



# SCHOOL HANDBOOK

2014-2015

# CRAIGIE HIGH SCHOOL

## FROM THE HEAD TEACHER

Dear Parent/Carer

Welcome to Craigie High School

Craigie High School has been serving the communities of Craigiebank, Douglas and Mid-Craigie for over 44 years.

Our core purpose is to raise the attainment of our pupils through high quality learning and teaching. We provide a wide range of opportunities for wider pupil achievement. We aim to ensure that all pupils achieve their potential.

In 2011, Craigie High School was awarded the UNICEF Rights Respecting School Award (Level 1). Article 29 of the UN Convention on the Rights of the Child (UNCRC) states: 'Education must develop every child's personality, talents and abilities to the full'.

We want the UNCRC to be an integral part of the life of the school.

Our School Improvement Plan contains our key projects over the next three years. There is a 'mind map' version of the Plan on our school website. [Click here to view our School Improvement Plan.](#)

We value learning in the classroom and learning at home. We set high expectations for all our pupils in the effort they make in learning, and in attendance and behaviour.

Everything we do in our school community is based upon mutual respect for each other.

I hope you enjoy reading this handbook.

Yours sincerely

**Colin Biernat**

Colin Biernat  
Head Teacher



# AIMS

- To provide a happy and secure school environment for all our pupils.
- To provide every pupil with an appropriate range of educational experiences to help prepare them for all aspects of adult life.
- To ensure that each pupil reaches the highest academic achievement of which s/he is capable.
- To ensure equality of opportunity for all pupils regardless of race, gender, religious belief or disability.
- To develop and maintain active partnerships between teachers and pupils, school and home, school and the wider community.
- To develop self-esteem and self-confidence in pupils and encourage them to assume responsibility and make a positive contribution to the wider community.
- To prepare pupils to make effective decisions and choices regarding their

# VALUES

- Helpfulness, good manners, honesty and respect for others;
- Academic, sporting and cultural achievement;
- Willingness to listen;
- Commitment to work which matches and extends abilities;
- Self-worth, self-confidence and responsible behaviour;
- Consideration and tolerance of views held by others;
- Determination to achieve success;
- Positive contributions to the life of our school and wider community;
- Punctuality and regular attendance.



## WELCOME FROM THE HEAD BOY AND GIRL

Welcome to Craigie High School. Secondary school gives you an opportunity to meet new people and make new friends, who are all in the same situation as you. Before you come up to Craigie High School, you will attend induction days which will give you an insight into the way the school works. S6 buddies are allocated to each class and they will take you to each of your classes for the first couple of days, until you get to know the school. These buddies will also answer any questions or concerns you have regarding moving into S1. There will also be a chance for you to attend the P7 Disco which is held at the end of your induction days. This is always a great success and we are sure you will have a good time!

On your first few days you might feel intimidated and nervous. However, there are many senior pupils willing to help. They are the ones with the stripy ties! Their job is to make the transition from primary to secondary as comfortable as possible. Senior pupils are there to help.

Craigie High School also has a wide range of clubs on offer, both academic and sport related, these are held at lunchtime and after school. Throughout the year there are many inter-house competitions within school. These include swimming galas, cross country and netball tournaments. These competitions help you to earn points for your House (Broughty, Claypotts, Fernie, Glamis and Mains) and you can even get points for just taking part! At the end of the year, the House with the most points will win the House Trophy. However, if you are not too keen on sports, but you still want to get involved, then points can also be achieved by attending after school or lunchtime clubs and during attendance and punctuality checks.

We have both had an enjoyable and unforgettable time at Craigie High School. During our time at Craigie we have made many friendships and we are certain that you will have a very memorable time here. We wish you the very best as you embark on your journey with Craigie High! ☺

Head Boy and Head Girl  
Michael Craig and Karina Edgar



Back: Head Girl Karina Edgar and Head Boy Michael Craig  
Front: Deputy Head Girl Jessica Olson, Mr Biernat and Deputy Head Boy Liam McMulkin

# AIM 1: TO PROVIDE A HAPPY AND SECURE SCHOOL ENVIRONMENT FOR ALL OUR PUPILS

Article 19 of the UNCRC states: 'Children have the right to be protected from being hurt and mistreated, physically or mentally'.

## **Primary Liaison**

Throughout the year we work closely with our primary colleagues. Regular meetings are held with the Head Teachers of our associated primaries to develop continuity in our curricular provision and to ensure a smooth transition for pupils from P7 to S1.

The Principal Teacher responsible for first year pupils, our Support for Learning staff, and Guidance staff all visit primary schools to discuss the details of transfer with pupils and their teachers. Staff also attend parents' evenings in the feeder primaries to allow parents the opportunity to ask questions.

There are opportunities throughout the session for P7 pupils to work with senior Craigie pupils and Craigie staff. There are curricular challenges organised, in November and March, for our associated primaries and all primary 7 pupils come together for 3 days in June. For one of these days they work with their new classmates and S6 pupils and for the remaining two days they follow their timetable for Craigie High. This helps them become familiar with the secondary school both in finding their way around the building and in the organisation of a typical day.

Staff from the English, Maths and Modern Language departments visit the feeder primaries over the session, working in the primary classrooms alongside primary staff.

P6 pupils are given the opportunity to spend an extra period in Craigie after their swimming time, experiencing lessons in the English and Maths department whilst familiarising themselves with the school and its layout.

Parents have the opportunity to meet staff on the evening of day two in June and find out what the P7's have experienced.

By the end of the liaison programme we hope to have built up a comprehensive picture of every pupil entering S1 in Craigie. Pupils will have met many of the staff with whom they will be coming into contact in August as well as the pupils in their class and we hope that parents will be confident that their child will move more easily into secondary school.

## **Anti-Bullying**

At Craigie High School we are committed to providing a safe and happy environment for your child, to this end we comply with Dundee City Council's Anti-Bullying Policy to ensure that any incidents of bullying are dealt with swiftly and effectively. We try, however, to foster an atmosphere in the school where bullying is not seen as acceptable behaviour, to this end, there are comprehensive and thought-provoking anti-bullying lessons from S1 to S4, in addition to anti-bullying assemblies and an annual anti-bullying campaign.

## **AIM 2: TO PROVIDE EVERY PUPIL WITH AN APPROPRIATE RANGE OF EDUCATIONAL EXPERIENCES TO HELP PREPARE THEM FOR ALL ASPECTS OF ADULT LIFE**

**Article 28 of the UNCRC states:** ‘Every child has the right to an education’

### **Prefects**

All pupils within the school have the opportunity to put themselves forward as a Prefect. Two types run within the school; Junior Prefects (S1-4) and Senior Prefects (S5/6). All take on board a variety of duties within the school ranging from supervision duties to assisting at whole school events e.g. Parents’ Evenings.

The prefects are led by elected Head Girl/Boy and Depute Head Girl/Boy who are assisted by House Captains from each of the five houses.

Should a pupil not choose to put themselves forward as a prefect during one school session, opportunities are always there in subsequent sessions.

Being a prefect gives pupils the chance to experience a variety of opportunities which will help prepare them for adult life.

### **S4,S5 Pre-Apprenticeship Initiative**

The school works closely with Dundee College to offer a variety of SQA approved courses which are based on the skills needed in the workplace. These are offered in a variety of occupations including - Construction and Engineering, Care, Cosmetology, Food Preparation and Cooking, Health and Social Care and Employability Skills.

All of our pupils who have taken part in these courses (approximately 120 to date) have found them extremely worthwhile. Many of our pupils have been successful in finding full-time apprenticeships or Dundee College courses as a direct result of their involvement.



## Dundee College Link Programme

'A Day in the Life' is a scheme designed to give S3 pupils an insight into the life of students studying a wide variety of vocational course including Hairdressing and Beauty Therapy, Photography, Desktop Publishing and Court Lawyer.

All of these opportunities take place thanks to the excellent, long-established links between Craigie High School and Dundee College.

## Enterprising Approaches to Teaching & Learning

The Scottish Executive wants all young people to have self-confidence and belief in their own talents and abilities and to have the motivation and support to develop the skills necessary to make the most of their potential. The new Curriculum for Excellence aims to develop the four capacities the Scottish Executive feel essential for effective learning:- confident individuals; effective contributors; successful learners; responsible citizens.

This is a long-term strategy which is building partnerships between parents, schools and business.

Craigie is making huge inroads to help develop this strategy in school with staff developing an 'enterprising' curriculum for our pupils.

Part of this strategy has included us taking part in a number of events organised by the city. In the past these have included such things as Money Programme to encourage pupils to become more financially aware for their future, Core Skills Business Course for S3 to develop their skills for work, S3 pupils at Engineering Awareness Days at Educational Development Service, Work Experience in S4, and Business Dynamics in S5 and S6.

We also organise many events in school including Primary Challenge days. Most recently we have introduced a series of challenges to be completed during House Tutor Time such as Numeracy Puzzle of the fortnight, Word of the Week, ECO Challenge etc.

We also encourage pupils to record and discuss their achievements and enterprising skills – pupils will have the opportunity to do this electronically through e-portfolios and profiles



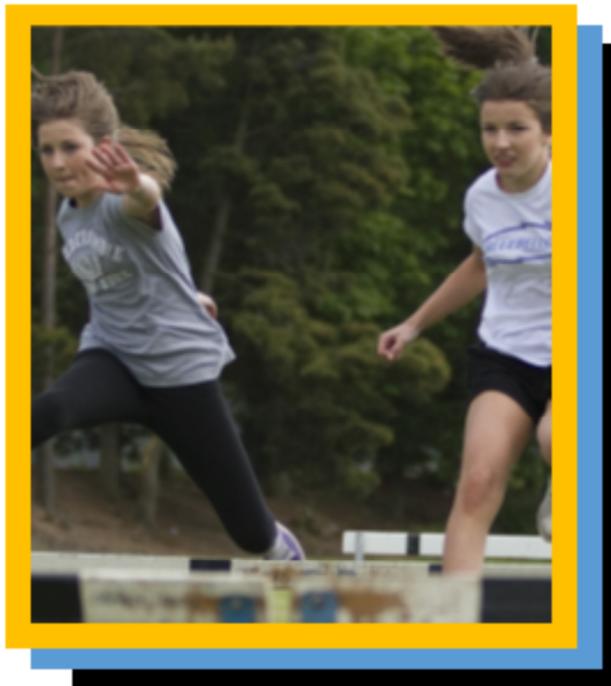
## Extra – Curricular Activities Offered in the PE Department

Junior and Senior Netball	Girls Football
Swimming/Water Polo	Badminton
Indoor Hockey	Boys Football
Table Tennis	Dancing

There are school teams in Football, Hockey, Netball.

Individuals can represent Craigie High School in Badminton, Swimming, Table Tennis and Athletics.

There are festivals for most activities at the end of each teaching block. There are also whole school events for House Competitions, Cross Country Championships, Swimming Gala and Sports Day.



## AIM 3: TO ENSURE THAT EACH PUPIL REACHES THE HIGHEST ACADEMIC ACHIEVEMENT OF WHICH SHE/HE IS CAPABLE

**Article 29 of the UNCRC states:** 'Children's education should develop every child's personality, talents and abilities to the fullest'.

### The School Curriculum

The main aim of our curriculum is to provide all of our pupils with a coherent and balanced programme, which gives them every opportunity to reach their potential. We want all of our pupils to become successful learners, confident individuals, effective contributors and responsible citizens (as identified within "A Curriculum for Excellence").

### Broad General Education S1-3

On entry into first year, pupils are allocated to mixed ability classes. They remain in these classes for subjects such as Physical Education, French and Social Subjects. In practical subjects such as Science, Art, Home Economics and Technical, the class size is reduced to a maximum of 20. The maximum class sizes for Mathematics and English in S1/2 is 20.

In first and second year, pupils follow a common course, comprising English, Mathematics, French, Science, IT, Art, Music, Drama (S2 only), Technical, Home Economics, Physical Education, Religious Education, Social Subjects and Social Education.

Classes in Mathematics and English are set according to levels achieved. This enables pupils to make considerable progress.

In S3 pupils continue with their Broad General Education (BGE) and follow a subject in each of the Curricular Areas.



## **Senior Phase**

In S4, pupils choose six subjects (including Maths and English) working towards a recognised qualification by the SQA appropriate to their level e.g. National 3, 4, 5.

The curriculum in the senior school is influenced by the need to meet the entry requirements for universities and colleges, as well as to obtain specific qualifications for particular careers.

Courses provide opportunities to build on achievements in National Qualifications and are certificated at Advanced Higher and Higher level.

## **Supported Study**

An extensive programme of Supported Study and out-of-school-hours learning is provided for our pupils to work with teachers individually, or in small groups.

The main purpose of our provision is to support our pupils in achieving higher standards by developing knowledge, understanding and study skills, which will enable them to become more effective learners. We hope that participation will also enhance their personal development through working with others, team-building, increasing self-esteem and confidence and nurturing a positive attitude towards learning.

There is also an Easter school for pupils who will sit SQA exams soon after.

Pupils are given full details of provision for their age group and are encouraged to opt-in to the scheme at various points during the session.

## **Homework**

We believe that it is essential that our pupils devote some of their time to learning at home, if they are to achieve their true potential. In addition to the homework issued by teachers, there is a range of other activities that can benefit our young people. The purposes of both homework and learning at home activities are to assist pupils in developing good study habits and to reinforce and supplement what has been done in class. Independent learning, taking responsibility for learning and making valuable links between school and home can be fostered.

All pupils receive a study planner at the start of each term. This should be used to note progress in class and record learning at home activities.

For more information about “Learning at Home”, visit the [Craigie High School Website](#).

## **AIM 4: TO ENSURE EQUALITY OF OPPORTUNITY FOR ALL PUPILS REGARDLESS OF RACE, GENDER, RELIGIOUS BELIEF OR DISABILITY**

**Article 2 of the UNCRC states:** ‘The Convention applies to all children, whatever their race, religion or abilities’.

### **Religious and Moral Education**

In our school we provide appropriate opportunities for the development of pupils’ spiritual, moral, social and cultural values. This is undertaken in partnership with you as parents to take account of pupils’ individual needs and your views.

Our school community welcomes and encourages diversity and individuality. We seek to promote values such as honesty, respect for others, compassion and justice. All who are involved in the life of our school are respected as individuals. This right carries with it the responsibility to act in a considerate and respectful manner towards others.

### **The School Chaplains and Religious Observance**

The programme for Religious and Moral Education (RME) in our school aims to help pupils to understand the beliefs and practices of religions and the human experiences from which they arise. Pupils are also encouraged to learn from religions by helping them develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

The chaplains work closely with the school by contributing to morning assemblies, and special services at major festivals. The chaplains meet pupils in their religious education classes when used as consultants by the department.

Under the terms of the Education Scotland Act 1980 “any pupil may be withdrawn by his/her parent from any instruction in Religious Subjects and from Religious Observance”. Any parent who wishes to exercise his/her rights should contact the school in writing.

Our chaplaincy team is: Rev. Edith MacMillan, Rev. Fay Lamont Mr Neil Campbell

### **Sensory Service**

The Sensory Department supports the inclusion of pupils with a significant hearing loss or visual impairment in Craigie High. As a department we promote equality in our practice. The multi-skilled team which includes teachers of the deaf, teachers of visually impaired (VI) pupils, education communication support workers, ASNAs, a deaf resource worker, a VI resources worker and a mobility officer address the needs of individual learners.

Staff offer:

- In class support, one-to-one and small group
- Communication support
- Pre and post tutoring of class lessons
- Adapted resources
- Staff and pupil training in sign language
- Staff and pupil awareness raising presentations
- Special assessment and exam arrangements
- Enhanced transition programme
- Support for extracurricular activities and clubs
- Peripatetic support for mainstream pupils with a slight/moderate sensory loss. The progress of each pupil is monitored through an Additional Support Plan which is reviewed annually.

## Support for Learning Information

Most children make satisfactory progress in school and their education can be fully supported by their class teacher. Some children may, however, need additional support to help them access learning in the classroom. Assessment and planning for their needs will be done through a Child's Plan which identifies their strengths, barriers to learning and what action or support required to meet their additional needs. A very small number of children with significant and long-term additional support needs may meet the criteria for a Co-ordinated Support Plan. These will be children who receive a lot of support from people outside education; for example, from health and social work staff.

Support for learning takes place in every class and is the responsibility of all staff in the school. All of our pupils are encouraged to work to the highest level of their ability and extra help is available for children who may require it to help them achieve their potential. The Head Teacher, teachers and other staff work closely to ensure that children and young people's individual learning needs are met.

The work of Support for Learning staff is co-ordinated by the Head Teacher, is regularly reviewed and is based upon pupil need. Support may be given within the class or within another setting, and may be within a group although it is always based upon the needs of the individual child.

The procedures and processes by which an individual child's needs are identified and addressed are set out in Dundee City Education Department's policy on Supporting Learners. Central to this is the assessment of need using a staged intervention model and the involvement of parents. We also maintain very valuable partnerships within education and with agencies beyond to support pupils who have additional needs of any kind.

To help assess the specific needs of any pupil who may require extra help the school is able to call upon the services an Educational Psychologist from Dundee Educational Psychology Service. Before such a step is taken, parents are always contacted and the reason for such a referral is fully explained and parental co-operation sought.

As a parent/carer you can access a wide range of information with regard to additional support needs. The information is available both at your local school and on the Dundee City Council website on this internet page <http://www.dundee.gov.uk/education/support/> The following are available for you at the above internet page.

- Assessing Additional Support Needs
- Attending Pupil Support Planning Meetings
- Co-ordinated Support Plan
- Dispute Resolution
- Dispute Resolution Referral Form
- Mediation - Parent to Parent leaflet
- Supporting Learning (Dundee City Council Education Department, Support for Learning Policy)
- Supporting Learning in Dundee

This internet page also has many other leaflets on related topics which might be of interest to you. If you cannot access the internet, please ask the School Office if you would like a copy of any of these documents.

The Additional Support for Learning (Scotland) Act 2004 as amended by the 2009 Act came into force on 15 November 2010. The recommendations of the Children and Young People's Act (2014), in particular the Child's Plan and the responsibility of the Named Person, also affects how we assess and plan for all children and young people.

Information on additional support needs is also available to you from outside Dundee City Council:

Enquire - the Scottish advice service for additional support for learning

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

a telephone helpline - 0845 123 2303

an email enquiry service - [info@enquire.org.uk](mailto:info@enquire.org.uk)

an online enquiry service

two websites - [www.enquire.org.uk](http://www.enquire.org.uk) (for parents/carers and practitioners) and [www.enquire.org.uk/yp](http://www.enquire.org.uk/yp) (for children and young people) Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

### **Let's Talk ASN**

Let's Talk ASN is a free service for the parents of children with additional support needs who may require support in relation to a dispute or potential dispute with an education authority. It is a joint initiative of Govan Law Centre (Charity No. SC030193) and Kindred Advocacy (Charity No. SC000264). It provides support for parents and young people from the time they have grounds to make a reference to the Additional Support Needs Tribunal for Scotland (ASNTS).

Advice and information regarding this service can be obtained by email or phone-call:

[letstalkasn@edlaw.org.uk](mailto:letstalkasn@edlaw.org.uk) 0141 445 1955 Scottish Child Law Centre

The Scottish Child Law Centre is a charitable body registered in Scotland under registration number SCO12741." It offers advice and support for families in regard of additional support needs.

The Scottish Government website's Additional Support for Learning page also provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs: <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

The 'Supporting Children's Learning Code of Practice (Revised edition)' - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended: <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

'Getting It Right For Every Child and Young Person', is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers. Find it at <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright> 'Supporting Learners - guidance on the identification, planning and provision of support' is at <http://www.educationscotland.gov.uk/supportinglearners/>

## **AIM 5: TO DEVELOP AND MAINTAIN ACTIVE PARTNERSHIPS BETWEEN TEACHERS AND PUPILS, SCHOOL AND HOME, SCHOOL AND THE WIDER COMMUNITY**

**Article 3 of the UNCRC states:** 'All actions concerning the child shall take full account of his or her best interests'.

### **The House System/Guidance**

All pupils coming to Craigie are allocated to one of five houses; Broughty, Claypotts, Fernie, Mains and Glamis. We try to allocate children from the same family to the same House to allow continuity of contact with Guidance and House Head.

Each House is run by a Depute Head Teacher, supported by Principal Teachers of Guidance. This House Team is responsible for the welfare of your child throughout their time in school. They will liaise with subject teachers, to ensure your child does as well as possible in class and is happy and settled in school.

Your child's Guidance teacher is the first point of contact for you or your child if you have any concerns, worries or questions. The Guidance team is led by Mrs A Waghorn, Depute Head Teacher. The House teams are as shown below:

	<b>Broughty &amp; Fernie</b>	<b>Mains</b>	<b>Claypotts &amp; Glamis</b>
<b>House Head:</b>	Ms L Kibbey	Mrs A Waghorn	Mrs L Mitchell
<b>Guidance Staff:</b>	Mr A Blaney Ms Y Durham	Mrs D Doig	Mr P Hodge Mrs D Mason

### **Target Setting and Tracking**

As part of Craigie's Raising Attainment Policy all pupils are involved in regular target-setting & tracking. The system is designed to motivate and encourage our pupils and to give them goals to aim for.

Teachers and pupils discuss and agree ambitious, but achievable targets for attainment in each Standard Grade subject.

All parents are informed of the target, and the progress towards achieving the targets, by letters during the course of the year.

A similar procedure is carried out between staff and pupils in S5 and S6. Targets at this stage are based on progress made either in Standard Grade subjects or National Qualifications.

### **Pupil Mentoring**

As part of our ongoing efforts to raise attainment, all our pupils have the opportunity for one-to-one meetings with their House Tutor twice yearly.

The focus of these meetings is their progress in S4, looking at subject areas where they are achieving their targets and also anywhere they are working below target, and help pupils identify next steps. Mentors have a copy of pupil targets, tracking and attendance information.

The aim is to encourage pupils to be thinking about their own learning, and identifying what they can do to raise their attainment. We also want to build pupils' confidence in themselves and their ability. This is in addition to our existing support resources of Guidance staff and Support for Learning

### **Parent Council**

The Parent Council is a group of parents who have been selected in accordance with the Parent Council constitution to represent all the parents of children at our school. Parents of any child at Craigie High School can seek to be part of the Parent Council in line with arrangements set out in the constitution.

The Parent Council can co-opt other members as it sees fit.

The aims of the Parent Council are:

- To work together with everyone involved in school life – parents, learners, teachers, school staff and the wider community.
- To make sure that all parents have a say in their children's education – and are able to express their views and wishes.
- To build links between the school, parents, pupils nurseries and pre-school groups and the community.

Our Parent Council meets approximately once each term and meetings are open to all parents. We are known as PATCHS – **P**arent **A**nd **T**eachers of **C**raigie **H**igh **S**chool. If you would like more information about the Parent Council, please email us on [craigie@dundeparentcouncil.org](mailto:craigie@dundeparentcouncil.org) or look at our section on the school homepage under Parent. Here you will find meeting dates and a contact form you can complete with your details.

We support the school by involving parents and we can't do this without parents coming along to some of our meetings and joining our Parent Council.

### **Parental Involvement**

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent councils and others- <http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils - <http://www.educationscotland.gov.uk/parentzone/index.asp>

## AIM 6: TO DEVELOP SELF-ESTEEM AND SELF CONFIDENCE IN PUPILS AND TO ENCOURAGE THEM TO ASSUME RESPONSIBILITY AND MAKE A POSITIVE CONTRIBUTION TO THE WIDER COMMUNITY

**Article 12 of the UNCRC states:** 'The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child'.

### Pupil Representative Learning Council

Pupils of all years within Craigie have a distinct voice through the Pupil Representative Learning Council (PRLC). This involves prefects from all years standing as a representative to sit on the three councils which are in operation; Junior, Middle and Senior, to discuss issues pertinent to them.

The Junior council is made up of S1/2 pupils, Middle S3/4, and Senior S5/6. Each council elects chairs and the items discussed are raised by the pupils and discussed in the meetings. Meetings are held monthly and issues can be raised with representatives through House Tutor time. Pupils are also given feedback from the meetings held in a similar fashion. Issues discussed are also raised with Mr Biernat with a view to appropriate changes being made. In addition, visitors are often invited to meetings to listen to pupils' views and hear their suggestions for improvements.

Recent changes as a result of Council decisions have included consultation over the revisions to the positive discipline system, improvements to the main social area of the school, improving links with the local community and regular consultation on the work of the Rights Respecting School.

### Eco – School

Craigie is currently working towards Eco-school status which involves a small committee of staff and pupils making the school a more environmentally friendly school.

We are currently working towards achieving Green Flag Status which is awarded for recognition in striving towards environmental improvements. In doing so we have:



- implemented a rigorous recycling scheme,
- identified an area of the school grounds as suitable for encouraging biodiversity,
- developed a school travel plan setting out more environmentally friendly and safe ways of travelling to school, and
- introduced an outdoor classroom for use in the more clement weather
- successfully held events such as an ECO Fashion Show and ECO Summer Festival

Once these projects have been fully implemented, we should receive our first Green Flag and will work on other environmental projects in addition to sustaining those already mentioned.

All pupils are welcome to join the committee as the main driving force must come from pupils.

## Citizenship within Craigie

- Working with elderly residents to improve their ICT skills
- Entertaining local Sheltered Housing residents at Christmas time
- Assisting with junior classes as peer helpers
- Acting as Paired Readers

At Craigie we aim to instill in our pupils the value of being a good citizen. In doing so a wide variety of activities are offered to pupils within the school to help within both the school and the wider community. These include:

## Senior Charity Committee

An active committee of senior pupils take on the role of raising funds for various charities throughout the year. They do this by:

- holding non-uniform days,
- end of term discos,
- sponsored walks,
- Christmas Hamper collections - a yearly project which raises funds for Children 1st and also delivers food parcels to the more vulnerable within the local community.
- Events such as staff versus pupils "I'm a Celebrity.." and "Eggheads"

## Peer Support

Peer Education is generally accepted as being a worthwhile process for both parties. Currently we have S6 pupils doing Paired Reading with S1 pupils and S6 pupils in our associate primary schools doing Conflict Resolution lessons and helping out in Physical Education classes. There are also pupils working with younger age groups in classes in school, all of which helps the personal development of our young people in the areas of inter-personal relationships and communication.

## Pupils and Parents have their say!

Reflecting one of our values – Willingness to Listen- we continually ask for feedback to find out if the information we are providing is what parents and carers need to help your child be the best they can be at Craigie High School.

When S1 parents were asked recently "What is the best thing about our school?" some responses included:

*The positive and friendly atmosphere*  
*Great first impressions*  
*Very happy with the transition work going on*  
*Support offered to ALL pupils*  
*Very good Guidance support*

Feedback from pupils is also regularly sought. S3 pupils created a Thank You Charter during RMPS, some responses included:

*Thank you for helping us get a better chance at a good job*  
*Thank you for having teachers who never give up on you*  
*Thank you for an education because some people in other countries don't get one.*

## **AIM 7: HEALTH & WELLBEING PLANNING FOR CHOICES & CHANGES TO ENSURE POSITIVE DESTINATIONS.**

**Article 28 of the UNCRC states:** 'The child has a right to education. This includes making educational and vocational information and guidance available and accessible to all children'.

### **Planning for choices and changes**

Careers Education is an important part of our PSHE programme.

The classroom lessons are designed to allow pupils to access and explore options available to them in the future from subject choice to future choices and decisions to ensure positive destinations. The use of the My World of Work website enhances pupils understanding of their strengths and is an interactive resource that highlights development needs.

In addition to our PSHE programme opportunities for pupils to experience 'hands on' initiatives out with school include:

- Discovering Degrees for S2 pupils
- 'A Day in the Life of ....' at Dundee College for S3
- Work Experience & Employers visits for S4
- College and University visits for S5/6 pupils

### **Careers Interviews**

Any pupil can self refer themselves to the school Careers Adviser for a careers interview. Interviews last approximately 40 minutes and pupils leave with an action plan and follow up material.

### **Work Experience Interviews**

In order to make Work Experience a more realistic and challenging experience for our S4 pupils, we have built a strong relationship with local employers and business people, who are happy to give their time to interview pupils who have been well prepared by the English department.

The chance to be interviewed by experts gives us the opportunity to provide excellent feedback on how pupils performed during these interviews and thereby giving them the opportunity to improve their skills before facing the real thing.

### **Work Experience**

All S4 pupils are invited to take part in this long running programme which is designed to enhance pupils experience and understanding of the world of work.

They are given the opportunity to:

- look at their own skills and personal qualities in relation to their employability.

- develop their job seeking skills, including the application process and interview techniques delivered and assessed as part of social education, supported by the school careers service (Skills Development Scotland).
- evaluate what they have gained and learned from the experience which will help them in their future



# APPENDICES

## School Information

### How to Contact the School

#### Address

Craigie High School  
Garnet Terrace  
DUNDEE  
DD4 7QD

**Telephone: 01382 431111**

**E-Mail: <http://craigiehighschool.ea.dundee.city.sch.uk/>**

**Web: [craigiehighschool.ea.dundee.city.sch.uk](http://craigiehighschool.ea.dundee.city.sch.uk)**



#### Location

Craigie High School is a modern six-year comprehensive situated in the eastern end of the city close to Strips of Craigie Road. The site of the school is excellent having an open aspect towards the Tay estuary. The presence of many mature trees and shrubs helps to enhance the environment.

#### School Roll

616 pupils (September 2014)

#### School Day

An Assembly is held at House Tutor times on a weekly basis for each of the house groups. The remainder of the school day comprises 6 periods each of 50/55 minutes duration.

Period 1 8.45 - 9.40

Period 2 9.40 - 10.30

House Tutor Period 10.30 - 10.45

Interval 10.45 - 11.00

Period 3 11.00 - 11.50

Period 4 11.50 - 12.40

Lunch 12.40 - 13.40

Period 5 13.40 - 14.35

Period 6 14.35 - 15.30



## Discipline System

Good learning can only take place if a suitable atmosphere exists. The responsibility for ensuring this rests with both staff and pupils. Our approach is one of fairness, friendliness and, if necessary, firmness.

At the start of each session the school's discipline policy is explained to pupils. The policy is essentially a set of common sense rules which are necessary for working together in a friendly, caring industrious environment. Positive behaviour and areas for improvement are monitored through our Merits and Demerits system.

You have a crucial part to play in the behaviour system of the school. At Craigie High we encourage you to come to school to discuss your child's behaviour and progress. In this way discipline problems can be dealt with at an early stage by yourselves and the staff working together.

## Attendance

You are responsible for ensuring that your child attends school regularly. If a pupil is absent the school should be contacted as soon as possible. All pupils returning to school must bring an absence note from you explaining the reason for absence. This should be given to the house tutor. If for any reason, a period of absence is expected to extend beyond a few days, the school should be informed and where appropriate, homework will be collected from teachers and sent home. Requests from you for absence from school should be made in writing. You will appreciate that wherever possible holidays should be taken outside term time.

The school has a responsibility to alert you if truancy is suspected. Pupils who develop a pattern of irregular attendance will be placed on an 'Attendance Sheet'. It is used to monitor their attendance each period of the day and requires a parental check each evening. You can assist us by following the arrangements outlined above so we do not waste time following up genuine cases of absence.

## Punctuality

Arriving in class on time means that pupils benefit fully from a lesson and do not disrupt the teacher or the work of other pupils. Life-long learning habits of punctuality are formed at school and will stand pupils in good stead in later years. Employers and colleges who require references for our pupils often ask specific questions about punctuality and attendance. Where latecoming persists you will be informed by text, letter or invited into school to discuss further.

## School Uniform

Pupils are very strongly encouraged to be involved in the life of the school, to be proud of the tradition and reputation of Craigie High and to identify with the school through the wearing of school uniform. The school believes that the wearing of uniform helps its pupils develop the feeling of belonging to the school and gives a sense of identity and self-confidence.

School uniform is as follows with the preferred options underlined:

<b>Blazer:</b>	<u>Black</u> with school badge (can be ordered in school)
<b>Tie:</b>	<u>Every pupil should wear a Craigie High tie</u> (can be purchased from school office)
<b>Pullover:</b>	Plain <u>black</u> or navy blue (style <u>v-neck</u> or crew neck)
<b>Shirt/blouse:</b>	<u>White</u> , grey or light blue
<b>Trousers/skirts:</b>	<u>Black</u> or grey (plain style)

## Notes

The principal stockist is:

The Schoolwear Shop 19 Commercial Street Dundee, Angus DD1 3DD  
Tel: 01382 200 926

Items of uniform which may be removed in school should be clearly labeled with the pupil's name and class. In addition to the general uniform the school has a recommended list of Physical Education kit.

It is important that pupils and carers recognise what is appropriate dress for the activities which pupils will be involved. It is essential that pupils and carers follow the simple dress code operated by the Physical Education Department in the interests of all pupils.

In the interests of hygiene, training shoes worn to school should not be worn in any of the indoor working areas. Cleanliness in these areas is important as your child will have to sit on the floor during a PE lesson. Your co-operation in this would be greatly appreciated.

Pupils should bring the appropriate kit for the activity they are doing in a bag. All PE kit should be appropriately marked with the pupil's name.

Recommended PE kit for boys and girls is listed below.

Indoor wear:

Top\* - plain colour and not a football shirt  
Shorts – black  
Training shoes – for indoor work and a change from school shoes

Outdoor wear:

Top\* - plain colour and not a football shirt  
Tracksuit or sweatshirt can be worn in adverse weather conditions  
Shorts – black  
Footwear – training shoes or football boots which will grip in muddy conditions  
Shin guards – optional, but recommended for use in Hockey, Football and Rugby

Swimming:

Swimming costume or shorts/trunks. 'Boardies' or Bermuda type shorts are dangerous and are not permitted.  
Swimming cap\* - compulsory in interests of hygiene  
Towel  
Goggles are optional

\*These items can be ordered and bought from the PE Department.

## **Transport Arrangements**

The Council provides transport for those pupils who live over 3 miles from the local secondary school proposed by the Authority.

Where a pupil is, at your request, granted a place at a school other than the school proposed by the Council, you must make your own transport arrangements.

## **Accidents or Illness in School**

A pupil who hurts him or herself or feels ill in school should report this to the teacher in charge of the class. If necessary, the pupil will be referred to the school auxiliary for treatment. If the injury warrants it the pupil will be taken to hospital. You will be notified of anything other than trivial upsets. It is very important for you to give an emergency contact for use on occasions when you cannot be contacted. This information is requested along with other basic information at the beginning of each session.

## **Health and Medical Care**

The Authority's School Health Service provides a programme of health care for all pupils in secondary school. A doctor, dentist and nurse are associated with Craigie High.

School children are offered immunisations by the school doctor, subject to your consent. In third year all pupils are offered a booster immunisation for polio and tetanus. The School Health Service is based locally at Whitfield Health Centre. They can be contacted there directly with any query or concern regarding your child's well-being in school.

## **Administration of Medication**

Dundee City Council Education Department has made the decision that there can be no administration of any non-prescribed medication. This includes paracetamol. Prescribed medication should be supplied by the parent/carer in the original container, labeled with their child's name and written instructions about when their child should take this medication. This should then be delivered to school by the parent/carer and the relevant form completed.

## **Dental and Medical Appointments**

Where possible you should ensure that appointments are made outwith school hours. Where this is not possible requests to keep appointments should be accompanied by an appointment card. Such requests should be sent to the school.

## **Insurance**

The Education Authority insures against its legal liability for:

- accidental personal injury and
- loss or damage to property of third parties

You are advised that no insurance cover is maintained for circumstances in which the Council does not have a legal liability. You may wish to consider your own insurance arrangements.

## **Child Protection**

As a school we have a responsibility to act in the best interests of our pupils.

This may mean using our city wide child protection procedures which will involve communicating with other agencies, taking immediate action and recording sensitive information in order to keep your children safe.

The school aims to work in partnership with parents but sometimes when there are concerns it may not be in the best interests of the child to have the parents/carers involved immediately.

If you have any concerns you should approach the Designated Child Protection Officer (DCPO), contacts in the school are Mr Paul Hodge and Mrs Diana Mason and can be contacted by telephoning 01382 431111. Alternatively the number for Dundee City's child protection line is 01382 307999

## **Photo Permission**

From time to time we take photographs for use in school displays, good news stories in the local press and on our website. If for any reason you do not wish your child to be in these photographs, please contact his/her Guidance Teacher.

## **Education Maintenance Allowance – 2015-2016**

EMA is part of the Scottish Executive's agenda of encouraging access to, and participation in, further and higher education by young people from low-income families.

EMAs provide financial support for 16–19 year olds who stay on in full time non advanced education after their statutory school leaving date (i.e. those continuing in post-compulsory education).

To be eligible for an EMA in 2015/2016 the student must:

- Have been born between 1 March 1995 and 28 February 1999.
- Have a household income of £22,403 or below (for families with more than one dependent child in the household) based on 2014/15 income or
- Have a household income of £20,351 or below (for families with a single dependent child in the household) based on 2014/15 income

EMA is a weekly allowance of £30 payable to eligible young people who have achieved 100% attendance per week. It is payable in arrears, generally on a 2 weekly basis.

EMA Application forms will be available in all Dundee Secondary Schools from June 2015.

## **School Meals**

### **School Meals and Milk**

Nursery - It should be stated that meals are available for full-time pupils only.

Where school snacks are provided in nursery schools and classes, Head Teachers should give details of these including the provision of milk.

Parents must clearly understand that such snacks are provided on self financing basis and that to cover such costs, a small charge is made to the parent.

Primary/Secondary/Special - Information should be provided with regard to the provision and cost of school meals and the arrangements and facilities for packed lunches.

A statement of the Authority's Policy on free school meals and milk should be included to the effect that free school meals are available to pupils whose parents are in receipt of Income Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, Support under Part VI of the Immigration and Asylum Act 1999, Guaranteed Pension Credit, or in receipt of Child Tax Credit only and have an annual income of less than £16,010 or Working Tax Credit and have an annual income of less than £6420.

## **School Clothing Grants**

If parents are in receipt of Income Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit or Working Tax Credit and an annual income of less than £16,010, the Authority will consider one application per year for a grant towards the cost of purchasing essential clothing to enable their children, up to the age of 16, to attend school.

The school clothing grant payment will be made through BACS transfer into a nominated bank account or paid by cheque.

Application forms may be obtained from your child's school, Main Reception, Dundee House, or download from the Council website. Secondary schools should include information regarding the application by parents for an Education Maintenance Allowance for pupils over the statutory leaving age of 16.

## **Instrumental Tuition**

Tuition fees are currently free and instrumental hire is £83.00 per year.

## **School Records**

The School Pupil Records (Scotland) Regulations make provision for granting access by parents and pupils (over the age of 16) to manually maintained records held on pupils. Parents and pupils wishing to avail themselves of this service must submit their request on an application form obtainable from the Head Teacher.

## **Transferring Educational Data about Pupils**

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

## **What pupil data is collected and transferred?**

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

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

## **Why do we need your data?**

In order to make the best decisions about how to improve our education service, SEED, 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.

## **Your data protection right**

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 message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

SEED works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of SEED, which 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 colleagues within and outwith SEED.

## **Concerns**

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at [Peter.Whitehouse@scotland.gsi.gov.uk](mailto:Peter.Whitehouse@scotland.gsi.gov.uk) or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

## **Want more information?**

Further details about ScotXed are available on the ScotXed website, [www.scotxed.net](http://www.scotxed.net), which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

## **Examination and Certificate Results**

For some years now schools have published their examination results as part of the Government's policy of providing information to parents.

There has been a lot of controversy about "league tables" of schools and it is certainly true that these results need to be very carefully analysed and interpreted. They take no account, for example, of difference in schools' catchment areas and there can be no doubt that this is a major factor in determining the performance of pupils in examinations.

On the other hand, the information is not worthless. It provides us, in the school, with information which we use to monitor academic achievements and standards and, indeed, we receive much more useful information than appears in the handbook. We know our school and our pupils thoroughly, of course, so the exam results and statistics are only one factor among many which tell us whether our performance has been up to expectations in any one year.

## Examination Results for Craigie High School 2011/12, 2012/13 & 2013/14

### S4 Attainment

In accordance with nationally agreed approaches, finalised attainment data for the new National Qualifications completed by pupils in the 2013/14 SQA examination diet, will be made available to schools in February 2015.

Percentage of the relevant September S4 roll achieving:									
5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better			
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
By end of S4	86	91	See Above	57	72	See Above	14	22	See Above
Percentage of the relevant September S4 roll achieving:									
1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better			
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
By end of S5	31	32	See Above	12	13	See Above	2	2	See Above

### What can these results tell parents?

They show that we are a school which presents a large number of pupils with a very wide range of subjects at all levels. We have a very mixed school population, probably more varied than most, and given that, they show a very good overall level of achievement which is borne out by the more detailed information that we receive from the Scottish Qualifications Authority. **Changes in Recording the Information** There has been a change in the way the information is recorded by the Scottish Executive. Special education needs pupils have been included in the total numbers which creates an impression that our results have fallen. It should be noted that we have the largest numbers of SEN pupils in any mainstream secondary school in our authority and this change in procedures directly impacts on the overall results

## **Attendance and Absence for School Year 2014-15**

1. Absence rates calculated separately as percentage of total number of possible attendances for all pupils of the school in the stages shown and for all pupils in the relevant stage, each morning and afternoon of each school day being a separate possible attendance.
2. National average relates to Scotland. Regional and national averages for primary and secondary to be calculated over all education authority and grant-aided schools, excluding all special schools, taking into account as appropriate of 2 and 4 year schools.
3. Adults attending day school classes are excluded. Pupils in S6 may be included if schools wish to do so.
4. School year = 18 August to 3 July.