



School Handbook

St John's RC High School

April 2026



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Section 1: Welcome & Vision

Head Teacher Welcome

Dear Parent/Carer

I am delighted to welcome you to St John's Roman Catholic High School, inspired by the life and mission of St Marcellin Champagnat. Our school is a place where faith, learning, and service are at the heart of everything we do.

St Marcellin Champagnat believed in making Jesus known and loved through the education of young people. In that spirit, we strive to create a school where every young person is included, known and valued, and where they are encouraged to grow in confidence, character, and faith.

We are committed to high standards of achievement and nurturing pastoral care, ensuring that each young person is supported to reach their full potential.

Our school is a place where everyone is included and shaped by our Marist Values, In the Way of Mary, Family Spirit, Love of Work, Presence and Simplicity. Through our practice and daily interactions, we encourage everyone to develop a deep sense of compassion, respect, and responsibility for others, particularly those most in need.

I warmly invite you to peruse our handbook and learn more about our school and the opportunities we offer our young people.

Please contact me if you require any further information about our school.



Kind regards

Mrs Wendy Sinclair
Acting Head Teacher

Section 1: Welcome & Vision

Our School Ethos

St John's Roman Catholic High School is committed to providing the highest quality of education for our young people and offering formation through the promotion of our Gospel values. Our aims reflect our strong Marist traditions focusing on our Marist Values, Family Spirit, Love of Work, Simplicity and In the Way of Mary.

We aim to:

- develop a community built on Gospel values where our young people feel safe, valued, cared for and nurtured.
- provide an inclusive environment where all young people have the opportunity to develop and grow into confident individuals, successful learners, responsible citizens and effective contributors.
- provide a positive learning environment which encourages every young person to achieve the highest standards of attainment and achievement.

In our Roman Catholic High School, we are fortunate to base our strategic vision for the curriculum on the rich heritage of the Church's teaching. Our values and vision reflect the Gospel values that the young people in St John's will experience on a daily basis.

Together we strive to build a community of faith and learning which reflects our Gospel values, to ensure that:

- The needs of our young people are at the centre of everything we do.
- The same dignity and respect is accorded to every member of our community.
- There is a culture of high expectations and praise to promote the best possible environment for learning and teaching.
- Everyone has the opportunity and is encouraged to achieve their full potential

Values, Expectations and Aims

ST JOHN'S RC HIGH SCHOOL VALUES



SIMPLICITY



PRESENCE



FAMILY SPIRIT



IN THE WAY OF MARY



LOVE OF WORK

ST JOHN'S RC HIGH SCHOOL EXPECTATIONS



READY TO LEARN

WE ALL COME TO SCHOOL READY TO LEARN BY BEING APPROPRIATELY DRESSED AND REMOVING OUTDOOR CLOTHING IN CLASS, BEING ON TIME AND KEEPING PENCILS, PAPERES AND LABOURS IN OUR BODS UP IN THE CLASSROOM BODS AND HAVING A POSITIVE GROWTH MINDSET TOWARDS LEARNING



RESPECTFUL

WE ALL SHOW RESPECT TO EACH OTHER AND OUR SCHOOL, BY HAVING A CALM TONE AND KIND WORDS, LISTENING CAREFULLY AND FOLLOWING INSTRUCTIONS, ALWAYS BEING AND BEING OUR BEST AND TREATING OUR ENVIRONMENT AND EQUIPMENT WITH CARE.



SAFE

WE ARE ALL SAFE IN SCHOOL, BY ALWAYS ACTING IN A WAY WHICH ALLOWS EVERYONE TO FEEL SAFE AND COMFORTABLE, STAYING IN OUR OWN SPACE WHILE RESPECTING THE SPACE AND EQUIPMENT OF OTHERS AND ALWAYS CONSIDERING OTHERS IN THE CORRIDOR, SCHOOL, CUSPINE AND COMMUNITY

ST JOHN'S RC HIGH SCHOOL AIMS



PRESENCE

WE ENSURE THAT ALL PUPILS ATTEND REGULARLY AND PROMPTLY



PARTICIPATION

WE CREATE A CLIMATE WITHIN OUR SCHOOL, WHERE ALL PUPILS FEEL WELCOME AND VALUED



PROGRESS

WE CREATE WAYS OF WORKING THAT HELPS MAXIMISE THE ACHIEVEMENT AND AMBITIONS OF ALL OUR YOUNG PEOPLE




Section 2: School Information

Contact Us



Website: <https://stjohnshigh.ea.dundee.city.sch.uk/>



Telephone: 01382 307060



Email: stjohnsrchighschool@dundeeschools.scot



Address: St John's RC High School, Harefield Road, Dundee,
DD3 6EY

For all school enquiries, please contact the school office in the first instance and you will be directed to the most appropriate member of staff.

School Status:	Roman Catholic High School S1-S6
School Roll:	1283
School Hours:	Monday & Tuesday 08:45-15:50 Wednesday, Thursday & Friday 08:45-15:00





Section 2: School Information

Senior Leadership

Head Teacher:	Mrs Wendy Sinclair
Depute Head Teachers:	Mr Andy Bratton
	Mr David Cecil
	Mrs Claire Lang
	Mrs Nicola White
Business Manager:	Mrs Alison Mudie
School Chaplain:	Rev Father Malcolm Hutchison
Parent Council Chair:	Mrs Jennifer Dickson



Section 2: School Information

Office Hours

The school office is open from:

Monday – Wednesday 08:15-16:30

Thursday – Friday 08:15-15:00




The answering machine is switched on for your convenience when the school office is closed. Please do leave a message and we will return your call as quickly as possible.

Our Parent Portal app is a communication tool to which all parents and carers are encouraged to sign up. This tool can be accessed 24 hours a day and can be used to report absence and view reports amongst other things.

At St John's RC High School, we believe that close, positive contact and cooperation with parents and carers is essential for the support, wellbeing and progress of the young people we serve. Experience has taught us that young people do best in their learning when there is a close liaison and shared agenda between school and home. We welcome contact from parents and carers and assure you that such contact is never considered an imposition. It is our expectation that calls and emails to our families are responded to in the maximum timeframe of 24 hours.

We will be in touch with you in a variety of ways throughout the year. This includes:

- Termly newsletter – The St John's Eagle 
- Pupil tracking reports are issued twice/three times per year (year group dependent)
- There is one Family/Teacher contact evening for each year group during the session, involving 1:1 teacher/carer meetings
- Text messages
- GroupCall Xpressions App

Section 2: School Information

School Calendar

<p>Autumn Term Monday 17 August 2026 – In Service Day (Staff resume) Tuesday 18 August 2026 – Term starts (Pupils resume) Friday 9 October 2026 – Term ends</p>
<p>Autumn Holiday Monday 12 October 2026 – Holiday starts Friday 23 October 2026 – Holiday ends</p>
<p>Winter Term Monday 26 October 2026 – All resume Thursday 12 November 2026 – In Service Day (schools closed) Friday 13 November 2026 – In Service Day (schools closed) Wednesday 23 December 2026 – Term ends</p>
<p>Christmas Holiday Thursday 23 December 2026 – Holiday starts Wednesday 6 January 2027 – Holiday ends</p>
<p>Spring Term Thursday 7 January 2027 – All resume Friday 12 – Monday 15 February 2027 – Mid-term holiday Tuesday 16 February 2027 – In Service Day (schools closed) Thursday 25 March 2027 – Term ends</p>
<p>Spring Holiday Thursday 26 March 2027 (Good Friday) – Holiday starts Friday 9 April 2027 – Holiday ends</p>
<p>Summer Term Monday 12 April 2027 – All resume Monday 3 May 2027 – May Day (schools closed) Friday 28 May 2027 – In Service Day (schools closed) Monday 31 May 2027 – Victoria Day (schools closed) Friday 2 July 2027 – Term ends</p>

Section 2: School Information

House Structure

All young people in St John's RC High School are divided into House Teams. Each House is led by a DHT with the support of Principal Teachers of Guidance, Teachers of Supporting Learners and Pupil Support Workers.


<p>Dunkeld House House Head: Mr Braton Guidance Staff: Mrs Kettles and Mrs Hutcheson</p>
<p>Jedburgh House House Head: Mr Cecil Guidance Staff: Mrs O'Neill and Mrs Walsh</p>
<p>Melrose House House Head: Mrs White Guidance Staff: Miss Nimmo and Mr McNally</p>
<p>Balmerino House House Head: Mrs Lang Guidance Staff: Mr McArtney</p>
<p>Lindores House House Head: Mrs Lang Guidance Staff: Mr McArtney</p>



Section 3: School Policies and Practical Information

School Uniform

In St John's RC High School, we look 'Ad Coelos', to the heavens, seeking to be the very best we can be. We are proud to be part of our school, and we have agreed a uniform which we are proud to wear. We recognise that through wearing our uniform we are demonstrating that we are ready to learn. We also believe that our uniform helps everyone to belong, it is an important symbol that we are a community, a family, and that each of us contributes to making our community great.

Accepted	Not Accepted
<ul style="list-style-type: none"> • School Blazer (optional for S1-S4) • School Tie* • Jumper Cardigan/Hoodie: Plain black only, allowing school tie to be seen • White School Shirt • Dress trousers, shorts, culottes or skirt: Plain black only, skirts should be an appropriate length • Shoes or trainers: Plain black only • Black Outdoor Jacket (optional) 	<ul style="list-style-type: none"> • Jeans or leggings • Ripped clothing • Clothing with logos or that are not plain black 

*Ties can be bought via Parent Pay and collected at the school reception

PE Kit

Information about our PE Kit is available from the PE Faculty. We expect all young people to come to PE ready to learn and wearing PE kit.

Section 3: School Policies and Practical Information

School Clothing Grants

If you are in receipt of Income Support, Job Seekers Allowance (income-based), Income-related Employment and Support Allowance, Universal Credit (where earned income is not more than £850 per month), Support under Part VI of the Immigration and Asylum Act 1999, Housing Benefit, Council Tax Reduction, or Child Tax Credit with income assessed below the relevant threshold, you may be entitled to receive a grant towards the cost of buying essential clothing to enable children up to the age of 16 to attend school.

Grants are paid directly into your bank account. If you do not have a bank account, we will contact you to discuss other payment options.

The current value of a Clothing Grant is £155 per secondary school child. Most families will get an automatic award, which means they will not need to fill in a new application form each year.

For more information, please follow the link provided:

[School Clothing Grants | Dundee City Council](#)

Application forms can be submitted online: <https://dundeecity.gov.uk/eduforms>



Section 3: School Policies and Practical Information

Education Maintenance Allowance

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

EMA provides financial support for 16–19 year olds who stay on in full time non advanced education or a community / voluntary Activity programme after their statutory school leaving date.

Do you qualify for EMA?

- Pupils born between 1st March 2007 and 30th September 2010 may be eligible for an award starting in August 2026.
- Pupils born between 1st October 2010 and 28th February 2011 may be eligible for an award starting in January 2027. Pupils eligible from January 2026 do not need to wait until January to submit their application form.
- Do you attend a Dundee school, or do you reside in the Dundee area and are you undertaking a programme of learning in a community or voluntary setting?
- Was your household income:
 - £24,421 per annum or less (for families with a single dependent child) or
 - £26,884 per annum or less (families with more than one dependent child)?

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.

How to apply for EMA

Application forms can be submitted online: <https://www.dundee.gov.uk/ema>

Section 3: School Policies and Practical Information

Payments to Schools

The school currently accepts payments online, using a secure website called ParentPay, for items such as school meals, trips and uniforms. The ParentPay system is easy to use and offers parents and carers the freedom to make payments by debit or credit card, whenever they like, ensuring that monies reach schools safely and securely.

The system helps to remove the costs associated with having to manage cash securely on school premises and it frees up time to better support the smooth running of the school.

If you already have a ParentPay account you don't have to do anything. If you have not yet activated your ParentPay account, please contact the school office for an activation letter which will enable you to set up your ParentPay account ready for the start of the new term.



Section 3: School Policies and Practical Information

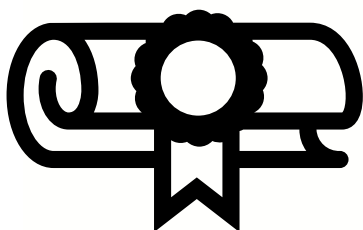
School Leaving Dates

Summer Leaving Date

A pupil whose sixteenth birthday falls on or after 1st March and before 1st October, is judged to have reached school leaving age on 31st May.

Winter Leaving Date

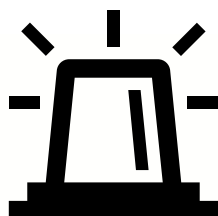
A pupil whose sixteenth birthday falls on or after 1st October and before the last day of February, is judged to have reached school leaving age on the first day of the Christmas holidays.



Section 3: School Policies and Practical Information

Emergency School Closure Procedures

In exceptional circumstances the school may be unable to function normally. The school may be affected by severe weather or power failures. We shall do all we can to let you know about the details of closure and re-opening through the local radio, text messages, emails and letters home. You can be assured that we will never send a child home without first checking that there is an adult at home.



Section 3: School Policies and Practical Information

Placing Requests

Parents of children living out with the school's catchment area, who wish their child to attend the school, are asked to make a placing request. Placing request forms can be accessed from the following link:

[Enrolment and Placing Requests for Schools in Dundee | Dundee City Council](#)



**SCHOOL
PLACING
REQUEST**



Section 3: School Policies and Practical Information

School Meals

Secondary schools operate self-service cafeterias with the lunch menu supplied by Tayside Contracts. There is a fixed charge for a meal in primary school. In secondary schools, the cost varies according to what the individual pupil chooses from the menu. Typically, a meal (including drink and snack) will cost £2.25.

We encourage all young people to stay on the school grounds at lunchtime. Young people may bring a packed lunch to school. Safety flasks containing hot food can be brought to school. However, the glass vacuum type, with may be dangerous and liable to break, is not permitted. Glass bottles should not be brought to school.

Please inform us in writing if your child has any special dietary needs so that arrangements can be put in place to accommodate their needs.

Free School Meals

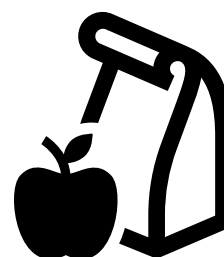
Free school meals are available to all pupils whose parents receive Income Support, Job Seekers Allowance (Income-based), Income-related Employment and Support Allowance, Universal Credit where monthly earned income is not more that £850, Support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit only with an income of less than £19,995, or both Child Tax Credit and Working Tax Credit with an income of less that £9,552 (as assessed by HMRC).

For more information, please follow the link provided:

[Free school meals - mygov.scot](https://mygov.scot)

Application forms can be submitted online:

<https://www.dundeescity.gov.uk/eduforms>



Section 3: School Policies and Practical Information

Promoting Presence in St John's RC High School

All children and young people have the right to education as outlined in Article 28 of the UNCRC. Attendance at school is important because it supports young people's wellbeing and development, progress in learning, and promotes personal and academic achievement. Time spent in an education and learning environment also helps to keep learners safe, provides supportive pastoral care, and maximises opportunities for social and extra-curricular activities beyond the classroom.

School Absence Procedures

- Please telephone the school as soon as possible if your child is absent.
- If your child is ill and cannot attend school, please telephone the school before, or as soon as possible after 8.45 am on the first day of absence. Please contact us on each day of any continued absence if you have not already informed us of a definite period of absence for your child.
- If your child is absent and no contact is made by you, a text message will be sent from the school. If three days pass without explanation for an absence, a member of the Localities Support Team will arrange to visit you and your child at home.
- If you have not contacted the school to say your child is absent and have received a text message, please contact us as soon as possible.
- Dundee City Council asks that, where possible, parents do not take their children out of school during term time. In accordance with Scottish Government guidelines, most holidays are recorded as unauthorised unless there is proof from an employer that this is the only time when holidays can be taken.

Section 3: School Policies and Practical Information

Appointments

If your child has an appointment during the school day or needs to leave school for any other reason, please call the school office. We would appreciate if routine appointments could be made out with school hours but understand that this isn't always possible.

If your child does need to leave during the school day, they must be collected by a parent or carer at the main reception.



Accidents/Illness at School

In the event of a child having an accident or becoming ill at school we will attempt to contact the parents and carers so that they can collect the child from school. However, if we cannot contact parents, we will contact the Emergency Contact whose name and telephone number should be given to us by the parents and carers.

It is very important that parents and carers inform the school of the name, address and telephone number of Emergency Contacts and advise the school immediately of any changes that occur.



Section 3: School Policies and Practical Information

SIMPLICITY PRESENCE FAMILY SPIRIT IN THE WAY OF MARY LOVE OF WORK



St John's RC High School Learning and Teaching Standard



READY TO LEARN



RESPECTFUL



SAFE



Marist Pedagogy

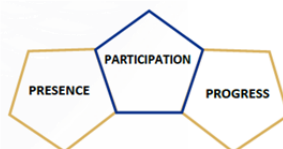
"Seek out the very best methods and look for the most insightful research into the teaching/learning process and put these to the best use you can. But first you must love each of your students. And if you love them, you will believe in their goodness and the possibility that each of them can learn. Therefore, you will hold out high expectations for each of them and do so with confidence and firmness. But you must be also gentle and patient with them; you must try to walk in their shoes and see with their eyes. You must respect them and spend time with them: they are God's precious gift entrusted to you, even the most trying of them. Only with this starting point, can you begin to teach them." Brother Michael Green

Learning and Teaching Padlet

Our Learning and Teaching padlet contains useful links to a variety of resources, including the following

- The Pedagogy Team
- Progression Frameworks
- St John's RC High School Meta-skills Team
- CLPL—DCC and St John's RC High School

Our shared goals are what we want to achieve individually and together. These goals are:



This policy has been informed by professional reading.

- Power Up Your Pedagogy – Bruce Robertson
- The Teaching Delusion Trilogy – Bruce Robertson
- Visible Learning for Teachers – John Hattie
- Formative Assessment—Shirley Clarke

SIMPLICITY PRESENCE FAMILY SPIRIT IN THE WAY OF MARY LOVE OF WORK

St John's RC High School Learning and Teaching Standard



READY TO LEARN, RESPECTFUL & SAFE

- Expectations should be discussed at change of timetable and revisited as required
- Ensure lesson starter question/tasks relate to previous lessons, and all resources are available for the young people arriving
- Greet young people at the door and direct them to the starter question/task
- Complete the register
- Review the starter task with the class
- Discuss learning intentions and produce success criteria for today's lesson
- Reinforce social goals
- Check for understanding at appropriate points throughout the lesson

Learning Intention

- Consistent use of language across all curricular areas eg "What we Are Learning Today" (WALT)
- Learning intentions should include knowledge and skills – including "Know..." "Understand..." "Be able to..."
- Identify skills when planning, using the progression frameworks and meta-skills frameworks

Success Criteria

- Create collaboratively with the young people, after discussing the learning intention
- Agree actions required to ensure learners experience success
- Success criteria should link to learning intentions, include meta-skills and be measurable, allowing young people to evaluate learning

Pedagogical Approach

The learning intention and success criteria should be revisited during the lesson, reminding the young people of their aims and ensure understanding. A variety of teaching methods, learning activities and learning assessments may be used in a single lesson or a series of lessons. For example

Direct Teaching	Independent Learning	Paired activities	Cooperative Learning	Group work
Digital technology	Learning Partners	Differentiation	Questioning/Formative Assessment	Self and Peer Assessment

Plenary

"The critical part when evaluating the lesson, is a review of the learning intention and success criteria" Hattie (2012)

It is important that sufficient time is given to the plenary, a suggestion of 5-10 minutes. The plenary should assess the learning of all young people, and this should be linked to the success criteria. Using show-me boards or exit tickets allows all learners to produce evidence of their learning. All formative assessment techniques can be used as a plenary. The plenary should also form part of the teacher's evaluation of the lesson.

End of the Lesson

All resources should be returned to the correct area in the classroom. Young people should place chairs under their desks and wait for the teacher to dismiss the class. The bell is for the teacher, it is not an indication for young people to leave a classroom.

Section 3: School Policies and Practical Information

Promoting Positive Relationships and Behaviour

Our relationships, our rights and our behaviours matter to all of us. At St John's RC High School, we strive to build a learning community where staff, pupils and families work together to successfully nurture and develop potential for all. Together we create a school environment where we can learn, grow and develop our skills for life. As a Catholic school in the Marist tradition, we are fully aligned with the Charter for Catholic schools and the values of our founders, the Marist Brothers.

Our Relationships and Behaviour Policy was developed by staff, pupils and parents and underpins our expectations of being Ready to Learn, Respectful and Safe. These expectations incorporate all the things we need from young people to be successful learners.

We have clear processes in place which recognise the positive attitudes and behaviours of our learners, as well as clear processes for when we do not get it right. It is everyone's responsibility to choose the correct behaviour in school. Reminders of expectations and responsibilities are displayed in all learning environments and corridors.

A full copy of our Relationships and Behaviour Policy can be found on our school website.



READY TO LEARN



RESPECTFUL



SAFE

Section 3: School Policies and Practical Information

Tobacco/Alcohol/Illegal Substance/Vapes

Dundee City Council's no-smoking policy applies to all pupils as it does school staff.

Smoking or vaping is not allowed during the school day. Should a young person be found smoking on school grounds or within close proximity of school, contact will be made with parents and carers in the first instance. Should this be repeated, the young person will face further consequences that may include exclusion from school.

Alcohol, drugs and other illegal substances are prohibited in school. Pupils found to be in possession, or under the influence, of such substances will be subject to the full process of the law.



Section 3: School Policies and Practical Information

School Concerns and Complaints Procedures

Please share any concerns with your child's Principal Teacher of Guidance in the first instance. If you have any concerns in relation to a member of staff, please contact the school office, asking to speak with a member of the Senior Leadership Team.

To try and support any concerns, Mrs Sinclair holds a Head Teacher drop-in for parents and carers once a month from 4.00-6.00 pm, you are welcome to attend to discuss any concerns, or suggestions you may have.

We aim to resolve concerns in a proactive and timely manner. If you have made a formal complaint to the school and you are not satisfied with the outcome, you can have your complaint reviewed by a senior officer in Dundee City Council's Children and Families Service.



Section 3: School Policies and Practical Information

Dundee Football Club Performance School

Our Dundee Football Club (DFC) Performance School is part of DFC's larger Academy for developing talent. Young people in the DFC Academy who are currently in Primary 7 and who are signed with Dundee Football Club may be invited to join the Performance School providing them with greater opportunities to train, and to better balance the challenges of school with the challenges of developing into an elite footballer.

The Performance School has grown since August 2021 and now includes groups from S1 through to S5. While still in its infancy, the Performance School has already produced pupils/players who have been selected for national teams.

Performance School pupils are an important part of our school community. We work closely with DFC to ensure all our pupils access the full breadth of the curriculum, as well as gaining opportunities to train at school during the school day and after the school day.

More information on the DFC Academy can be found at:
<https://dundeefc.co.uk/academy>



Section 4: Parental Involvement

St John's RC High School Parent Council

The Parent Council meets once a term to discuss progress and current topics identified for discussion. All parents and carers are welcome to attend these meetings. Dates of meetings are regularly communicated via email, and more information can be found on our school website.

Parent/Carer Engagement

Effective communication with home is key in supporting the learning of young people and engaging parents/carers in the child's education. We want to work in partnership with parents/carers to ensure the best outcomes for all young people.

We provide parents/carers with a calendar of meetings specific to their child. Each year group has a scheduled Parents' Evening. In addition, Information Evenings are held to ensure that parents have the opportunity to discuss Primary/Secondary Transition, Qualifications Scotland qualifications, UCAS and Learning Journey Plans. Parents/carers may also be invited to meetings at transition points in the learning journey of their child. Parents/carers are always welcome and can arrange appointments through our school office.



Section 5: The Curriculum

Curriculum for Excellence 3-18

Curriculum for Excellence is the curriculum in Scotland which applies to all children and young people age 3-18, wherever they are learning. It aims to provide children with the necessary skills for life, learning and work. In St John's RC High School young people are developing the four capacities which reflect and recognise the lifelong nature of education and learning. The four capacities are aimed at helping children and young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors



Broad General Education S1 – S3

As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as Broad General Education before they enter the Senior Phase in S4-S6. St John's RC High School is committed to providing young people in S1-S3 with a broad general education focused on eight curricular areas:

- Expressive Arts
- Health and Wellbeing
- Languages
- Mathematics
- Religious and Moral Education (RC)
- Sciences
- Social Studies
- Technologies



Section 5: The Curriculum

Progress in BGE learning is assessed and reported through curriculum levels as follows:

Level	Stage
Early	The pre-school years and P1 or later
First	To the end of S4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third	S1-S3, but earlier for some

Senior Phase S4 – S6

In S4, learners choose six or seven subjects to study for national qualifications at National 2-National 5, some having the opportunity to sit Higher Physical Education. Bespoke arrangements for individual learners, including those in Lindores or Balmerino Houses, are also available. This approach gives greater personalisation of choice without having to narrow the curriculum. The number of qualifications in S4 ensures that sufficient learning time is given to each subject, thus providing opportunities for greater depth of learning as well as preparation for external assessments. In S4 we continue to have a commitment to the key skills of literacy, numeracy and health and wellbeing.

We encourage our young people to stay at school until the end of S6, those who stay have a greater number of options for future pathways. However, pupils who are intending an early exit at the end of S4, and who have a learner pathway clearly identified that would be supported by a Dundee and Angus Senior Phase college course, are supported if they wish to apply. This is supported by the relevant PT Guidance and in consultation with the young person and their Parent or Carer.

Learners in S5/6 have the opportunity to take up to 5 Highers in one sitting in S5 or S6, or a combination of Highers, other national qualifications, and other learning opportunities. In recent years we have expanded our offer to include a wider variety of qualifications, including National Progression Awards (NPAs) and Skills for Work (SfW) courses.

More specific individualised information about your child's learning can be obtained from the school.

Section 5: The Curriculum

St John's RC High School Curriculum Model 2026-27

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
S1	English			Maths			Modern Languages			Social Subjects			Science			Art	Music	Drama	CDT	Business	Comp	HFT	PSE	PE	RE	MCI							
S2	English			Maths			Modern Languages			Social Subjects			Science			PBL	Art	Music	Drama	CDT	Business	Comp	HFT	PSE	PE	RE	MCI						
S3	English			Maths			MLC	Elective			Social Subjects			Science			Expressive Arts			Technologies			Elective			PSE	PE	RE	MCI				
S4	English			Maths			Raising Attainment	Column C Elective			Column D Elective			Column E Elective			Column F Elective			Elective			PSE	PE	RE	MCI							
S5	Column A Elective						Column B Elective						Column C Elective						Column D Elective						Column E Elective						RE	MCI	
S6	Column A Elective			RE	Column B Elective			RE	Column C Elective			RE	Column D Elective			RE	Column E Elective			RE	PSE	PE	MCI										

Sensitive Issues

Parts of our curriculum involves teaching the children about issues which some parents or carers may deem as sensitive eg relationships and sexual health, substance misuse and mental health. Parents and carers should be assured that as the first educators of their children, our school will work with them and communicate with home, when appropriate. On some occasions we may ask consent for young people to be involved in local and national surveys or lessons related to their personal, physical, social or emotional wellbeing. If any parent or Carer is concerned about any aspect of their child's curriculum content, experiences or outcomes covered in class they should speak to their child's Principal Teacher of Guidance in the first instance.

Section 5: The Curriculum

Religious Observance

In St John's RC High School our curriculum within Religious Education is guided by the Religious Education in Roman Catholic Schools (RERC), Curriculum for Excellence, and by the Scottish Catholic Education Service and the Diocese of Dunkeld in the Senior Phase. Through our ethos and curriculum, we provide learners with opportunities to develop their sense-making and critical thinking skills through exploring their own developing values and morals. We help the young people to develop their awareness of other learners' cultures and beliefs. As a Roman Catholic school community of faith, we recognise and support all pupils with faith, as well as those with none. For example, we support our Islamic pupils during Ramadan and enjoy being part of Eid celebrations with their families. Our school promotes a culture of inclusivity, acceptance and diversity whilst emphasising our commitment to moral values such as love, honesty, kindness and respect.

As a Roman Catholic school, opportunities for religious observance, through daily prayer, class services or whole school events are an integral part of our school day.



Section 5: The Curriculum

Charter for Catholic Schools in Scotland



Charter for Catholic Schools in Scotland



The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.



All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:



- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.



All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.



For more information, contact SCES. Tel: 0141 556 4727, email: mail@sces.uk.com or visit www.sces.uk.com

Section 5: The Curriculum

Assessment


Assessment is an integral part of learning and teaching. It helps to provide a picture of a young person's progress and achievements and to identify next steps in learning. Your child will experience a range of approaches to assessment.

Throughout S1 to S3, assessment of a young person's progress and achievement during their Broad General Education will be based on teacher assessment of their knowledge and understanding, skills, attributes and capabilities. Over the course of S1 to S3, all young people will also be involved in a variety of Standardised Assessments. These diagnostic assessments provide information for teachers on how well young people are progressing in literacy and numeracy and contribute to national level information.

In S4-S6 young people progress through the Senior Phase. Assessment continues to be an integral part of learning and teaching providing young people with a variety of assessment practices which will lead to qualifications.

Reporting to Parents and Carers

Engaging with parents and carers is essential for supporting learning at home and at school. At St John's RC High School, we use a combination of informal and formal reporting activities. These include:

- Face to face parent and carer consultation (Parents' Evenings) 
- Written reports (tracking and full)
- Information Evenings
- Progress letters home (department specific)
- Telephone calls and text messages

Parents and carers are invited to get in touch with their child's Principal Teacher of Guidance to discuss their child's progress at any time during the academic year.

Section 5: The Curriculum

Supporting Transitions Beyond St John's RC High School

St John's RC High School works in partnership with Skills Development Scotland (SDS) and Developing the Young Workforce (DYW) to ensure that every young person receives high quality careers guidance and targeted support as they progress through school. It is our aim to ensure all young people progress to a sustained positive destination when they leave school.

From S1, young people are supported to develop their awareness of the wide variety of opportunities available to them. Young people will learn about different industries and roles and also have valuable opportunities to reflect on their own strengths, skills and interests. All young people are first introduced to SDS advisors through their Personal and Social Education (PSE) classes where they begin to explore the world of work and post-school pathways. SDS advisors are based within the school most days and will work with young people individually and in groups at key points in a young person's school journey.



Section 6: Support for Pupils

Supporting Learners

In St John's RC High School, we use the Dundee Standard of Inclusive Practice. Most young people will make progress in school with their education being fully supported by their class teachers. Some children may need additional support to help them access learning in the classroom.

Support for learning takes place in every class and is the responsibility of all staff in the school. All our pupils are encouraged to work to the highest level of their ability and additional support is available for children who may require it to help them achieve their potential and ensure their learning needs are met.

The work of Supporting Learning staff is coordinated by the Principal Teacher and is regularly reviewed, 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.

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. The school also works in partnership with a range of external agencies to support the overall wellbeing and learning of young people.

Assessment and planning for learner needs may be done through an Individualised Education Plan (IEP) where appropriate, which identifies a learner's strengths, barriers to learning and what action or support is required to meet their additional needs. A very small number of young people with significant and long-term additional support needs may meet the criteria for a Coordinated Support Plan.

Parents and carers can access a wide range of information about additional support needs. The information is available on the Dundee City Council website:

[Additional Support Needs Information | Dundee City Council](#)

Section 6: Support for Pupils

The Dundee Standard of Inclusive Practice



Section 6: Support for Pupils

Other Sources of Information

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
- an online enquiry service
- two websites - www.enquire.org.uk (for parents/carers and practitioners) and 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.'

The Scottish Child Law Centre is a charitable body registered in Scotland under registration number SC012741." It offers advice and support for families in regard of additional support needs.



The Scottish Government's Additional Support for Learning webpage also provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs: [Additional support for learning - Schools - gov.scot](http://www.gov.scot/Topics/AdditionalSupportforLearning/Schools)

'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 [Equality and rights - gov.scot](http://www.gov.scot/Topics/EqualityandRights)



Parent Club is also a useful resource for parents and carers with a range of information to support parents and carers with their chil'ds development. [We're here for you | Parent Club](#)



Section 7: School Improvement

School Improvement Priorities

Presence

- Increase learners who feel included and safe
- Attendance of learners is increasing and latecoming is reducing

Participation

- Almost all learners are engaged in their learning, understand its purpose, know their strengths and next steps
- Almost all learners and others are engaged in improvement and change which lead to positive outcomes for learners

Progress

- The wellbeing needs of almost all learners are fully met
- The learning needs of almost all learners are fully met
- Increase the percentage of learners who achieve, as a minimum, a national qualification in literacy and numeracy and 5 SCQF L2-5 course awards by the end of S4
- The poverty related attainment gap of learners in SIMD 1&2 or in receipt of FSM is reducing through appropriate interventions

Section 7: School Improvement

Attainment Data

St John's RC High School's attainment data is improving over time after being significantly affected during the COVID period.

The development of literacy and numeracy skills are foundational to all learning, and the focussed work of our English, Mathematics and Support for Learning Departments, together with our Literacy Coordinator and colleagues from across the school, have had a positive impact on pupils' learning. The incorporation of additional dedicated time to support learning in these key areas has also been important in supporting our young people attain their best.

Table 1 below shows the S3 attainment of a level as a percentage over the last 3 years.

Table 2 and Table 3 relate to pupils who have left school from the previous session, whether in S4, SS or S6. Table 2 relates to literacy and numeracy, and Table 3 indicates the high levels of young people who leave our school and enter a positive destination.

Table 1: BGE Achievement of a level

CfE Level	Reading			Writing			Listening & Talking			Numeracy		
	22/23	23/24	24/25	22/23	23/24	24/25	22/23	23/24	24/25	22/23	23/24	24/25
2nd and above	94%	96%	98%	94%	96%	97%	96%	96%	97%	92%	93%	94%
3rd and above	78%	88%	87%	79%	86%	86%	82%	85%	85%	73%	77%	76%
4th level	50%	54%	44%	44%	53%	41%	46%	56%	45%	47%	58%	49%

Section 7: School Improvement

Table 2: Improvements in Literacy and Numeracy (Leavers)

Year	Establishment	% Level 4 Literacy and Numeracy	%Levels Literacy and Numeracy
2021	St John's RC High School	84.27	63.48
	Virtual Comparator	84.27	60.62
	Dundee City	85.04	65.33
	The Tayside Collaborative	87.96	68.8
	The National Establishment	90.16	70.55
2022	St John's RC High School	83.11	56
	Virtual Comparator	86.27	60.98
	Dundee City	85.22	59.9
	The Tayside Collaborative	86.44	63.63
	The National Establishment	89.58	68.18
2023	St John's RC High School	74.85	56.14
	Virtual Comparator	86.84	60.88
	Dundee City	84.52	62.66
	The Tayside Collaborative	86.48	65.2
	The National Establishment	89.01	68.02
2024	St John's RC High School	72.44	58.67
	Virtual Comparator	84.53	60.31
	Dundee City	79.52	59.33
	The Tayside Collaborative	83.12	62.44
	The National Establishment	88.39	69.05



Section 7: School Improvement

Table 3: Improving Post School Participation (% of school leavers in positive destinations)

Year	Establishment	% of Schools Leavers in a Positive Destination
2021	St John's RC High School	95.51
	Virtual Comparator	94.16
	Dundee City	93.7
	The Tayside Collaborative	95.41
	National	95.48
2022	St John's RC High School	93.78
	Virtual Comparator	94.84
	Dundee City	93.9
	The Tayside Collaborative	94.05
	National	95.74
2023	St John's RC High School	95.32
	Virtual Comparator	95.26
	Dundee City	95.63
	The Tayside Collaborative	95.37
	National	95.87
2024	St John's RC High School	94.22
	Virtual Comparator	95.16
	Dundee City	94.76
	The Tayside Collaborative	94.54
	National	95.71



Section 8: The Wider Curriculum

Leadership

Our young people benefit from a variety of leadership opportunities across all year groups. Some of these opportunities are listed below:

- School Captain
- House Captain
- Prefect
- Marist Leader
- Mentors in Violence Prevention
- Playground Peacemakers
- Health and Wellbeing Ambassadors
- Rights Respecting School Ambassadors
- Peer Educators
- Sports Leader



Wider Experiences

St John's RC High School offers a wide variety of experiences to young people before school, at lunchtime and after school. Our staff or pupil leaders volunteer their time to facilitate these experiences based on the interests of the young people. Our current offer includes:

Creative & Performing Arts

- Choir
- Dance Clubs
- Revolution Dance
- Brass Ensemble
- Ensemble
- String Ensemble
- Orchestra
- Wind Band
- Guitar Group
- Ukulele Group
- Keyboard Club

Sports & Physical Activities

- Badminton
- Basketball
- Hockey
- Netball
- Swimming Club
- Water Polo Club
- Table Tennis Club

Special Interest Clubs

- Chess Club
- Japanese Club
- Lego Club
- Silent Reading Club
- Sewing Club

Wellbeing & Support

- Peer Education
- Wellbeing Warriors



