

School Handbook

December 2015

St John's RC High School



St John's RC High School

All visitors must report to reception at main entrance

Vehicle access only

Unless by prior arrangement all deliveries report to reception

Images are being recorded for the purposes of crime prevention and public safety. The CCTV system is controlled by the Head Teacher, St John's RC High School, 1032A KINROSS.

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Section 1: Welcome and Vision

Dear Parent/Carer,

A very warm welcome to St John's Roman Catholic High School. Our aim is to ensure that every young person entrusted to our care always feels happy, safe and secure and is able to develop their gifts and talents in the fullest possible way.

Our handbook is designed to give you as parents and carers some useful information about St John's RC High School. If after reading this you would like more information, please do not hesitate to contact me.

Mrs Fiona McLagan
Head Teacher

Section 2: School Ethos

St John's RC High School is a Catholic community 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 the importance of family, love and building community.

Our Aims are:

- To develop a community built on Gospel values where our young people feel safe, valued, cared for and nurtured.
- To 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.
- To provide a positive learning environment which encourages every young person to achieve the highest standards of attainment and achievement.

In our Catholic High School we are fortunate in being able 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 and the young people in St John's will experience on a daily basis the significance of Gospel values and faith in their lives.

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

- The needs of our pupils 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 conditions for learning and teaching.
- Everyone has the opportunity and are encouraged to achieve their full potential

Section 3: School Information

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

Telephone: 01382 307060

Fax: 01382 815791

Email Address: st-johns@dundee.gov.uk

Website: www.stjohnshigh.ea.dundee.city.sch.uk

Senior Management Team

Head Teacher: Mrs Fiona McLagan

Depute Head Teacher: Mrs Elaine Carolan
Mrs Rebecca Lapudula
Mrs Wendy Sinclair
Mr Kenneth Black (acting)

Business Manager: Mrs Laura West

School Status: Roman Catholic High School S1-S6

School Roll: 953

School Hours: 08.50 - 15.25

Parent Council Contact Info: Chair: Mrs Fiona McHugh
StJohns@dundee.parentcouncil.org

School Chaplain: Fr Steven Mulholland

Section 3: School Information

Office Hours

The school office is open from 8.15am - 4.15pm. Please help us by making routine telephone calls within office hours. The answering machine is switched on for your convenience when the school office is unmanned. Please do leave a message and we will return your call as quickly as possible.

Parents can contact the school by telephoning the main office on 01382 307060 where they will be directed to either a member of the Guidance Team or the Senior Management Team. They can also write to either the pupil's Tutor Teacher, Guidance Teacher or member of Senior Management Team. Individual meetings can also be arranged.

St John's RC High School produce a termly newsletter, The Eagle, which is posted on our school website, www.stjohnshigh.ea.dundee.sch.uk. Text messages are also used as a means of communication with regard to attendance, homework and other pieces of information. Parents Information Evenings are also held for each year group and also if there are topics pertinent to that year e.g. UCAS information evening.

The school website is also updated with information both on a whole school basis and by departments.

Section 4: School Policies & Practical Information

AUTUMN TERM

Monday 15 August 2016 - Staff resume

Tuesday 16 August 2016 - Pupils resume

Friday 7 October 2016 - Mid Term, All break

WINTER TERM

Monday 24 October 2016 - All resume

Thursday 10 November 2016 - In service day, schools closed

Friday 11 November 2016 - In service day, schools closed

Monday 14 November 2016 - All resume

Friday 23 December 2016 - Term ends

SPRING TERM

Monday 9 January 2017 - All resume

Thursday 9 February 2017 - In service day, schools closed

Friday 10 February 2017 - Mid term, all break

Monday 13 February 2017 - Mid term, all break

Tuesday 14 February 2017 - All resume

Friday 31 March 2017 - Term ends

SUMMER TERM

Monday 17 April 2017 - All resume

Monday 1 May 2017 - May Day, schools closed

Tuesday 2 May 2017 - All resume

Friday 26 May 2017 - In service day, schools closed

Monday 29 May 2017 - Victoria Day, schools closed

Tuesday 30 May 2017 - All resume

Thursday 29 June 2017 - Term ends

Further information about future school holiday dates can be found on the Dundee City Council website at <http://www.dundee.gov.uk/education/schoolholidays1/>

Section 4: School Policies & Practical Information

School Uniform

There is an expectation for all pupils to wear the correct school uniform. This helps us in our aim of encouraging children to take a pride in their appearance and to have respect for their school.

BOYS	GIRLS
Black trousers, white shirt, black v-neck pullover, school tie, black shoes (not trainers).	Black skirt or trousers, white blouse, black pullover (not crewneck); school tie, and black shoes.
<p>S1 & S2 Pupils to wear school tie, black v-neck pullover with school logo and school blazer.</p> <p>Seniors (S5/6) in addition to the above, school blazer and senior tie.</p> <p>NB Trainers etc. are not acceptable as normal footwear except in the PE class. Outdoor jackets should be black.</p> <p>PE Kit St John's RC High School has a compulsory PE Kit. This consists of navy/royal blue t-shirt with school logo, navy shorts and navy socks.</p> <p>Training shoes with non-marking sole and towel. Tracksuit for winter work (optional) and one piece swimsuit for girls and lycra swim trunks/shorts for boys and cap.</p>	

Section 4: School Policies & Practical Information

School Uniform

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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 £16,105, 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 can be made online at:

<https://mydundeeaccount.dundee.gov.uk/secure-info> or are available from the school office or from Dundee House.

Section 4: School Policies & Practical Information

School Meals

School lunches cost £2.00 per day and all children are provided with a lunch menu by Tayside Contracts.

All children staying for lunches within school will eat in the dining hall. Safety flasks containing hot food may be brought to school, but not the glass vacuum type, which may be dangerous, as they are liable to break. 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.

The dining room is supervised by support staff at all times. Please note that the school does not approve of pupils going out of school to buy their lunch due to safety reasons.

Free School Meals

Free school meals are available to all pupils in Primary 1 – 3 from January 2015. For all other stages, 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 £16,105 or Working Tax Credit and have an annual income of less than £6420.

Application forms can be made online at <https://mydundeeaccount.dundee.gov.uk/secure-info> or are available from the school office or from Dundee House.

Instrumental Tuition

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

Section 4: School Policies & Practical Information

EMA

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.

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 the 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 4: School Policies & 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, press, text messages 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.

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. Forms can be obtained from Customer Services, 50 North Lindsay Street, Dundee. The child's birth certificate and a proof of address, in the form of a Benefit Book, Council Tax book or recent (within two months) utilities account must be shown.

Prospective parents who wish to come to see the school are invited to telephone the school office to make an appointment to visit.

Section 4: School Policies & Practical Information

School Absence procedures

Please contact the school as soon as possible if your child is absent. Please send a note to school with your child on their return explaining the reason for the absence.

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 an Education Welfare Officer will arrange to visit you and your child at home.

The following points are included in the Education Authority's **Attendance Initiative**

- If your child is ill and cannot attend school please contact the school before, or as soon as possible after 9.00am on the first day of absence.
- If the absence is planned, e.g. a hospital appointment, we ask you to let us know prior to the absence.
- If your child is absent for more than three days please call again or write to tell us.
- 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.

Regular attendance at school ensures your child is receiving the continuous education they are entitled to. Dundee City Council asks that, where possible, parents do not take children out of school for family holidays during term time. In accordance with Scottish Executive guidelines for pupil attendance, most holidays are recorded as unauthorised unless there is proof from an employer that this is the only time when holidays could be taken.

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>

Section 4: School Policies & Practical Information

Appointments

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

If your child does need to leave school during the school day they must be collected by a parent/carer at the main reception. In the interest of safety we cannot allow children to leave the school unaccompanied.

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 so that they can collect the child from school. However, if we cannot contact the parents, we will contact the Emergency Contact whose name and telephone number should be given to us by the parents.

Therefore it is very important that parents inform the school of the name, address and telephone number of the Emergency Contact and advise the school immediately of any changes that occur.

Section 4: School Policies & Practical Information

Promoting Positive Behaviour

At St John's our policy for discipline must be in keeping with our Marist Tradition. St John's has always been considered a family and so the expectations of our pupils and their behaviour should be high but laid down in love. Our classrooms will be positive learning environments where all pupils feel valued, safe and loved.

At St John's we expect all pupils to contribute to positive behaviour throughout the school by:

- arriving on time, in full school uniform, with a pen and pencil ready to work;
- treating others, their work and their property with respect;
- listening to and following instructions the first time;
- paying attention and working to the best of their ability;
- not using mobile phones or other portable media devices e.g.- iPod/mp3 players in class.

We expect all staff to contribute to positive behaviour throughout the school by:

- promoting positive behaviour
- promoting self-esteem, self-discipline, proper regard for authority
- and positive relationships based on mutual respect
- ensuring equality and fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- providing a safe environment
- recognising positive behaviour
- providing the correct interventions for negative behaviour

Section 4: School Policies & Practical Information

We will create a positive ethos in our classrooms through the use of praise and rewards for positive behaviours. Merit systems will be used to give positive feedback to those pupils who are following rules to allow us to create a positive atmosphere. Negative behaviours will be recorded through a demerit system and dealt with accordingly.

In St John's RC High School the Guidance system is organised on a vertical basis with a Guidance Teacher responsible for an allocated class in each year. This system allows for continuity of care for all young people as they progress through the school. Each young person will have ready access to a member of staff who can support his/her needs.

The role of the Guidance Teacher is to provide personal, curricular and vocational support and advice to all of our young people and their parents, throughout their school career. This is done in a number of ways:

- by encouraging high standards of appearance and behaviour
- by encouraging a positive attitude and organised approach to school work
- by encouraging our young people to form good relationships with staff and peers
- by advising on course and career choices at various stages
- by liaising with parents regarding individual needs and progress
- by liaising with other departments in school and key agencies outwith the school

The Guidance Team in St John's RC High School is committed to supporting the formation of all our young people in line with Gospel values. We take seriously our role in helping to develop the emotional, physical and spiritual wellbeing of all pupils. This is done formally through a well-structured PSE programme and more informally through day to day contact with the young people.

Section 4: School Policies & Practical Information

SFA Performance School

The programme is open to boys and girls currently in primary 7 who have shown exceptional talent in football and would benefit from an individualised programme. The programme is based at St John's RC High School and will require parents/carers to complete a placing request to attend the school if they are selected for the programme by the SFA. Parents/carers are responsible for transporting the successful candidates to St John's RC High School. The council will not be funding travel costs, however, the Scottish FA may make a contribution depending on individual circumstances. The pupils' timetables will be produced to allow them to follow the programme during curriculum time.

The aim is to bring together the best young footballers from the area into a four year training and support programme designed by the Scottish Football Association and high quality specialist Performance Youth coaches who are employees of the Scottish FA. The partnership between the SFA and the Head Teacher will ensure pupils achieve the correct balance between sport and academic life.



School Concerns and Complaints Procedures

If you want to talk to your child's teacher or a member of the senior staff it is generally better to make an appointment. This ensures that the member of staff is available, that classes are not disturbed and that pupils' lessons are not affected.

If you have made a complaint to the school and you are not satisfied with the outcome, you can have your complaint reviewed by a senior officer in the Education Department.

Education Department publications can be found at:

<http://www.dundee.gov.uk/department-publications/Education>

Section 5: Parental Involvement

Parents are encouraged to become involved at every stage of the pupil's education. The quality of the pastoral care is extremely high and there exists very strong partnerships with parents/carers by Guidance staff, Support for Learning and the Senior Management Team.

Effective communications with the home are seen as key in supporting the learning of pupils and in engaging parents/carers in the pupil's education.

At key stages, e.g. course choices, parents/carers are formally invited to participate in a discussion with the young person and their Guidance Teacher which serves to offer advice and support on transition.

The School Support Team meets weekly to discuss and plan additional or targeted intervention for pupils who may require an extra level of support. The parents/carers are invited to this meeting which serves as a support mechanism in ensuring that the school gets it right for every child. This support is then reviewed regularly.

The Parent Council meets once a term to discuss current educational issues. All parents/carers are welcome to attend these meetings.

The school provides parents/carers with a calendar of meetings specific to their child. Each year group has a scheduled Parents' Night. In addition, Information Evenings are held to ensure that parents have the opportunity to discuss current issues, SQA, UCAS and learning journey plans. Parents/carers are also invited to 1:1 meetings at transition points in the learning journey of their young people. Parents/carers are always welcome and can arrange appointments through our school office.

Section 6: The Curriculum

Curriculum for Excellence 3-18

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all pre-school to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education. Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Through the experiences we provide we want our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We are committed to providing children with a broad general education and focus on eight curriculum areas.

Expressive Arts	Health & Wellbeing	Languages	Mathematics
Religious & Moral	Sciences	Social Studies	Technologies

Progress in learning is indicated through curriculum levels as detailed below.

Level	Stage
Early	The pre-school years and P1 or later
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third & Fourth	S1-S3, but earlier for some

Section 6: The Curriculum

At the end of the Broad General Education (BGE), learners are supported in planning a course of study through what is referred to as the Senior Phase. The Senior Phase curriculum, from S4 to S6 (from around ages 15 to 18) follows on from a young person's Broad General Education, building on the Experiences and Outcomes which they will have achieved to the end of S3. It enables them to extend and deepen their learning through more specialised study and to continue to develop skills for learning, life and work.

During the senior phase, young people will build up a portfolio of qualifications. It is the stage of education at which the relationship between the curriculum and National Qualifications becomes of key significance. The curriculum in the senior phase, however, comprises more than programmes which lead to qualifications. There is a continuing emphasis, for example, on health and wellbeing including physical activity and opportunities for personal achievement, service to others and practical experience of the world of work.

Learners have opportunities, at all stages, to gain recognition for learning and achievements which take place outside the classroom. The Senior Phase ultimately supports young people in moving on to the next stage – whether that is college, university, training or employment.

In the senior phase, schools and their partners (for example colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners.

As well as the new National Qualifications, which offer increased flexibility with a greater focus on skills and applying learning to real-life situations, there is also a wide range of SQA vocational qualifications and awards that young people can take as part of their senior phase curriculum.

These include skills for work; leadership and personal development.

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

Section 6: The Curriculum

Getting it Right for Every Child (GIRFEC)

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

www.scotland.gov.uk/gettingitright

Sensitive Issues

Part of our curriculum involves teaching the children about issues which could be considered sensitive i.e. sexual health and relationships education or drugs and alcohol awareness. Parents should be assured that whenever these topics arise, we will communicate as appropriate with home. On some occasions we may send a letter just to raise awareness that specific issues are to be covered, on other occasions we will actively seek permission to include your child/ children in a series of lessons. If any parent is concerned about what is being covered within the curriculum however, they should feel free to speak to a member of staff about this.

Religious Observance

Through the ethos and curriculum, we provide opportunities for pupils to explore morals and values. We help learners develop their own beliefs, values and a responsible attitude to others. Pupils are encouraged to develop an understanding of Christianity and other religions. Pupils develop skills of reflection, critical thinking and how to act when making moral decisions. The school welcomes diversity and individuality while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of the school that all who are involved in the life of the school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

Under the terms of the Education (Scotland) Act 1980 "any pupils may be withdrawn by his/her parents from instruction in religious subjects and from religious observance" Parents wishing to exercise this right should discuss with the Head Teacher.



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 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.

Section 6: The Curriculum

Assessment

Throughout their school career we track and assess pupils' progress (intimated to parents via reports and parents' meetings) and help them plan their future learning through discussions with their Guidance teacher, and their subject teachers.

Reporting to parents

At all levels, provision exists for comments from individual teachers to be sent home with the report form, and parents in turn are invited to discuss reports with Guidance staff and/or the appropriate House Head. If parents require a progress report at any other time, contact should be made with the appropriate House Head or Guidance teacher.

Leaving School

All pupils in S4-S6 are interviewed by their Guidance Teacher who discuss their aspirations for leaving school.

All university applicants follow a planned programme during the first and second terms and are given appropriated support by Guidance staff, House Heads and Skills Development Scotland.

College applicants are identified early in S4 and S5/6 and individual targeted support is offered at various levels by a core team of professionals.

Pupils wishing to follow a vocational path are also identified and opportunities for work experience are organised by the Positive Destinations Team. Opportunities for employment and apprenticeships are co-ordinated by a designated member of the Guidance Team in partnership with SDS.

Parents/carers are kept informed and involved at all stages of transitions and may wish to accompany their child on college visits or attend careers interviews when appropriate.

Section 7: 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.

Section 7: Support for Pupils

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

The following are available for you at the above internet page.

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

This internet page also has many other leaflets on related topics which might be of interest to you.

If you cannot access the internet, please ask the School Office if you would like a copy of any of these documents.

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

Section 7: Support for Pupils

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.

Section 7: Support for Pupils

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/>

Section 8: School Improvement

The school's recent Extended Review noted the following:

Over a three year period, there have been improvements in pupils' attainment. By the end of S4, in some measures such as 5+ SCQF Level 3 and 5+ SCQF Level 4, improvement is evident. In 2013, by the end of S6, attainment at 5 or more awards at SCQF level 6 was the highest since 2001. In 2014, by the end of S6, the school has performed better than its virtual comparator at SCQF Levels 4 and 5 in Literacy & Numeracy. In the first diet of new national qualifications, no fewer than 6 subjects achieved a 100% pass rate at National 5 with both English and Spanish achieving significant positive relative values. Over a 2 year period (2011/12-2012/13), the number of young people moving on to a sustained positive destination when leaving school is equivalent to, or better than, the school's virtual comparator.

It further noted the following strengths:

- The school's ongoing drive and commitment to raise levels of pupil achievement and attainment
- The contribution of the school's successful, confident and responsible young people to the corporate life of the school and the wider community
- Attainment levels by the end of S6
- Attainment of the lowest 20% by the end of S6
- The school's approach to the development of literacy and numeracy including the work being undertaken with the Cluster primary schools

S4 – S6

The tables in this section are taken from INIGHT, the new tool used to support school improvement. They show our figures in comparison to a "virtual comparator" (based on pupils with similar profiles to ours) and the national average. This data is used to help us identify areas for improvement.

Section 8: School Improvement

Table 1: Improvements in Literacy and Numeracy

Year	Establishment	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy
2012	St John's RC High School	68.92	43.92
	Virtual Comparator	68.51	40.88
	Dundee City	71.48	45.75
	National	76.69	52.23
2013	St John's RC High School	73.2	45.75
	Virtual Comparator	72.61	43.59
	Dundee City	73.68	43.07
	National	77.92	52.47
2013	St John's RC High School	76.83	48.17
	Virtual Comparator	77.93	47.38
	Dundee City	78.9	46.19
	National	81.28	55.68

We have been making consistent progress in the percentage of young people attaining level 4 and level 5 literacy and numeracy. Focussed work will continue in the coming school session on improving attainment across all levels and ensuring that all young people from S1 – S6 are involved in our mentoring programme.

Section 8: School Improvement

Table 2: Improving Post School Participation (% of school leavers in positive destinations)

Year	Establishment	% of Schools Leavers in a Positive Destination
2011/12	St John's RC High School	91.89
	Virtual Comparator	86.69
	Dundee City	89.53
	National	90.12
2012/13	St John's RC High School	89.54
	Virtual Comparator	89.15
	Dundee City	91.08
	National	91.7
2013/14	St John's RC High School	91.46
	Virtual Comparator	91.52
	Dundee City	91.11
	National	92.57

In our effort to support our young people we have introduced a Positive Destinations Team who meet on a weekly basis to review placement and training opportunities so that we continue to achieve excellent results in this area.

SCHOOL IMPROVEMENT PLANNING

In line with school, local and national priorities we have identified the following projects for the current improvement planning cycle. A number of vocational courses have been introduced to the senior phase curriculum.

Section 8: School Improvement

THE CURRICULUM

- Curriculum Planning – All staff are committed to developing a coherent approach to planning learning and teaching, assessment and moderation (through consistent use of NAR planning tool) and to sharing information about progress and achievements.
- All staff have undertaken training in On Track with Learning on the new SEEMIS version of this system. Staff are currently working on reviewing the Broad General Education to reflect the changes in the senior phase curriculum.
- In the senior phase all our young people in S5 and S6 are undertaking the new National 6 (Higher) and National 5 examinations.
- A number of vocational courses have been introduced to the senior phase curriculum.

TRACKING AND MONITORING

- All Departments have developed Tracking and Monitoring systems which allow them to record information on assessments and skill development.
- Staff will be expected to promote and develop an understanding of the use of baseline and curriculum based assessment to support learners and inform pupils' progress.
- All young people in S1 – S3 have established an e-portfolio and a profile.
- Mentoring programme has been developed and all young people have three formal meetings with their Tutor and have a mentor booklet to share with staff and Parents.
- We will be introducing vertical tutor groups for session 2015-2016 following consultation.

LEARNING AND TEACHING

- Staff will further develop the culture of sharing good practice and effectively promote the use of co-operative learning strategies in all classrooms.
- The whole school Homework Policy is now in place to help support pupils in their learning.

Section 8: School Improvement

CURRICULUM FOR EXCELLENCE

- There will be increased opportunities for young people to become involved in Interdisciplinary work, sharing learning experiences across a range of subjects which reflect the life and work of the school, through the development of the Education Scotland Community Project, the Marist Hope Project and the Community Radio Project in our school, Anne Frank Project and the Battle of Loos transition project.
- Cluster working groups have been established with Primary colleagues in “This is Our Faith”, Literacy, Numeracy and Science to ensure the quality of the curriculum across transitions takes account of prior learning and is flexible to meet the needs of learners.
- We will work with the young people towards achieving an Eco School Award and Health Promoting Schools Gold Award. We will also continue working towards achieving the Healthy Working Lives Bronze Award.
- Our curriculum design will have a clear rationale which will promote challenge, enjoyment, breadth and depth, coherence, personalisation and choice in learning at all stages.

DEVELOPING PEOPLE AND PARTNERSHIPS

- By increasing parental, pupil and partnership involvement in the life of the school, we will continue to develop a supportive working environment in which people share a sense of responsibility to ensure successes and achievements for all young people.

LEADERSHIP

- We will continue to build leadership capacity and sustainability by developing leadership roles at all levels to encourage and support innovative practice which leads to positive changes in learners' experiences.
- A group of staff are involved in piloting a Middle leadership course.

Section 9: Extra Curricular Activities

We at St John's RC High School work closely with our Active School Coordinator and our staff to ensure a variety of extra-curricular activities are available to all our young people, allowing them to develop their individual talents and skills. Our Sports Ambassadors in S5 and S6 lead some of our activities and clubs after school and during lunchtimes. Our Active Schools Coordinator has developed a close working relationship with our associated primary schools, the young people from our primaries are invited to participate in Cluster Games which are held in St John's.

Badminton

Basketball

Book Club

Brass Ensemble

Cake Making

Drama Club

Duke of Edinburgh

Guitar Club

Interact Group

Jazzy Tappers Dance Group

Music Technology Club

Netball

Orchestra

Peer Education

Reading and Board Games

Respect

Revolution Dance Crew

Running Club

SFA Futsal

Street Dance

Street Soccer

Strings Group

Table Tennis

Urban Moves

Water Polo

Young Enterprise



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