in many subjects.

Pupils make the best progress when the school, parents/guardians and pupils work together. Please encourage «FS» to reflect on the data included in this report and make up study plans accordingly. As a rule of thumb, each Higher would normally require four hours a week of additional study and National 5 courses require two hours each. Raising Attainment Sessions will start after the October break. Please return the last page of this document highlighting your priorities for these sessions.

Having a quiet focused environment, with someone to support time management, discuss ideas, challenges and what has been studied, will have a huge impact on attainment.

If you have any queries regarding this letter, please do not hesitate to contact «FS»'s Year Head

S4 **Mrs G Fraser** – *Deputy Head Teacher*
S5/6 **Mrs P Davie** – *Deputy Head Teacher*

RAISING ATTAINMENT TEAM
R Leadbeater – *Deputy Head Teacher*
M Kay – *Principal Teacher Raising Attainment (Senior Phase)*
K Tossell – *Principal Teacher Raising Attainment (Broad General Education)*

Terminology Used

Target Grade: The target that is agreed through discussion with class teachers. This is not a prediction of the final exam grade. This is an achievable target if «FS» consistently works towards «F191» full potential.

Working Grade: The grade «FS» is currently working at. This can go up and down depending on course content and pupil engagement throughout the course.

Progress:

- **On Track.** «FS» is doing all that is expected and is attaining in line with the journey towards «F191» target.
- **Slightly Off Track:** This rating would indicate that «FS» needs to make adjustments to ensure attainment is in line with journey towards target.
- **Cause for Concern:** This rating indicates we are concerned that «FS» is some way off the path towards «F191» target grade. This might be indicated in effort, behaviour or homework but could also be an indication of the challenges of the course, at a particular level, despite very positive engagment in class work.

Effort: This reflects «FS»'s engagement with the subject and the effort «FS» is making towards «F191» full potential. This measures levels of concentration, motivation, attention and interest, as can be seen in the table below

Level of Effort	Effort	Descripter
1	Excellent	«FS» is highly motivated and consistently works to «F191» full capabilities.
2	Good	«FS» is motivated and mostly works to «F191» best capabilities.
3	Inconsistent	«FS» can display some motivation but does not use «F191» capabilities to the full extent.
4	Needs improvement	«FS» demonstrates very little or no motivation which leads to limited results

Behaviour: The extent to which «FS» behaves in class

Homework: The extent to which homework is completed on a regular basis and to an acceptable level.

National Qualifications

A	B	C	D	No Award
1-2	3-4	5-6	7	8-9

National 4 Courses and Unit Awards

Pass	8
Fail	9

«FS»'s Interim Ratings

Subject	Level	Target	Working Grade	Progress	Effort	Behaviour	Homework
«F148»	«F125»				«F156»	«F157»	«F158»
«F149»	«F126»				«F159»	«F160»	«F161»
«F150»	«F127»				«F162»	«F163»	«F164»
«F151»	«F128»				«F165»	«F166»	«F167»
«F152»	«F129»				«F168»	«F169»	«F170»
«F153»	«F130»	«F198»	«F205»	«F188»	«F171»	«F172»	«F173»
«F154»	«F131»	«F199»	«F206»	«F190»	«F174»	«F175»	«F176»


IN·DEED·AND·IN·TRUTH

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