



St Paul's RC Academy Information for Parents

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Welcome and Introduction

Dear Parent/Carer,

St Paul's R.C. Academy on Gillburn Road opened in January 2009 and has a roll of approximately 800 pupils.

Since the merger of Lawside R.C. Academy and St Saviour's R.C. High to form St Paul's. St Paul's has continued the tradition of service to the Catholic community in the north of Dundee. We work in close partnership with parents, pupils and parishes and serve the wider community in building a community of excellence where our daily actions are based on Gospel Values.

Our school motto 'One Community Many Gifts' reminds us of our mission to recognise and develop the full potential of all young people. We do this by prioritising a wide range of curricular and extra-curricular opportunities for young people.

Compared to other schools that serve similar catchments we are pleased that St. Paul's pupils are high achievers. St Paul's provides a range of opportunities for young people to learn and achieve including additional awards such as The Religious Believe and Values award and the Pope Benedict XVI Caritas Award with 10 We are proud of the fact that many of our pupils take the regular opportunities given to them to share their gifts with our community, for example, working in primary schools, nurseries and senior citizens' homes.

Our pupils are encouraged to take responsibility and contribute actively to the life of the school and the wider community. For example, they are involved in the City Wide Pupil Council and Music Central Bands. Senior pupils have the opportunity to become prefects. Our school community and our young people in particular are actively involved in raising funds, with the Mangamanuthu global citizenship programme being a major focus.

During our annual India week all departments contribute to the learning experiences of our global citizenship India Village Project. Last year four senior pupils will be visited India as part of this project. Pupils have also raised funds for SCIAF, Macmillan Cancer, Help for Heroes, British Heart Foundation and many more charities.

In St Paul's we believe we have a modern approach to education that is preparing our pupils for life in the 21st century. Our school building provides some of the best resources in the country. We are very proud of the sports and cultural facilities provided too. We have made a significant investment in ICT and it is now evident that our pupils are using modern technology as part of their lessons. St Paul's offers a wide range of trips and experiences in and out of class help young people develop skills in enterprise, citizenship and for the world beyond school.

Over and above the wide academic programme we offer, St. Paul's boasts a growing reputation in Music, Sports, Art and Drama.

Our highly acclaimed Music Department perform in school and a number of high profile charity events annually. Young people also been successful in many such competitions as part of their learning, our pupils have the opportunity to grow spiritually through our curricular and extra-curricular programme. We have been successful in many local and national competitions including the prestigious McIntosh Patrick Award for Art and the Lord Provost McManus Citizenship Award.

I look forward to welcoming your child to St Paul's R.C. Academy and to working with you to ensure that our new school meets your expectations and the aspirations of your child. You will always be welcome in the school to discuss any matters relating to the education of your child.

I look forward to working with you in partnership and I know that 'together' we can achieve our vision of excellence.

Yours sincerely,

Mr John L Carroll
Head Teacher

Contact Details

We make every effort to ensure all in our community are able to communicate easily with school and recognise the important role of parents as partners in helping young people learn. Parents can contact us in a variety of ways as indicated below. The first part of contact will often be our office staff who will direct enquiries to the most appropriate person.

Address: St Paul's R.C. Academy
90 Gillburn Road
Dundee
DD3 0EH

Head Teacher: Mr John Carroll

Telephone No: 01382 307701

Fax No: 01382 307705

E-mail: st-pauls@dundeecity.gov.uk

Website: st.pauls.ea.dundeecity.sch.uk

Twitter: @stpaulsdundee

Parent Council: st-pauls@dundeparentcouncil.org

Parents of pupils transferring from our associated primary schools will have a number of opportunities to visit us when children are in Primary 7. Parents of our prospective pupils are welcome to visit our school. Parents should contact the Head Teacher to make arrangements.

St Paul's R.C. Academy is a Roman Catholic, six year co-educational comprehensive school.

The roll for session 2014-15 is 794 made up of the following:

S1: 154 **S2:** 130 **S3:** 148 **S4:** 174 **S5:** 118 **S6:** 70

The School Chaplain is Monsignor Ken McCaffrey. Mass and liturgical celebrations will be celebrated at lunchtimes and other opportunities throughout the year. Mass is usually celebrated every Tuesday morning at 08.20am. All pupils, staff and visitors are welcome.

What do I do if I have a concern about my child?

Each pupil will be allocated to one of the five houses where their Register Teacher, Guidance Teacher and House Head will work to form a very close team which will allow these staff to support the young people on a day to day basis. Guidance teachers or House Heads will usually be the main point of contact for parents or pupils if they have any concerns.

The House Groups are as follows:

St Andrews

House Head: Depute Head: Mrs Clare McCready
Guidance Team: Mr Finbarr McCarthy

St Columba

House Head: Depute Head: Mrs Clare McCready
Guidance Team: Mrs Sandra Ansquer

St Margaret

House Head: Depute Head: Mrs Fiona McCarthy
Guidance Team: Ms Anna McFarlane

St Patrick

House Head: Depute Head: Miss Rosaleen Sharkey
Guidance Team: Miss Leigh Selvey

St Ninian

House Head: Depute Head: Mrs Fiona McCarthy
Guidance Team: Mr Tommy Reilly

What do I do if my child is unwell/absent from school?

We believe that attendance at school and attainment and achievement are directly linked. Evidence clearly demonstrates that pupils with poor attendance fail to do well in national examinations.

Dundee City Council attendance procedures are aimed at improving and maintaining pupil attendance.

- Parents are expected to contact the school on the first day of absence
- provide a written note when their child returns to school

Failing all of the above you will receive a visit from the School Community Support Worker.

Computerised registration is made on a period by period basis. Group Call will be used to send a text message to alert a parent if their child is not present each morning.

Please encourage your child to attend school at all times even on the last day of each term. Family holidays are discouraged during term time. A printout of your child's attendance will be provided with each school report.

What do I do if I have a complaint?

We wish to ensure that we always provide a service of the highest standard. If you feel we have fallen short of your expectations please contact the school office in the first instance who will direct your call to the most appropriate person. St Paul's follows the council policies on dealing with complaints. The details of these policies can be found on the council website.

Parental Involvement

In St Paul's we are keen that parents are fully involved and supported in helping their children learn. Parents will receive regular information and updates regarding attendance, progress and behaviour in a variety of ways including text messages, twitter, school website as well as traditional reports, letters and newsletters.

As part of our involvement with parents St Paul's is fortunate to have an active Parent Council. St Paul's RC Academy Parent Council exists to support the school in its work with pupils and parents. It aims to represent the views of parents and promote contact and communication between the school, parents, pupils and the wider community. When parents are involved in their child's learning and in the life of the school, children do better.

St. Paul's Parent Council has committed itself to working with staff and pupils to review the work of the school and particularly on pathways on out of school learning including homework

The Parent Council meets at least once a term and is keen to involve new parents and guardians/carers and would therefore encourage you to come along to the meetings and support the school and all of our children's education.

The current Office Bearers are:

Chairperson: Martin McGregor

Secretary: Mandy McKenzie

Treasurer:

Natalie Mckaig

Should you wish to raise anything with the Parent Council, please contact the school or email st-pauls@dundeeparentcouncil.org

Information regarding Dundee City's Parental Involvement Strategy can be found on the Council Website. Parents may also find the following websites useful in providing information as to how they can help their own children and become involved in their learning. 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>

School Ethos

Our vision of excellence 2013 – 2018

St Paul's R.C. Academy support pupils, parents/carers and staff to aim for excellence and 'to be ambitious for the higher gifts'.

Learning and Teaching

- We create a learning culture of the highest aspirations and motivation where all young people are engaged and challenged to achieve their full potential.
- In every classroom, dynamic, varied teaching and learning allows pupils to become successful learners, confident individuals, responsible citizens and effective contributors to society.
- In every classroom our learners experience active and collaborative learning, are given responsibility for their own learning and opportunities to co-operate with others in that learning.
- Our learning experiences are meaningful to the digital generation.
- We work with parents/carers to maximise each learner's potential through Home Learning activities.

Ethos and Life of our School

- As a community of St Paul's, we are proud to work and learn together in a safe, secure and happy environment in which all our young people will thrive.
- Our Catholic Values permeate every aspect of our school life.
- As a community we reach out in charity, in compassion and in respect to others at a local, national and international level.
- As a community we create and nurture positive relationships founded on the highest aspirations and expectations of success.
- The voice of our young people is central to the ongoing improvement of our school and crucial to its continued success.

Personal Support

- We nurture individuality and uniqueness in all members of the St Paul's community.
- We develop high quality partnerships to enable our curriculum to offer the widest possible range of academic and vocational courses to ensure all our Young People are given even opportunities to maximise their potential.

- As part of our young people's learning journey through St Paul's our learners are offered an informed range of choices, a wide range of courses and pathways to achievement which will recognise the gifts of all our young people while also supporting their needs.
- As a community we value and respect each as unique individuals. We encourage and support all young people to achieve their academic, social and spiritual potential.
- We work with home and partner agencies to support young people and their families and to break down barriers to success.

Assessment, Attainment and Achievement

- The staff at St Paul's will ensure that pupils are supported in their learning journey by giving them a clear picture of what they should learn and criteria for success in every lesson.
- Staff work together to ensure that learners are fully engaged by providing assessment opportunities which are flexible through teacher, self and peer assessment, across all subjects.
- Staff regularly provide the highest quality feedback to our young people to give them a clear understanding of their strengths and development needs.
- Staff will negotiate and work with all our young people to set achievable, realistic yet aspirational targets

Professionalism and Professional Development

- We are committed to self-evaluation to identify ways that we can improve our professional skills and knowledge through Career Long Professional Learning to the benefit of our young people.
- We share good practice through classroom observation, improvement groups and professional dialogue both within our school and with our authority colleagues.
- Our staff collaborate with improvements to our school and act as leaders of further improvement.
- We as the community of St Paul's are loyal and positive ambassadors for our school.

Working with Partners

- To develop high quality partnerships to offer the widest range of courses to enhance learning and teaching.
- We value effective partnerships with parents/carers, local community and local parishes to develop the whole person and to allow each person to achieve their full potential.

Curriculum

S1/2

In S1/2 Level 3 Outcomes are delivered through discrete subject teaching. To reduce fragmentation of S1/2 Curriculum we have developed an integrated approach to the delivery of Science and ICT and a Rota in Social Studies. Period allocations are provided in the Curriculum Map and are intended to ensure that by the end of S2 all pupils will have experienced Level 3 Outcomes and Experiences across all curricular areas. Staff will continue to ensure that the learning for S1/2 pupils is relevant, coherent and challenging. Planning more individualised curricular pathways for those pupils whose progress is slower/faster than that of the majority remains a priority for us. Opportunities for pupils with additional support needs are being planned to ensure we are offering motivating opportunities for personalisation and choice.

S3

In S3 pupils will continue with Programmes of Learning in all areas of the Curriculum. In recognition of the need for more subject specialist input into learning, as pupils engage with Level 4 Outcomes and Experiences, pupils have the opportunity to make Subject Choices. All S3 pupils are actively encouraged to study a Modern Language. A number of S3 pupils are currently participating in the Skills Force Programme which focuses on generic employability skills needed for success in the workplace.

Senior Phase

In the senior phase young people are given the opportunity to study a wide range of subjects at Levels appropriate to their needs and abilities. S4 Pupils will study a maximum of 6 subjects. Parents and Carers are invited to attend Subject Choice interviews. S5/6 pupils are currently presented for 5 subjects. The S5/6 Curriculum currently has built in flexibility to allow young people to gain the 'Introduction to Leadership' Award. Pupils are also given the opportunity to apply these skills in a practical context either through discrete subject areas or community involvement etc. Pupils are given opportunities to widen their choice of subjects at Advanced Higher Level at St. Paul's or through the Dundee Campus.

Sample Subject Choice Matrix

PERIODS																															
	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	
S1	English (4)				Maths (4)				French(2)	Literacy	Science (3) (integrated)				Social Sub (3) (rotation)			Technologies (4) CDT(1), HE(2), ICT(1)				Expressive Art(2),Music(1), Drama(1) (4)				HWB - PE(2), PSE(1))			RE (2)		
S2	English (4)				Maths (4)				French(3)			Numeracy	Science (2) (integrated)		Social Sub (3) (rotation)			Technologies (4) CDT(2), HE(1), ICT(1)				Expressive Art(2),Music(1), Drama(1) (4)				HWB - PE(2), PSE(1))			RE (2)		
S3	English (4)				Maths (4)				Modern Lang(3)			Science 2 Bio, Chem or Phy (2)			Soc Sub 1 Hist, Geog, Mod Stud(2)		Tech 1, CDT, HE or ICT (2)		Exp Arts 1 Art, Music, Drama (2)		2nd choice incl D of E		2nd choice		2nd choice		HWB - PE(2), PSE(1))			RE (2)	
S4-S6	Choice 1 Maths Art History Geography Modern Studies RMPS(5)				Choice 2 English Media Studies Biology Physics French Spanish German Skillforce (S4 only)(5)				Choice 3 English Admin Accounting and Finance Computing Graphic Communication Engineering Science Hospitality Health & Food Technology Creative Cake Production(5)					Choice 4 Maths Art Photography College Link Dance Music Drama PE Co-operative Studies(5)					Choice 5 Chemistry Business Management Physical Education Practical Woodworking Practical Metalworking Design and Manufacture Hospitality Computing (5)					Choice 6 PE/RE/SE Maths (S4) French Physical education History Hospitality Practical Woodworking(5)							

A 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 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.

Religious Observance

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide “Religious Observance” in Scottish schools. This is defined in a national R.O. Review Group report published in 2004 as comprising: *“community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community”*.

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

*Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.*¹

Catholic schools follow the customs and practices of the Church in order to nourish the spirituality and faith of pupils and staff. Our Catholic tradition is enriched by ancient rites, prayers and devotions which help young people to become aware of, and show reverence to, the sacred presence of the living God, Father, Son and Holy Spirit. Guided by this tradition, we celebrate various seasons and special feast days to honour God, Mary his Mother and the Saints.

Pupils are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. Usually a classroom will display a Crucifix on the wall; in some classrooms and other areas of the school, a sacred space will feature a copy of the Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e., Advent, Christmas, Lent, Easter and Pentecost.

This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions - e.g., the distribution of Ashes on Ash Wednesday, the seasons of Advent or Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.

While Religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values and actions in a positive response to God's invitation to faith.

In terms of pupil participation in R.O. Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing pupils together and creating a sense of community. However, it also makes clear that parents have the right to withdraw children from participation in religious

¹ Curriculum For Excellence - Provision of Religious Observance in Schools, Scottish Government, 17 February 2011

observance and that this right should always be made known to parents and their wishes respected. The Scottish Government also recognises that:

Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.

Faith Development

All pupils of any faith are welcome in our school. In St Paul's parents can expect their children to receive an education where the influence of the Gospel and Christian Values is to the fore.

All pupils receive two periods of Religious Education per week. The aim of the programme is to challenge pupils, opening them to the Gospels and to what faith has to offer them in their own search for meaning, value and purpose in life.

Pupils also have the opportunity to participate in morning assemblies, retreats, a variety of liturgical celebrations, charity and citizenship activities. (Parents should contact the Head Teacher should they wish to exercise their right to withdraw their child from religious activity).

Our Personal and Social Education Programme (PSE) dovetails with our programme of faith development. Guidance teachers normally are responsible for delivery of PSE. The PSE programme covers relationships, sexual health, parenthood, drug awareness etc. and involves visiting speakers. Where parents wish to discuss sensitive issues including this programme they should contact their child's Guidance teacher.

Assessment

In common with other schools we are required to record attainment in a systematic and user-friendly way, with the aims of:

- informing and supporting:
 - pupils;
 - parents/carers;
 - teachers;
 - promoted staff;
 - other staff when pupils move school, stage or class; and
 - the authority through its Quality Assurance process
- maximising attainment through the identification of individuals or groups where learning can be supported through the targeted use of resources
- ensuring appropriate but challenging pace of learning for all pupils
- ensuring best practice in learning and teaching which takes account of prior learning, learning styles and the quality of teaching
- promoting effective self-evaluation at individual, class and whole-school level

The purpose of our system

A systematic tracking system enables staff to form a clear picture of the current attainment and future expectations of individual children, groups of children and of the school. Furthermore it provides an overview of progress over a period of time allowing the school to monitor its progress in attainment against local and national benchmarks. It requires teachers to agree next steps in learning with individual pupils and to set targets for future improvement. It acts as a very effective tool in communicating a child's current level of attainment to parents and when s(he) moves between schools.

Key Elements in tracking attainment

- recognising achievement and commending the progress made to pupils and parents
- tracking individual pupil, class and whole school progress in attainment
- monitoring additional Support Plans (ASPs) and Summary of Planned Intervention (SPIs) to ensure appropriate progress towards set targets
- ensuring focused discussion with S1 teachers of baseline and other assessment data regarding individual pupils and whole class attainment
- analysing S1 MidYis data to facilitate pupil course choice and target-setting in S3
- ensuring focused discussion with each class teacher regarding each individual pupil's progress in classwork
- ensuring focused discussion with Principal Teachers regarding overall subject performance against the school's targets
- ensuring discussion of overall school attainment with staff and the Parent Council, comparing school statistics against national and local authority data

Tracking & Monitoring

Key members of the school staff will contribute to, and make use of, the tracking system in improving attainment:

Pupils

Pupils will be accustomed to sharing learning intentions and success criteria, working towards clearly established goals and receiving feedback appropriate to their level of attainment as part of their classroom experience. It is entirely appropriate, in the wider aspect of their developing a responsibility for their own learning, to involve them in setting targets, to encourage and support them in working to achieve these targets, and to expect them to seek feedback in relation to their progress. An effective tracking system will provide structured support to a pupil's learning and attainment.

Parents

We trust that the tracking system provides quality information for parents on a regular basis. For instance, staff can highlight the achievement of high or improving levels of attainment but can also give early warning reports when performance is falling below expectations. The tracking system can also be used as an effective transition document when a child moves from one educational establishment to another. Parents should expect that we are monitoring their child's progress and will be able to provide them with an accurate and timeous response to any enquiries. We hope that parents will be involved in their child's learning reports and assessment is able to provide them with accurate evaluations of the child's stage in learning, issues or problems which the child is encountering, and clear statements of the school's expectations of the child.

School Staff and Roles

SMT will use the information generated from tracking pupil attainment to set and monitor whole school targets, take an overview in monitoring the progress of groups of pupils, and monitor the progress of subject departments.

Guidance Teacher roles and responsibilities

Guidance Teachers will use the information from pupil tracking to monitor the progress of groups of pupils, discuss targets across the curriculum with individual pupils, and, in the light of these discussions, ensure individual pupils have access to appropriate support and resources. In addition Guidance Teachers will set meaningful long-term targets, and analyse and discuss progress, with individual pupils, share information with parents, and use the information gained to evaluate and review learning and teaching strategies.

Principal Teacher roles and responsibilities

PTs will manage target-setting for pupils within the subject department, monitor pupil progress, and use information from pupil tracking both to group pupils appropriately and evaluate learning and teaching strategies in the department.

Teacher roles and responsibilities

They are expected to carry out the initial target-setting exercise ensuring targets are realistic and ambitious, discuss targets and progress with parents at Parent's Evenings, review targets informally but regularly with pupils.

Transitions

St Paul's currently has six associated Primary Schools –

St Andrew's
St Clement's
St Fergus
St Luke's and St Matthew's
St Pius X
St Vincent's

Our Primary Secondary transition continues to develop in partnership with our associated primary schools. Senior staff and Guidance teachers will Visit P7 pupils in our associated Primary schools to ensure as smooth a transition as possible to secondary. P7 pupils will also visit secondary in the summer term as part of the process of induction. We are currently focusing on further development of curricular transition. This is being built on existing successful pastoral and enhanced transition for those who require this. Our arrangements for gathering transition information including P7 profiles is also being evaluated and improved. As a result there may be a number of changes over the course of this session.

As part of the planning for life beyond school advice and support is provided for this through Personal and Social Education classes. Pupils will be given support in completion of application form for college university or the world of work, they will be given advice on careers taking into account their abilities and interests. In assisting young people in their transition from school we will also give young people the opportunity to visit colleges, university or undertake practical work experience. We work with partners such as Skills Development Scotland and other institutions to help young people find a suitable career or course. In addition our Guidance Team provide individual support to young people. We have been successful in ensuring almost every pupil leaves St Paul's to a positive destination.

Support for Pupils

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

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
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'.

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 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/>

School Improvement

Our current school improvement plan for 2012-2015 continues to take forward the projects and targets that we started last year. The progress with improvements we have made over the past session are detailed in our Standards and Quality report. A copy of this can be made available on request and will be available on both the Dundee City website and our own website.

The four main projects in our improvement plan are

- The Learners' Experiences
- Meeting Learners' Needs to ensure that we Get it Right for Every Child
- Curriculum
- Improvement through Self-Evaluation

HMIE inspected our school in 2011 and carried out a follow up visit in 2014.

In their original report HMIE identified the following key strengths.

- The welcoming atmosphere and caring ethos.
- The commitment of staff to improve the school.
- The support provided for young people entering the school from P7.
- The quality of accommodation and facilities

HMIE discussed with our staff and the education authority how they might continue to improve the school. This is what we agreed with them.

- Raise expectations and improve the consistency of young people's learning experiences and achievements.
- Improve arrangements to meet the learning needs of young people, including those requiring additional support.
- Improve the curriculum to meet the needs and entitlements of all young people.
- Develop consistent and rigorous approaches to self-evaluation.

The original report and report of the follow up visit can be accessed at;

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StPaulsRCAcademyDundeeCity.asp>

Our improvement plan will be updated during summer 2015. Details will be published on our website.

Exam Results

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. After this time, schools will publish such data for parents along with information concerning school leavers destinations.

S5 Attainment

	2012	2013	2014
1+ level 6			
St Paul's Academy	36%	32%	31%
Dundee City	40%	41%	46%
National			53%
3+ level6			
St Paul's Academy	17%	13%	16%
Dundee City	21%	21%	24%
National			33%
5+ level 6			
St Paul's Academy	4%	4%	5%
Dundee City	9%	9%	11%
National			17%

S6 Attainment

	2012	2013	2014
1+ level 6			
St Paul's Academy	47%	48%	41%
Dundee City	46%	48%	50%
National			57%
3+ level 6			
St Paul's	27%	27%	26%
Dundee City	31%	33%	35%
National			42%
5+ level 6			
St Paul's	17%	15%	15%
Dundee City	20%	22%	23%
National			29%
1+ level 7			
St Paul's	10%	8%	9%

Dundee City	15%	16%	16%
National			19%

School Policies and Practical Information

School Day

School day begins each day at 8.50am and ends at 3.25pm. The timings of the school day are as follows: These times may change following Dundee City Council consultation with parents on the school day.

Registration	08.50 – 09.10am
Period 1	09.10 – 10.00am
Period 2	10.00 - 10.50am
Interval	10.50 - 11.05am
Period 3	11.05 - 11.55am
Period 4	11.55 - 12.45pm
Lunch	12.45 - 13.35pm
Period 5	13.35 - 14.30pm
Period 6	14.30 - 15.25pm
School Finishes	3.25pm

School Terms & Holiday dates Session 2015/2016

In-service Days

1. Monday 17 August 2015
2. Thursday 12 November 2015
3. Friday 13 November 2015
4. Thursday 11 February 2015
5. Friday 27 May 2016

TERM 1

Start: Monday 17 August 2015 (Staff)
 Tuesday 18 August 2015 (Pupils)

End: Friday 9 October 2015

OCTOBER HOLIDAY

Start: Monday 12 October 2015

End: Friday 23 October 2015

TERM 2

Start: Monday 26 October 2015

End: Wednesday 23 December 2015

TERM 3

Start: Thursday 7 January 2016

End: Friday 1 April 2016

MID TERM BREAK

Friday 12 February 2016

Monday 15 February 2016

EASTER HOLIDAYS

Start: Monday 4 April 2016

End: Friday 15 April 2016

TERM 4

Start: Monday 18 April 2016

End: Friday 1 July 2016

OTHER HOLIDAYS

Friday 25 March 2016, Good Friday

Monday 2 May 2016, May Day

Monday 30 May 2016, Victoria Day

School Dress Code

The school uniform consists of:

Black school trousers or black school skirt

White shirt

V-neck sweatshirt with St Paul's logo

School tie

Black school shoes.

Seniors (S5/S6) must wear the St Paul's School Blazer and senior tie.

School ties can be purchased direct from the school. Pupils who fail to adhere to the dress code may be challenged. **Pupils must only wear a black jacket/coat to school.** Pupils may be asked to remove items such as jacket or coat which does not comply with the above guidelines. Pupils should avoid wearing any clothing that includes a logo. We also discourage pupils from wearing high fashion items, jewellery or very short skirts. We trust that parents and pupils will use common sense in dressing appropriately for school and will follow this dress code.

For Physical Education the following kit is required:

Boys

Black T-shirt with Green & White piping

Black Shorts

Black Football Socks

Girls

Black T-shirt with Green & White piping

Black Shorts

Black Socks

Swimming Trunks	1 piece swimming costume
Swimming Cap	Swimming Cap
Towel	Towel
Indoor & Outdoor Training Shoes	Indoor & Outdoor Training Shoes

Tracksuits are recommended in cold weather.

At the Parents' meeting for the new First year a display of the uniform worn for normal Schoolwear and Physical Education classes will be given.

Home Learning

All pupils are expected to continue with their learning at home and in the community appropriate to their age and the courses they are following. We ask the help and support of parents in ensuring that home learning tasks are completed satisfactorily.

The real importance of home learning is to develop the study habit, so that it becomes natural for pupils to do additional work at home on a regular basis.

In addition, Study Support is available to all of our pupils. Groups meet at lunchtime and after school and specialist staff are on hand to assist pupils with homework and other study. For further information please refer to school website.

Extra-Curricular Activities

School staff offer a wide range of after school activities to pupils.

On the sporting side this provision includes, Football, Hockey, Basketball, Badminton, Swimming, Dance and Drama.

Other clubs available are Science Club, Mathematics Club, Publicity Group, Theatre Club, Charities Club and Dance club. For those interested in music there are choirs, concerts and other musical activities.

Pupils are able to take part in the school's well developed Work Experience Programme involving a great many employers throughout the city in either S3 or S4. This facility is further supported by organised visits to Careers Conventions and University Open Days.

A list of extra-curricular activities can be found on our website at:

<http://st-pauls.ea.dundee.sch.uk/parents-and-carers/extra-curricular>

Behaviour and Relationships

In St. Paul's Academy we strive to create an atmosphere which will enable teachers to teach effectively and young people to learn effectively.

To achieve this all pupils are expected to contribute by:

- Showing respect to all;
- Working to the best of their ability;
- Being well prepared and on time for lessons so they can reach their potential;

All teachers are expected to contribute by:

- Showing respect to all;
- Being well prepared and on time for every lesson;
- Working to encourage young people so that they achieve their full potential;

High expectations of pupils and staff should be evident in the ethos of the school and in the practice throughout St Paul's forging the highest standard of behaviour and relationships.

An acceptable code of conduct is used to clarify expectations and foster a mix of firmness, fairness and common sense.

Disruption which causes interruption to the learning of others will lead to the application of a range of sanctions.

St. Paul's Way, 'Our Rules for Effective Learning'

Below is our school rules for pupils in St. Paul's

- Follow all staff instructions Immediately
- Be on time and bring everything you need to class to be a successful learner
- Respect our school building and equipment
- Treat others with respect (no swearing, verbal abuse or physical contact)

This means that in St. Paul's we expect that pupils will:

- do what a teacher or other adult asks, **the first time they ask**
- be prepared for class including **bringing a PE kit**
- pay attention in class and work to the best of their ability
- not encourage others to misbehave or keep them from working
- not drop litter in or out of school and will put rubbish in a bin

- only use a phone in class if asked to by their teacher
- attend all their classes and arrive on time including registration
- be polite to others at all times
- not swear or use bad language, directly or indirectly
- not bully others or use any form of physical violence
- well behaved when out of school including travelling to and from school
- will be a credit to our community in their behaviour dress and attitude towards others

Pupils who chose not to take a school lunch and bring their own food into school should try to make healthy choices. Hot meals purchased out of school may not be brought into or consumed in the school building. Food must be eaten in the snack bar, canteen or at the outside tables. All rubbish must be disposed of in the bins provided.

Pupils are allowed bring into school;

- drinks in a container up to 750ml
- individual packets of crisps etc.
- sandwiches or other similar items

Staff may challenge pupils where they do not follow these guidelines and ask them to dispose of food where it does not meet these guidelines. This means food or drinks will be put in a bin.

Pupils must not bring into school;

- bottles of drinks bigger than 750ml
- family size packets of crisps, “Pringles” or other snack foods
- bargain deals such as “12 doughnuts for £1”
- hot food purchased out with school

Child Protection

Dundee City Council has clear Child Protection Policy and Guidelines in place. Staff in schools work with other agencies to keep children safe. All school staff receive training each year and staff must report any concerns they have regarding a young person. In every situation the welfare of the young person overrides other consideration.

The designated Child Protection Officers for St Paul’s are:

Mrs Sandra Ansquer
Ms Anna McFarlane

The role of designated Child Protection Officer (CPO) is key to the Education Department's strategy for protecting children and assisting staff in responding to and managing concerns.

Designating this role to a member of staff other than the HT enables a 'two heads are better than one' approach to reflection and clear thinking. Having more than one member of staff able to lead on CP issues provides a safeguard during those times when there is staff absence. The designation of the appropriate person/s to act as CPO needs consideration.

Qualities required of a CPO are: (i) accessibility and readiness to listen, (ii) empathy with children and young people, (iii) clear thinking and ability to be objective, (iv) good recordkeeping and report-writing skills, (v) prepared to seek advice and draw on others'

experience, (vi) familiar with the roles of other professionals who work with children and young people and who are concerned with child protection, (vii) perseverance, determination and tenacity.

Medical Care

The school has a Medical Helper with First Aid qualifications based in a central area. Minor injuries and ailments which occur during the school day can be attended to. Where necessary contact will be made with parents or relatives or the emergency contact for a child to be taken home or to Ninewells Hospital.

Medication of any kind cannot be administered by staff. If a child requires to take prescribed medication it is the responsibility of parents to bring the medication to school and give clear instruction on its use.

Medication will be given by the medicine helper or designated person provided the appropriate form has been completed. Likewise for some young people who self-medicate i.e. inhalers, epi pens etc. there is a medical room for this use.

Health visits are made regularly by our School Nurse. Parents are always given notification of visits and appointments made by the school doctor. Any immunisation programme requires written parental consent.

Travel Arrangements

A significant number of our pupils travel to school by public transport many of whom are entitled to free transport. While information is available on the council website we, at the request of parents have produced a guide providing guidance regarding the entitlement to free transport as to how to claim this. If you have not been given this along with this handbook or require an additional copy please contact our school office. If you are in any doubt as to your entitlement to free transport please contact our school office and we will do our best to advise you.

High standards of behaviour are expected from all pupils whilst travelling on these buses to ensure the comfort and safety of those using the bus.

Severe Weather

In the event of severe snow affecting the Dundee City Council area, the Chief Executive will assess the situation and decide if the closure of City Council offices should be authorised. Dundee City Council provides a range of essential services to the community and vulnerable groups may be at risk if certain facilities are withdrawn. In addition, it must be remembered that the public may require support from Council services in the event of severe disruption.

In the event of severe or prolonged snow overnight, the Chief Executive will obtain information on the current situation in relation to road clearance, public transport and the weather picture and general. Thereafter, the Chief Executive will consult with appropriate Chief Officers, who will advise on the effect they feel the weather situation will have on their departments' services and whether or not schools, day care establishments and other units should be closed for the day. Once this assessment is complete, the Chief Executive will decide whether or not the Council's administrative offices should open and to what extent any emergency arrangements should apply. Any decision on the closure of services, workplaces or offices, or the introduction of emergency arrangements will be notified to employees by means of a "cascade" telephone exercise, details of which will be notified to you by your department. Where possible, general advice will also be given to the public via local radio.

Guidelines on misuse of camera and video phones in schools

All Dundee City Council schools work to city wide guidelines on the misuse of camera and video phones in school.

- Pupils are advised not to bring mobile phones with them to school.
- If brought into school, mobile phones must be switched off and out of sight during all lessons.
- Our staff and St. Paul's will not take responsibility for the security of phones that are brought into school.
- We will not tolerate any form of bullying by the use of videoing by a phone or by text message.
- Where it is suspected that a crime has been committed by the use of a phone Tayside Police will be contacted.

Particular attention will be given to enforcing the guidelines in areas like toilets, swimming pools and changing rooms. Any misuse in these areas will be considered to be particularly serious breach of the guidelines.

Breaches of the guidelines may lead to the confiscation of equipment, communication with parents and sanctions including exclusion.

Parents/carers are asked to support the guidelines by ensuring that their child does not bring a phone to school unless this is genuinely necessary.

Any confiscated equipment will normally be returned at the end of the school day. In certain cases involving repeated misuse, parents may be requested to come to school to collect the phone.

Parental Rights

The Pupils' Educational Records (Scotland) Regulations 2003 give (or at least clarify) the independent right of parents to access their child's educational records.

A request for access to educational records has to be in a permanent form (e.g. writing or a recording) and describe what information is requested.

If a copy is requested it should be provided and the parent can be charged for the cost of supplying the copy up to a maximum of £10.

Parents should contact the Head Teacher should they wish to exercise their right to withdraw their child from religious activity.

Children Leaving School Premises

In St Paul's to ensure the welfare of our pupils **no pupils are allowed out of school during interval** without express permission of a senior member of staff. As indicated in the introduction at lunchtime all pupils are expected to use the school's cafeteria where there are full meals, snacks, sandwiches etc. on offer.

School Meals and Milk

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.

Instrumental Tuition

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

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.

Transferring Educational Data about Pupils

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA 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.

Data policy

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

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

The individual data collected by Scottish Government is used for statistical and research purposes only.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).

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

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, 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.

Placing Request Forms

If you wish to apply for school, whether you are moving to Dundee, moving between two Dundee schools or applying to begin primary or secondary school, you are required to complete a Placing Request form. These forms are available from Dundee House, from St. Paul's office or from Dundee City Council website.

You should also provide your child(ren)'s full birth certificate which has parent details on. If you do not hold this, current Tax Credit Award Notice with your name and the child(ren)'s name on would be acceptable, as would a child benefit letter stating both names. Please also provide proof of your permanent address dated within 2 months of making the application form. This should be in the form of a utility bill, council tax letter or full tenancy agreement which must have the name of the applying adult shown. If you are living with someone in their property, they should provide the proof of address in their name along with a letter stating that you and your child(ren) are living with them at their address.

If your child(ren) were born outside of the UK but in the EU, we require to see both the applying adult and child's passport or ID card. If your child was born outside the EU, both passports and visa entry cards are required for applying adult and child(ren).

For information on the catchment schools for your area, please refer to the 'My Dundee' section of the council website.

Contact Details:

School Support Admin Team
Email: placingrequests@dundeecity.gov.uk
Tel: 01382 433716
Floor 2
Dundee House
50 North Lindsay Street
Dundee DD1 1NL

The school office will contact parents if a placing request is granted to make arrangements for your child(ren) to start as soon as practicable. Please contact the school office if you wish to visit our school or make enquiries before making a placing request.

Useful Links

Contact Details

Education Scotland's Communication Toolkit for engaging with parents –
http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engaging_parents/toolkit/index.asp

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –
<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system – <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –
<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

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>

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support –
<http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos –
<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools –
<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support – <http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education – <http://www.sces.uk.com/this-is-our-faith.html>

Curriculum

Information about how the curriculum is structured and curriculum planning – <http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas – <http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing – <http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers – http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase – <http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work – <http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme – <http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services – <http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning – <http://www.skillsdevelopmentscotland.co.uk/>

Assessment & Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework – http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed –
<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications –
http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling –
<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond –
http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy –
<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and changes provides information about choices made at various stages of learning –
<http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp>

The Additional support for learning page 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>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition –
<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning –
<http://enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland –
<http://www.parentingacrossscotland.org/>

Support for Pupils

The Additional support for learning page 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>

Information about the universal entitlement to support that underpins Curriculum for Excellence –
<http://www.educationscotland.gov.uk/supportinglearners/whatissupport/universalsupport/roleofkeyadult.asp>

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 – <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports – <http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process – <http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy – <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) – <http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications – <http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland – <http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education – <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

School Policies and Practical Information

Schools and local authorities should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 – <http://www.legislation.gov.uk/asp/2000/6/contents>

St Paul's RC Academy School Prayer

**ST PAUL'S RC ACADEMY SCHOOL PRAYER
"ONE COMMUNITY MANY GIFTS"**



God our Father,
Thank you for being with us this day.
Help us to grow and to become
a community of many gifts,
in which everyone is valued and supported
to achieve all they can.
May we always act in faith, hope and love
and show the values of
St Paul, our patron.