



*St Margaret Mary's
Secondary School*

***SCHOOL
HANDBOOK
2014-2015***



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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.





INTRODUCTION

Dear Parent/Carer

Thank you for your interest in St Margaret Mary's Secondary School. This handbook will supply you with a large amount of information about the school. However should you require more detail or would like to tour the school please contact me to arrange a visit.

St Margaret Mary's Secondary School is a six year Roman Catholic Comprehensive School. The values of the school are strongly influenced by Gospel values such as love, truth and justice. Guided by these values we aim to develop the all round education of our young people. The school has high academic targets for its young people, reflected by steadily improving exam results in recent years. The development of a Curriculum for Excellence will allow us to challenge our young people to further attain in both academic and personal areas.

The school is a community. We work closely with our partner primaries and with our pupils, parents and carers. Together we aim to motivate our young people to be ambitious for themselves and their community. We encourage them to develop breadth and depth in their academic education. To develop love and care in their personal education. All areas of their development – spiritual, academic and personal are supported by an experienced and professional staff.

I look forward to meeting you. To introducing you to our community. To your son/daughter becoming a positive contributor to our community.

Mr B Brady
Headteacher



SCHOOL INFORMATION

St Margaret Mary's Secondary School
9 Birgidale Road
Castlemilk
Glasgow
G45 9NJ

Telephone number: 0141 582 0250

Fax number: 0141 582 0251

E-mail address: headteacher@st-margaretmarys-sec.glasgow.sch.uk

GENERAL INFORMATION

St Margaret Mary's is a six year co-educational secondary school catering for the Roman Catholic children from its catchment area in Castlemilk.

We have a state of the art new build school which provides sophisticated accommodation for our current and future needs and has a capacity for 800 pupils.

CURRENT ROLL

The current roll for each year group is as follows:

S1	72	S2	74	S3	78	S4	77	S5	65	S6	45
TOTAL ROLL 411											

PREDICTED ROLL

The likely intake for the next three years from the local associated primary schools is as follows:

2015	70	2016	70	2017	70
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It should also be noted that for almost the last ten sessions, in St Margaret Mary's Secondary, we have attracted over 10% of our first year roll from schools outwith our associated primaries, which suggest our efforts are being recognised outwith our own community.

ACCOMMODATION

The school building is new, being formally opened in August 2002. It has modern purpose built accommodation for all curricular areas.

Other facilities include a school Oratory as well as social accommodation for pupils.

St OSWALDS SECONDARY SCHOOL

From August 2014 St Oswald's Secondary School will be co-located in the St Margaret Mary's Secondary School building. While both schools will maintain their individual identity and operate academically as independent schools the expectation is that socially the two schools will begin to integrate from an early stage.



COMMUNITY FACILITIES

The school's facilities are available for letting to outside groups subject to certain conditions. Two weeks notice is required for applications of letting. **Requests for the let of school premises should be made to:** Community Letting Section, Glasgow Life, c/o Woodside Library, 343 St George's Road, Glasgow, G3 6TQ. Regulations under which accommodation is granted can be consulted in the school, and are available from the School Office.

SCHOOL HOURS

Period Times

Period	Mon	Tue	Wed	Thurs	Friday
Tutor	8.50am—9.00am	8.50am—9.00am	8.50am—9.00am	8.50am—9.00am	8.50am—9.00am
1	9am—9.50am	9am—9.50am	9am—9.50am	9am—9.50am	9am—9.50am
2	9.50am—10.40am	9.50am—10.40am	9.50am—10.40am	9.50am—10.40am	9.50am—10.40am
Interval	10.40am—10.55am	10.40am—10.55am	10.40am—10.55am	10.40am—10.55am	10.40am—10.55am
3	10.55am—11.45am	10.55am—11.45am	10.55am—11.45am	10.55am—11.45am	10.55am—11.45am
4	11.45am—12.35pm	11.45am—12.35pm	11.45am—12.35pm	11.45am—12.35pm	11.45am—12.35pm
5	12.35pm—1.25pm	12.35pm—1.25pm			
Lunch	1.25pm—2.05pm	1.25pm—2.05pm	Period	12.35pm—1.15pm	12.35pm—1.15pm
6	2.05pm—2.55pm	2.05pm—2.55pm	5	1.15pm—2.05pm	1.15pm—2.05pm
7	2.55pm—3.45pm	2.55pm—3.45pm	6	2.05pm—2.55pm	2.05pm—2.55pm

Warning Bells are rung 2 minutes before Tutoring and end of lunch to encourage pupils to attend class on time.

NAMES AND ADDRESSES OF CLUSTER PRIMARY SCHOOLS

St Bartholomew's Primary School

30 Castlemilk Drive
Castlemilk
G45 9TR

Head Teacher: Mrs Jane Saunders

Tel: 0141 634 7114

Fax: 0141 631 4682

John Paul II Primary School

29 Dunagoil Road
Castlemilk
G45 9UR

Head Teacher: Mr James McShane

Tel: 0141 634 5219

Fax: 0141 634 9750



STAFF LIST

DEPARTMENT

Senior Leadership Team

Brian Brady Headteacher
Elaine Seery Depute Headteacher
Amanda Moore Depute Headteacher

Art

Fiona Perston

Biology

Clare McAleney Science FH
Gemma McGinlay

Business Education

Madeliene McLellan
Elaine McLaughlin Technology FH

Chaplain

Father David Wallace

Chemistry

Cameron Stewart

Drama

Loiuse Cleland Creative Arts FH
Kirstie Cowan

Education Liaison Officer

Catherine Kelly

English

Karen Docherty Communication FH
Lawrence Martin
Patricia Heaney

Geography

Susan Wilson Social Subjects FH
Fiona Gordon

History

Scott McIntosh

Home Economics

Jacqueline Flannigan PT Pastoral Care

Library

Peter Gallagher

Careers

Dawn McLachlan

DEPARTMENT

Maths/Computing

Alison Mallon FH
Scott Fullarton
Laura Hunter
Chelsey Atkinson

Modern Languages

Maria Madrid
Fiona Alexander

Modern Studies

Louise Walker

Music

Theresa Wilkin

Office

Lee Graham
Jeanne Connor
Lesley Graham
Sadie Kealey
Gemma McIlroy

PE / Health & Wellbeing

Elaine McLaren PE PT
Rebecca Harvey
John Burke PT Pastoral Care
Martin Walker

Physics

Frank McCluskey

RE

Thomas Docherty RE PT

Technical

Martin Halliday
Kieran Tinney

PSA

Jeanette Morgan
Coleen Kelly

Support for Learning

Yvonne Lafferty PT Pupil Support

Technicians

Paul Knotts
Bob Binnie
Nick McQuillan



SENIOR LEADERSHIP TEAM

FUNCTION, MEMBERSHIP, RESPONSIBILITIES

Headteacher - Brian Brady

with overall responsibility for management of the school.

DEPARTMENT LINKS

- SCHOOL OFFICE
- SLT LINK TO LITERACY
- LIBRARY

OTHER AREAS OF RESPONSIBILITIES

- Liaison with Learning Community.
- Liaison with GCC Education Department.
- Formulation, implementation and monitoring of School Policies.
- Raising Attainment and School Improvement (strategic)
- Learning & Teaching (strategic).
- The Curriculum (strategic).
- Teaching staff: appointments, reports, disciplinary and contractual matters.
- Liaison with professional organisations. (including working time arrangements).
- Parent engagement including the Parent Council.
- Non-teaching staff.
- Devolved School Management.
- Staff Handbook.
- School Handbook.
- Publicity.
- Serious matters of pupil indiscipline.
- Absence Management.
- Options Programme.
- Student Regent.
- Probationer Teachers.
- Leading Health & Safety
- Leading Attendance Council
- Leading Equality Strategies.

Shared Leadership Responsibilities – Senior Leadership Team and Joint Leaders

- Raising pupil attainment and achievement.
- Learning beyond classroom.
- Developing Catholic Ethos.
- Whole school discipline and behaviour management.
- Developing pupil voice.
- Developing reward schemes.



SENIOR LEADERSHIP TEAM

FUNCTION, MEMBERSHIP, RESPONSIBILITIES

Depute Head Teacher - Elaine Seery

With responsibility for the Senior Phase

Operational responsibility for year groups S4, S5 and S6

DEPARTMENT LINKS

- PE HEALTH & WELLBEING
- SCIENCE
- SLT LINK TO HWB
- TECHNOLOGY
- COMMUNICATIONS & MODERN LANGUAGES
- SOCIAL SUBJECTS
- RE

OTHER AREAS OF RESPONSIBILITIES[

- Senior Phase Curriculum (operational).
- Leading Standards & Quality reporting.
- Leading SQA Management.
- School Minibus.
- Supported Study.
- Leading Risk Assessment.
- Leading CPD and Staff Development & PRD.
- Leading Child Welfare & LAC.
- Leading 16+ Learning Choices, YEG.
- Technicians.
- Child Protection Coordinator.
- Leading Careers Education (strategic).

Shared Leadership Responsibilities – Senior Leadership Team and Joint Leaders

- Raising pupil attainment and achievement.
- Learning beyond classroom.
- Developing Catholic Ethos.
- Whole school discipline and behaviour management.
- Developing pupil voice.
- Developing reward schemes.



SENIOR LEADERSHIP TEAM

FUNCTION, MEMBERSHIP, RESPONSIBILITIES

Depute Head Teacher - Amanda Moore

with responsibility for the Broad General Education.

OPERATIONAL RESPONSIBILITY FOR YEAR GROUPS S1, S2 and S3.

DEPARTMENT LINK

- MATHS
- PUPIL SUPPORT
- CREATIVE ARTS
- SLT LINK TO NUMERACY

OTHER RESPONSIBILITIES

- Leading ASL, PST, JST & ISG Representative.
- Leading primary/secondary transitions.
- Leading Health Promotions.
- Leading SfL, SfL Staff.
- Production of School Improvement Plan.
- & School Training Plan.
- Developing Self-evaluation.
- Broad General Education (operational).
- Timetable.
- Leading ICT.
- Tracking, Monitoring & Reporting.
- Pupil Voice.
- Leading Absence Cover.
- Assessment & Moderation.

Shared Leadership Responsibilities – Senior Leadership Team and Joint Leaders

- Raising pupil attainment and achievement.
- Learning beyond classroom.
- Developing Catholic Ethos.
- Whole school discipline and behaviour management.
- Developing pupil voice.
- Developing reward schemes.



PUPIL ENROLMENT

Pupils from the local associated primary schools will be enrolled automatically when they reach the statutory age for transfer from primary to secondary school unless parents have applied successfully to have them enrolled in another secondary school of their choice.

Families moving into the catchment area of the school can enrol their children of secondary age at the school office after meeting with a Senior Member of staff.

Parents who live outside the school's catchment area may apply to have their children enrolled by writing to:

School Business Manager
South Area Hub
c/o St Margaret Mary's Secondary School
9 Birgidale Road
Glasgow
G45 9NJ

Parents intending or considering enrolling their child at St Margaret Mary's Secondary School are welcome to visit the school and discuss any aspect of the school with a senior member of staff. In order to arrange for the most suitable member of staff to be available, parents are asked to contact the school in advance so that a convenient time can be arranged.

PARTNERSHIP WITH PARENTS

The staff at St Margaret Mary's welcome and encourage contact with parents who are vital partners in the education of our young people.

Parents will be kept regularly informed about their child's progress through letters, reports and parents evenings.

The Pastoral Care and Senior Leadership Teams have meetings with parents about individual pupils and we would encourage parents to contact us with any concerns or suggestions.

Regular newsletters will keep parents up to date on special events and we invite parents to join us in celebrations such as our Annual Awards Ceremony.

Appointments with Pastoral Care teacher or any of the Senior Leadership Team can be made through the School Office. The most successful education occurs when home and school work in partnership and we look forward to enjoying close links with all our parents.

Mobile Phones

It is important to stress that mobile phones should be switched off or on silent when pupils are within the school building. They must be kept out of sight e.g in a school bag or jacket pocket at all times.



LINKS WITH PARENTS

In St Margaret Mary's Secondary we believe in progress through partnership with parents.

To ensure good communications, the following structures currently in place include:

- regular school bulletins;
- course choice information evenings;
- handbooks on aspects of the life of St Margaret Mary's;
- regular parents meetings to review pupil progress;
- school newsletters;
- invitations to parents to join in liturgical services (eg academic masses, S1 Welcome Mass etc);
- Information on development like Raising Attainment; PSE, CfE, etc;
- school participation in community initiatives;
- text and voicemail alerts/reminders.

Parents will always be notified by letter when specific evenings have been arranged, and this information is reinforced via announcements in local parishes.

The school is always willing to discuss pupils' progress or aspects of school life with parents, and when parents wish to do so they are invited to contact the school so that a mutually convenient appointment can be made.





THE PARENT COUNCIL (from the parent forum)

The Scottish Schools (Parental Involvement) Act 2006 led to the establishment of Parent Forums and Parent Councils in every Primary, Secondary and Special School. Councils, which are composed of parents, staff and co-opted members with the Head teacher as Professional Adviser, have duties, rights and responsibilities in relation to the management of the school. These include:

- consulting with parents and reporting to parents on matters of interest;
- encouraging the development of links between schools and parents;
- taking part in the selection of senior and promoted staff to the school;
- discussing and approving the Head Teacher's plan for purchasing books and educational materials;
- setting dates for occasional holidays in consultation with interested parties;
- assisting in the letting of school premises, under the direction of the education authority;
- receiving reports from the Head Teacher and the education authority;
- receiving an annual budget for administration, training and other expenses; and
- having power to raise funds and spending these for the benefit of the school after consulting the Head Teacher.

Members of the Parent Council, on a voluntary basis, may also have an advisory role in the investigation of cases of non-attendance and suspected truancy and decisions on placing requests by parents in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school exceeds the number of places available.

ELECTION OF PARENT REPRESENTATIVES

All parents of pupils at school are members of the Parent Forum and are eligible to stand for election to the Parent Council. Election will be by secret ballot and will normally occur once every four years.



CLOTHING AND UNIFORM

Uniform for pupils is actively encouraged. It is seen as a support to good school morale and assists pupil identification in these days when security is a vital concern. Staff encourage the wearing of school uniform, which is promoted within the school in the interest of the pupils themselves and their parents. Parents are also asked to encourage their children to wear the uniform. Within the community the school is assessed partly by the appearance of its pupils and the wearing of uniform is generally seen to reflect well upon the school and its pupils.

Our newly updated uniform was launched in August 2009 following from extensive consultation with our pupil councils as well as consulting with all parents. In encouraging a dress code policy, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of the education committee to encourage schools to develop an appropriate dress code policy.

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

- potentially, encourage factions (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans)
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings, garments that are made from flammable material for example shell suits in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and could be used to inflict damage on other pupils or be used by others to do so.
- Denims (any colour).
- Leggings or shorts.
- Cropped trousers of any style.
- Over the knee socks.
- Excessive jewellery.

The school uniform is as follows:

GIRLS

Black skirt or trousers
White blouse
School tie
Blazer
Black v-neck jumper/cardigan
Black school shoes

BOYS

Black trousers
White shirt
School tie
Blazer
Black v-neck jumper
Black school shoes

School ties can be purchased directly from the school.



RELIGIOUS EDUCATION



In session 2014/2015 pupils will receive two periods of Religious Education every week. Each year group follows National Guidelines for Religious Education. The current courses (which will change) are as follows:

FIRST YEAR

The Christian Community, Baptism, Eucharist and the Bible. The stories of the birth of Jesus. Other world Religions – Islam.

SECOND YEAR

The Search for God, Old and New Covenants. God's creation, man and woman. The Christian year, Advent and incarnation. Other world Religions – Judaism.

THIRD YEAR

Self awareness and personal growth. Relationships, the Presence of God and Reconciliation.

FOURTH YEAR

Preparation for Christian Adulthood. Living in a wounded world, a search for values and Christians sexuality.

FIFTH YEAR AND SIXTH YEAR

Christian values and morality. Personal responsibility and commitment. Social and moral awareness at home and in the third world.

Our school Chaplain is Father David Wallace.

Father Savage Parish Priest of St Margaret Mary's Parish and Father Wallace Parish Priest of St Bartholomew's Parish play an important role in supporting our pupils. Masses and other services are provided for pupils on a class, year and school basis. Retreats and similar religious events are organised for pupils both inside the school and in appropriate centres outwith the school. Pupils are encouraged to take part in the religious life of the community and to be fully involved in any Archdiocesan activities.

The school supports many charities and is also involved in fund-raising for SCIAF, Shelter, the Innocents and the local SVDP groups which have received food parcels for distribution to the elderly at Christmas since 1988.



As defined in SOED Circular 6/91 and the Education (Scotland) Act 1980, parents have the right to remove their children from specific periods of religious instruction or from religious services. Parents wishing to exercise this right should contact the Head Teacher.

It should be noted that the ethos of the school is based on the Christian Catholic tradition. This is something that pupils are reminded of throughout the school day in every subject area and pupils are expected to conform to this tradition.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee on the register.

HOMEWORK

If progress is to be made at school, pupils must follow up work done during the day by additional preparation in their own time.

Homework is in fact encouraged for a number of reasons in the school:

- it provides a back-up to work done in class;
- it is one method of encouraging activities for which there is little time in class;
- it helps prepare younger pupils for the greater demands of the middle and upper school;
- it gives older pupils practice in examination style questions and also helps in the development of study and revision skills.

It is school policy that homework should have greater importance in Third Year to Sixth Year because of the preparation involved for SQA examinations. A pupil taking eight Nationals could expect to be working at least two hours in the evening for at least five days of the week. Older pupils will be encouraged to take greater responsibility for planning and managing their own programme of homework, revision and personal study. They will receive help in doing this through Personal and Social Education programmes and by attendance at Supported Study classes.



As mentioned above, senior students, particularly those following Higher grade courses, are expected to work independently and so prepare themselves for Higher and Further Education. The workload for such pupils will be extensive. Parents are requested to ensure that homework is done on a regular basis.

A detailed outline of daily homework for all year groups is issued to parents at the beginning of each session.

Pupils in all year groups are issued with a homework diary at the start of the session. This allows both staff and parents to monitor levels of homework and communicate with each other. **If there is any concern about homework, or an apparent lack of it, parents should contact the Year Head so that the matter can be discussed and resolved.**



SUPPORTED STUDY

We are most fortunate in St Margaret Mary's Secondary School to have been granted funding to operate a Supported Study Scheme.

The aim of the scheme is to:

- Improve pupil achievement by providing additional planned access to after-school facilities and teacher support.
- Improve and utilise parent awareness of their role in the educational development of their children.
- Improve the confidence and self-esteem of our pupils.

PARENTAL ENCOURAGEMENT

Every parent is asked to consider the advantages of this Supported Study Scheme and to encourage their children to use it to the full.

Letters are sent at regular intervals to parents advising of current Supported Study arrangements. Parents are asked to sign a Consent Form if their child wishes to attend classes and pupils are asked to sign a Code of Conduct form.

EDUCATION MAINTENANCE ALLOWANCE

See Appendix 4 for details



SCHOOL ATTENDANCE

DUTY OF PARENTS

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school. Attendance must be recorded electronically period by period.

Regulation 7 of the Education (Scotland and Placing Information) (Scotland) Amendment etc, Regulations 1993 requires each child's absence from school to be recorded in the school register as Authorised that is approved by the Authority, or Unauthorised, that is unexplained by the parent (truancy) or temporarily excluded from school.

We are now able to contact parents via text and voicemail to alert them to pupils non-attendance.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time.

Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where attendance is otherwise satisfactory. Clearly, where attendance is unsatisfactory, absence is unauthorised.

ABSENCE FROM SCHOOL

Parents are asked to inform the school if their child is likely to be absent for some time and to give the child a note on his/her return to school, with a reason for the absence. It should be pointed out that the school attendance officer would investigate unexplained absence and that the Schools Council has the power to write to, interview or prosecute parents or to refer pupils to the Reporter to The Children's Department, if necessary.

It should be noted that an Attendance Card is normally issued if a pupil is absent for 3 school openings (1.5 days). It is then left to the Attendance Department to decide whether or not a home visit is made. If the Education Liaison Officers visits the home and is unable to speak to the parent then a white card ('House Shut' Card) will be left requesting the reason for the absence. This should be completed and returned to the school.

Parents should not be alarmed by the fact that an Attendance Card has been issued for their child. This is a routine and essential function of the school. It enables the school to keep in contact with parents and occasionally to alert them to absences of which they were previously unaware.

SPECIAL NOTE

If a pupil is likely to have a prolonged absence from school because of medical reasons, it is essential that the appropriate member of the Guidance staff is notified so that suitable arrangements can be made to provide any relevant material for home study.



ATTENDANCE DATA

See Appendix 3 for summary information on attendance.

The following notes may be helpful when you are looking at this information.

Absence rates are calculated as a percentage of the total number of possible attendance for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance.

Where figures or percentages based on a number of pupils under a particular heading is between 1 and 4, no information is given and is inserted in place of the figures.

Adults attending day school classes are excluded.

The Authority and Scotland's figures, include all education authority and grant-aided secondary schools, but exclude all special schools.



HELPING YOUR CHILD TO LEARN

Some suggestions from St Margaret Mary's Secondary for parents.

1. EACH EVENING

- a) Check you child's homework diary for each evening's homework/preparation.
- b) Please try to allow your child to have a peaceful place to do his/her homework.
- c) Please try to help your child with his/her homework and please check that it is well done.
- d) Please sign each piece of homework.
- e) Each week please sign the homework diary in the space at the foot of the page.

2. GETTING READY FOR THE NEXT DAY

- a) Please make sure your child has a bag for carrying his/her books and equipment.
- b) With your child, please look at his/her timetable for the next day.
- c) Please make sure that he/she has packed his/her bag with all books, jotters, folders, pens and pencils he/she will need.
- d) As some subjects need additional materials – for example Physical Education kit, Home Economics dishes, musical instruments, please help your child to have this laid out ready for the morning.
- e) To help good concentration in class, please encourage your child to go to bed at a sensible time.



3. EACH MORNING

To allow your child to be in school for 8.50am, please:

- a) Get him/her up in plenty of time;
- b) Allow time for breakfast as hungry pupils do not learn well: breakfast available in school dining hall;
- c) Make sure that he/she leaves home early enough to be in school on time;
- d) Check that he/she has remembered everything needed for the day's lessons.

Other ways of helping your child to gain the best from his/her time in St Margaret Mary's. The school values the part you play in your child's learning.

- a) Please feel free to contact the school at any time for any reason.
- b) At the beginning of the year, please check the school's calendar of events for important dates such as parents' evenings or year group Masses.
- c) To make your child feel valued, please attend all parents' evenings.
Children always benefit when their parents take the time to meet with their sons'/daughters' teachers to discuss their progress.
- d) Please support your child by replying to any letters sent home from the Head Teacher or your child's Pastoral Care Teacher.



PUPIL COUNCILS



St Margaret Mary's Secondary has a Pupil Council with each Tutor class voting for two pupil representatives.

Each year group has a regular meeting of its representatives. Meetings are called by Depute Heads (DHTs) as well as being chaired by Head Boy and Head Girl. Minutes are always distributed to the Senior Leadership Team and issues raised are discussed at SLT meetings. Each class receives minutes for the

appropriate year group meeting and minutes from other year groups are read out for information at each pupil council meeting.

Pupils are reminded of forthcoming meetings at year group assemblies and particular issues, where appropriate have been raised by pupil representatives at these assemblies.

The school has organised a Pupil Council noticeboard to display minutes and raise awareness of associated issues.

Pupils vote for their peers regardless of race, gender or ability. The current school council group is representative of all pupils in the school.

Council representatives take on additional responsibilities as ambassadors for the school welcoming visitors to the school or acting as ushers for parents at information evenings.

Last year the council representatives played an active role in the move towards a new school uniform and were influential in redesigning the uniform and encouraging others to purchase it. Pupils views about the school also helped shape the school development plan.

We hope to continue to use the pupil council to ensure pupils' views are given full consideration and pupils are given an opportunity to develop self confidence and self esteem through active participation in council meetings.



PHYSICAL EDUCATION

PE UNIFORM

Official PE polo top available from the School Office or t-shirt style top – dark blue, black or white (no logos).

Black or dark blue shorts, jogging bottoms or leggings.

Please **NOTE** football colours are not appropriate in our school.

Even when pupils are not able to participate in PE, kit should be brought in as pupils may still be able to give some assistance to the class: eg timing, set up, recording.



ACCESSIBILITY STRATEGY

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our building to address the needs of pupils with physical or sensory impairment, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents who have a disability have equal access to information about their children. This could involve, for example, relocating the venue for parents meetings to facilitate physical access at parents evenings or individual interviews: provision of an interpreter for the deaf or for parents who are speakers of other languages.

We will continue to monitor and renew all our procedures and structures to ensure that our entire school community has appropriate access to every aspect of St Margaret Mary's Secondary.



EXTRA-CURRICULAR ACTIVITIES

As well as a very full curriculum as outlined elsewhere in the handbook we are very fortunate that the staff in St Margaret Mary's Secondary School offer a wide range of extra-curricular activities and clubs which increases pupils involvement in their school, helps develop the sense of belonging we feel is very important, and leads to improved teacher-pupil relationships.

Activities offered include:

- Residential visits to Blairvadoch Outdoor Centre;
- Football training and competitive matches (boys and girls);
- Excursions to Art Galleries, Theatres, Displays;
- Recreational visits to leisure centres;
- Field studies in Geography including study visits to various places of interest, for example New Lanark;
- Maths, puzzle clubs;
- 5-a-side football (staff v pupils);
- Keyboard, recorder and guitar groups;
- Choir;
- Participation in local and national competitions (eg Maths Challenge, Chemistry Quiz, Bridgeton Burns Competition);
- Basketball Club;
- Foreign visits eg Barcelona;
- End of year Activity Week;
- Skiing.

The Geography Department also undertake local fieldwork activities which have led to important and useful links being made with our local community.

Certain activities will require parental approval.





PASTORAL CARE

St Margaret Mary's Secondary School has long been recognised as a caring school. In an organisation such as ours, caring is more than just intuitive feelings of concern or the sympathetic attitude of teachers towards pupils. It is rooted in the belief that all people have value in their own right and that their feelings, opinions and actions are important, whether or not they correspond to those of others.

The establishment and maintenance of a caring community is the shared responsibility of all staff, teaching and non-teaching.

It is necessary to organise systematic and specific pastoral care provision if certain pupil needs are to be properly met.

Pupils and their parents need assistance in coping with the important transition stages in their progress from primary school to the world beyond the secondary school, whether these concern courses of study, careers or other matters.

They need help in assessing their progress and development throughout secondary education. They need help in coming to terms with the demands placed upon them by a society and a culture characterised by rapid economic, social and technological change. It is the responsibility of the staff to enable a school to be responsive to these needs. Their work is co-ordinated by Amanda Moore, DHT.

PERSONAL AND SOCIAL EDUCATION

The Personal and Social Education programme in the school give pupils an opportunity to explore issues relating to their health and wellbeing and allows them to develop their personal skills to meet the challenges of the future.



PUPIL SUPPORT

Glasgow City Council's Stages Intervention policy adopts a model of 4 stages. Stages 1 – 2 are essentially school based. Stages 3 – 4 involve multi-agency planning and/or involvement and may involve an out of school context.

- The stages are characterised loosely by differences in:
- Levels of support and multi-agency involvement;
- Nature of planning eg ASP or multi-agency planning;
- Nature of support and provision which could be within or outwith St Margaret Mary's Secondary.

Through the above Staged Intervention process, pupils may be identified as having barriers to learning or an additional support need at a particular time or in a particular area of the curriculum. These pupils may be referred to the Principal Teacher (Pupil Support) to determine appropriate strategies to address the young person's needs.

PUPIL SUPPORT TEAM

When a pupil reaches stage 2 of the Staged Intervention model they may be referred to the Pupil Support Team (PST). The PST comprises the DHT with year head responsibility, the PT Pupil Support and the pupil's PT Pastoral Care. The information collated on the pupil's Additional Support Needs is presented at this meeting which enables the PST to decide on the level of support required and to determine which strategies are likely to prove most effective in meeting the pupil's needs. From this meeting a support plan may be considered and a review date will be arranged.

The PST meets 3 times per calendar month.

JOINT SUPPORT TEAM

Where it is felt that a pupil has reached stage 3 on the Staged Intervention model, resources additional to those available within the school may be necessary. The young person's circumstances are presented at a Joint Support Team (JST) meeting. St Margaret Mary's JST is made up of the DHT, PT (Pastoral Care), the Educational Psychologist for the school, a Practice Team Leader for Social Work, School Nurse, representative from GCC Culture and Sport and Community Safety Services, Parent/Carer and the pupil. Other involved agencies may be invited where this is deemed to be of value. This structure provides a collaborative multi-agency approach to planning effective Additional Support for pupils. The Pastoral Care staff and Social Worker provide background information to the Team. Issues are discussed and an individual support plan may be drawn up which may involve education staff and/or the psychologist and social workers.

The JST meets once per calendar month.



INTEGRATED SUPPORT GROUP

Where it is felt that a pupil has reached stage 4 of the Staged Intervention model and there are significant and complex barriers to their learning, discussion at the South East integrated Support group may be considered. The DHT (Pupil Support) will present the details of these barriers to learning at a meeting with Area Managers (or their representatives) from Education, Psychological Services, Social Work, Health and Culture and Sport, in addition to fellow deutes from the other learning communities in this area.

The SE ISG meets once per calendar month.

MENTORING

The school is currently involved in various types of mentoring aimed at offering additional support to young people.

S5/6 BUDDY SYSTEM

A Buddy System has been introduced involving a number of our young people in S5/6. The aim of the system is to provide pupils in S1 with a role model from the upper school who they can chat to on a weekly basis about all aspects of life in St Margaret Mary's.

ADDITIONAL SUPPORT FOR LEARNING

Pupils who experience difficulty with their learning will, in the first instance, consult with their subject teacher. Where appropriate, additional support can be requested and classroom learning can be enhanced by specialist or general support depending on need and available resources.

Where required, involvement of other agencies eg Psychological Services, School Health, Speech and Language is discussed with pupil and parent as part of planned strategies.

Useful Numbers:

Enquire – The Scottish Advice Service for Additional Support for Learning

Enquire offers independent, confidential advice and information on additional support for learning through:

Tel No: 0845 123 2303

Email: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk



ANTI-BULLYING POLICY

RATIONALE

Every pupil in St Margaret Mary's has the right to learn in a caring, supportive and safe environment where they feel valued and respected. The establishing and maintenance of a caring supportive community is the shared responsibility of all pupils and all members of staff. Bullying behaviour is contrary to the ethos of St Margaret Mary's and will not be tolerated.

DEFINITION: WHAT IS BULLYING?

Verbal:	as in name calling or making abusive comments
Social:	ignoring or excluding another person
Written:	for example, on paper, graffiti on walls or sent by text or Email (including images)
Material:	as when possessions are stolen or damaged or extortion takes place
Psychological:	as when pressure to conform is applied
Physical:	as in physical assault

Bullying can broadly be defined as any behaviour in which an individual or group exerts power in an abusive or negative way which results in the harming or demeaning of another individual or group. It is normally, but not necessarily, a process that is repeated over a period of time and people can feel bullied even when the alleged perpetrators are not conscious of the harm they are causing or are wilfully seeking to hurt or demean.

THE POLICY

1. Our approach to an anti-bullying strategy is to develop and support continually our school ethos which is firmly based on equality of opportunity, mutual respect and cooperation.
2. By taking any report or allegation of bullying behaviour seriously, we recognise the pervasive nature of bullying behaviour and the damage it causes.
3. Our school acknowledges the problem of bullying behaviour and takes a proactive approach in dealing with it, by referring to it openly at strategic opportunities such as assemblies, parent evenings and in newsletters.

More detailed information on this important policy is available from the school.

4. Our school involves parents/carers as appropriate, in supporting both children/young people who are bullied and those who are displaying bullying behaviour.
5. We ensure the level of bullying behaviour is monitored and procedures are in place for maintaining a record of any report or allegation of bullying.

Every child is included – Glasgow City Council's anti-bullying policy was launched in St Margaret Mary's in November 2009.



DEALING WITH RACIAL HARASSMENT

Racial harassment is any hostile or offensive action against individual or groups which is related to their skin colour, ethnic origin, religion, cultural background or nationality.

There can be different forms of harassment and abuse:

verbal: name calling, insulting slurs and persistent teasing.

physical: hitting, kicking, spitting, taking belongings and threats of violence.

indirect: excluding, humiliating, spreading nasty rumours, ridiculing and victimising.

All teaching staff follow clear procedures as stated in the Glasgow paper 'Dealing with Racial Harassment'. Every school in Glasgow follows strict recording procedures for racist incidents.

GCC recognise that support from home is essential if these aims are to be achieved. Every child in Glasgow has the right to be happy and secure at school.

EQUAL OPPORTUNITIES

School policy on Equal Opportunities reflects the Council's position on the rights of all citizens to be provided with equality of opportunity in all walks of life.

We support a philosophy of social justice where every individual is treated with equal respect and dignity. The school aims to do the best it can for everyone, no matter their religion, sex, race or ethnicity, physical difficulties, learning difficulties or how rich or how poor they are.

In particular the school curriculum is being reviewed regularly to ensure that it offers equal opportunities to boys and girls. All staff are encouraged to promote the uptake of all subjects by both sexes.

Parents wishing particular information on the school's policy on equal opportunity may be had by contacting directly the Head Teacher.



CHILD PROTECTION POLICY

Glasgow City Council has provided a new policy, “Child Welfare and Safety”, in which the roles and responsibilities of Education staff in protecting children from abuse and promoting their welfare is clearly outlined.

The school policy is based on the Authority’s procedure and guidance.

The Aims of this policy are:

- ❖ To ensure all Education personnel are aware of their responsibilities and obligations to protect children from harm and support those experiencing difficulties.

PROMOTING POSITIVE BEHAVIOUR

This is a policy which has been formulated taking the views of staff, pupils and parents into account.

The aim of the policy is to recognise and reward positive behaviour throughout the school by promoting the highest level of self discipline through an atmosphere of mutual respect.



CODE OF CONDUCT

- BE PRESENT** Make your target at least 95% attendance.
Always bring a note to explain any absence, signed by a Parent/Carer.
If you have an appointment take your card to a member of the SLT.
- BE PUNCTUAL** Be on time at **8.50am**, after interval and after lunch.
Arrive on time for class by moving quickly and safely between classes.
- BE PREPARED** Always wear School uniform.
Bring a bag to school.
Bring all necessary books, jotters and equipment.
Keep your homework diary up to date.
Always complete your homework.
Bring PE kit when necessary.
Attend Supported Study Classes.
- PARTICIPATE**
- BE POLITE** **AROUND THE SCHOOL:**
Respect everyone in our school community.
Place litter in the bin.
Keep the building and furniture in good condition.
Behave well in the all social areas and playground.
Keep the Fuel Zone tidy.
Consume food and drink only in the Fuel Zone and Social areas.
Keep left on the stairs and corridors and follow the one-way system.
- BE POLITE** **IN CLASSROOMS:**
Show complete respect to staff.
Line up in an orderly fashion.
Enter the room quietly when told to do so.
Remove jacket and prepare to work.
Follow the teacher's instructions.
Behave in an orderly manner at all times.
Always do your best work.
If you need help raise your hand and be patient.
Only leave your seat when given permission.
Pack up when the teacher tells you.
Leave the classroom in an orderly manner.
- BE POSITIVE** **Only the Best Will Do.**
Always do your best.
A smile is better than a frown.
YOU can be successful – **Go For It!**
- BE PROUD** Of the gifts God has given you.
To wear the school uniform.
To represent the school as part of a team or group.
Of your achievements.
Of your school.



CELEBRATIONS OF ACHIEVEMENT

St Margaret Mary's celebrate achievement in a variety of ways in order to support and encourage all pupils in achieving their potential.

- ❖ Annual School Awards Ceremony.
- ❖ Citizen of the week Award.
- ❖ A variety of donated awards.
- ❖ A variety of individual and class praise cards.
- ❖ End of term trips.

INFORMATION IN EMERGENCIES

We make every effort to maintain a full education service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep in touch by using letters, text messaging, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio.

Parents will be requested to supply the school with the address of a friend or relative to whom children can be sent in the event of an emergency arising which leads to the emergency closure of the school.

DATA PROTECTION ACT 1984

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. This information is protected by the Data Protection Act 1984 and may only be disclosed in accordance with Codes of Practice. For further information please contact the school.



HEALTH AND MEDICAL CARE

Schools do **not** have the service of a full-time nurse to cater for routine and medical emergencies. Therefore, pupils who are unwell before leaving home should not be sent out to school but should be referred instead to their own doctor. If a child becomes ill in the course of the day, the child will first of all be seen by the Year Head or a trained member of staff. If it is felt necessary for the child to be sent home or to be examined/receive further treatment out with the school, then parents will be contacted. Parents or an emergency contact will normally be expected to call at the school to escort the child home or to hospital.

Parents must inform the school of any particular medical requirements and of any arrangements to be made if a child has to be taken home.

It is vital therefore that parents give the name, address and current telephone number where they may be contacted in an emergency. A back up name and telephone number must also be supplied in case the parent is not available.

In the interest of pupils' safety, Health and Safety regulations ban the wearing of jewellery, earrings, bangles etc during Physical Education classes: training shoes must be securely fastened.

The school does have the services of a school nurse. The Health Board replaced in 1991-92 the routine examination of all children at 14 years of age with a questionnaire. Medical examination may be carried out if a specific condition exists.

Current immunisation programmes are Diphtheria/Tetanus/Polio and HPV.

Under the new Human Rights legislation pupils of all ages may give their consent for immunisation and other medical procedures. Parental permission is not required.

John Harkins and Michelle Guthrie are Health Improvement Seniors (Schools) for the South Sector.

Health Improvement Seniors (Schools) are roles within the new community schools, aiming to improve the health and well being of all members of the learning community, through interagency working between education, health, social services and the voluntary sector. HISS's will co-ordinate all health promotion activity within the learning community and improve access to health services and health information, sharing good practice from outside and within the community.



SCHOOL MEALS

School meals are provided at lunchtime in the Fuel Zone which is part of the school complex and from 8.30am is open for breakfast. Parents of pupils who may have special dietary requirements should consult Pastoral Care staff for further help and information.

Our Fuel Zone offers a cafeteria system so that pupils have a wide choice of meals. All pupils will be expected to purchase a meal with reasonable nutritional content. The Fuel Zone is also open at morning interval for snacks.

The recent 'Hungry for Success' initiatives have brought school meals into line with Scottish Executive dietary targets (lower fat; sugar; salt & higher N.S.P).

Children of parents receiving income support are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and from the education offices.

All other parents will be required to purchase their child's midday meal, including those parents in receipt of family credit. The Education Authority is no longer able to administer discretionary schemes.



ST MARGARET MARY'S SECONDARY SCHOOL: A HEALTH PROMOTING SCHOOL

Health and education go hand in hand and children who are fit and healthy are more likely to achieve their full potential at school. The Scottish Government requires that all schools are Health Promoting, meaning that we adopt a whole school approach to promoting the physical, social, mental and emotional well being of all pupils, staff and the wider school community. The introduction of the Schools Health Promotion and Nutrition Act and Curriculum for Excellence both place health and well being at the heart of education.

Schools Health Promotion and Nutrition Act

In addition to ensuring that we place health promotion at the heart of schools' activities, the Schools Health Promotion and Nutrition Act require that the food and drink served and provided in schools must meet certain nutritional requirements. In summary, this means that schools can no longer provide the following:

- Soft drinks
- Sugar-free soft drinks
- Sweetened fruit/veg juice
- Squashes/cordials
- Whole milk
- Sports/energy drinks
- Chocolate coated products (i.e biscuits, ice creams, cereals, fruit etc)
- Sweets
- Sugar free sweets
- Yoghurt coated fruits
- Cereal bars or processed fruit bar
- Savoury snacks ie crisps over specified fat & salt content

Food and drink that we can provide include:

- Free drinking water (MUST be provided)
- Mineral water
- Semi-skimmed or low fat milk
- Milk drinks, yoghurt drinks, fruit juice (in line with guidance)
- Fruit or vegetables
- Dried fruit in line with guidance
- Crisps, pretzels, popcorn, rice crackers, cream crackers, oatcakes and bread sticks in line with guidance.

Please help support our commitment to health and well being by encouraging your son/daughter to bring healthy snacks and drinks to school and by making use of our Fuel Zone, which provides a great range of healthy lunches for under £1.50!



Key areas for reviewing a health promoting school are:

- Curriculum, Learning and Teaching
- Personal, Social and Health Education
- Partnership Working
- Ethos and Climate
- Environment, Resources and Facilities
- Staff Health and Wellbeing
- Management and Leadership

Curriculum for Excellence

The development of Curriculum for Excellence is to enable all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors to society and at work. Curriculum for Excellence has a strong focus on “**health and well being**” which will further strengthen our commitment to the health and well being of our pupils.

Here is just a flavour of some of the health initiatives ongoing in our school:

- Progressive health education curriculum
- Refresh – access to fresh drinking water
- Healthy vending and lunches
- Quiet area
- Buddy Systems
- Health week focus

We work in partnership with various health professionals and partner agencies to promote health and well being, including the South East Health Improvement Team, Active Schools and School nurses.



TRANSPORT

- ❖ The Education Authority has a policy of providing free transport to secondary pupils who live more than two miles from their school by the recognised shortest walking route.

This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or educational office. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate Officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred.

- ❖ Where free transport is provided, it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distances in total, including the distance from home to the pick-up point and from the drop-off point in any one direction, will not exceed the authority's limits (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.
- ❖ Placing requests: the Education Authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.



OTHER ASPECTS OF THE SCHOOL

LEARNING COMMUNITY

The Learning Community of St Margaret Mary's Secondary School and Castlemilk High School includes: John Paul II Primary, St Bartholomew's Primary, Castleton Primary, Carmunnock Primary, Miller Primary, Castlemilk Day Nursery, Machrie Nursery, Arnwood Nursery and Castlemilk Family Learning Centre.

Pupils and their families will benefit from the closer links between establishments, and closer ties with other agencies like Culture and Leisure, Health and Social Work.

PEER SUPPORT / BUDDY SYSTEM

A comprehensive peer support system where S5/6 students buddy S1/2 pupils has been a great success over the last few years.

FOCUS WEST

The Scottish Higher Education Funding Council has given funding universities and Higher Education colleges to set up a scheme designed to improve pupils' knowledge of the higher education system and to increase their self-confidence. St Margaret Mary's Secondary is involved in this project which involves pupils, school staff, students and university staff in learning together in various activities including: taster days, summer school and educational advice and counselling.

MARK SCOTT LEADERSHIP FOR LIFE AWARD

Following the tragic death of their son after a football match in Glasgow, the Scott family set up a foundation to support initiatives that bring together young people from different backgrounds. One of their initiatives is a leadership award for senior pupils. This involves a weeks training at the Outward Bound Centre near Fort William and a 6 month joint community project.

THE ROBERTSON SCHOLARSHIP TRUST

The Robertson Scholarship Trust is a major Glasgow Charity which has provided both financial and network support to a number of our senior pupils moving onto Higher Education in the Glasgow area. Each year the school will identify pupils who meet the criteria of the Trust and support them in their application.



SCHOOL HOLIDAYS

Return Date for Teachers	Monday 11 August 2014
Return Date for Pupils	Wednesday 13 August 2014
September Weekend	Friday 26 and Monday 29 September 2014
First Mid Term	Monday 13 to Friday 17 October 2014 (inclusive)
Christmas/New Year	Monday 22 December 2014 to Friday 2 January 2015 (inclusive) (Please note school will close at 2.30pm on the last school day before the holiday)

Return to school **Monday 5 January 2015**

Second Mid Term	Monday 9 and Tuesday 10 February 2015
Spring Holiday	Friday 3 to Friday 17 April 2015 (inclusive) (Good Friday is 3 April 2015 and Easter Monday is 6 April 2015) (Please note school will close at 2.30pm on the last school day before the holiday)
May Day	Monday 4 May 2015
May Weekend	Friday 22 and Monday 25 May 2015
School Close	Wednesday 24 June 2015 (Please note school will close at 2.30pm on the last school day before the holiday)

In Service Days

Day 1	Monday 11 August 2014	All Schools
Day 2	Tuesday 12 August 2014	All Schools
Day 3	Thursday 18 September 2014	All Schools
Day 4	Wednesday 11 February 2015	All Schools
Day 5	Thursday 7 May 2015	All Schools



CURRICULUM FOR EXCELLENCE

BRINGING LEARNING TO LIFE AND LIFE TO LEARNING

Curriculum for Excellence is now being introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of assessing progress and ensuring children achieve their potential. There will be new qualifications for literacy and numeracy and from 2013/14, new National 4 and 5 qualifications. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support new approaches to learning and teaching.



CURRICULUM OF YEAR GROUPS

St Margaret Mary's Secondary School is a comprehensive school. This means that we try to develop the potential of every child in accordance with his or her aptitudes and abilities. The courses described below are those available during 2012-2013. Should the school roll change in the future, the range of courses on offer will alter accordingly.

S1/S2/S3 BROAD GENERAL EDUCATION

In line with Curriculum for Excellence pupils study a large range of subjects during their time S1, S2 and S3. This includes:

Curriculum Area	Subject(s) Taught
Language & Communication	English, Spanish
Mathematical Studies	Mathematics
Environmental Studies	Science, Geography, History, Modern Studies, Home Economics, Technical Education, Computing, Business Studies
Expressive Arts	Physical Education, Art, Drama, Music
Religious and Moral Education	Religious Education
Personal and Social Education	Personal and Social Education

Pupils in P7 will visit St Margaret Mary's Secondary School in the course of the year and will have first hand experience of how many of these subjects are taught in the school. There is also a planned programme of visits by the Pastoral Care Team and Support for Learning staff to associated primaries to help prepare for the important transition to first year of secondary schooling. Particularly in Mathematics, English, Spanish and Science, care is taken to match courses in P7 and S1 to S3.

In both First Year and Second Year, pupils are generally taught in mixed ability groups. This means that pupils of a wide range of ability are taught together in one class, although work is largely based on individual and group assessments. However, in an increasing number of subjects pupils may be broadly set on the basis of ability.

Co-operative teaching, using a member of the Support for Learning staff, also takes place in a number of departments. This is a method of providing extra support for pupils encountering difficulties. It is also a way of helping to ensure that more able pupils also receive their full support to challenge them to achieve.

Towards the end of second year as pupils have experienced the breadth of subjects available to them they will begin to make choices which will allow them to study some subjects in more depth. Every assistance is given to pupils and their parents to help them make the right choice of subjects in the light of their existing abilities and aptitudes and their potential for the future. A booklet is given to each pupil for parents to examine the range of choices open to them. A parents' meeting is held at which details of the pupils' progress, strengths and weaknesses are made available and advice can be given or sought. The range of courses available can be seen on the Second Year Choice Sheet



The senior phase, which takes place from S4 to S6 will allow our young people to build up a portfolio of qualifications. Young people will have a range of opportunities to be successful, whether aspiring to Access qualification or Highers.

Which qualifications are changing?			
The table below details the new National Qualifications, their level on the Scottish Credit and Qualifications Framework (SCQF) and shows which current qualifications they will replace:			
SCQF	New National Qualifications	Replaces	Current National Qualifications
1 & 2	Access 1 & Access 2 (revised)	»»»»»»	Access 1 & Access 2
3	Access 3 (revised)	»»»»»»	Access 3 Standard Grade (foundation level)
4	National 4	»»»»»»	Standard Grade (General Level) Intermediate 1
5	National 5	»»»»»»	Standard Grade (Credit Level) Intermediate 2
6	Higher (revised)	»»»»»»	Higher
7	Advanced higher (revised)	»»»»»»	Advanced Higher

Through the Senior phase young people will study not solely programmes which lead to national qualifications but also a curriculum which will allow them to gain success in areas such as: physical activity, PSE, Personal Achievement, Services to Others and practical experience of the world of work.

Based on the choices which pupils have made during their Board General Education pupils will in S4 work towards qualifications taken at Nat4 / Nat 5 along with the opportunity to undertake wider personal development, for example in the world of work.

At S5 and S6 pupils will have the opportunity to further their depth of study by continuing with their studies to Higher / Advanced Higher level and/or widen their choice by networking to an additional subject, studied at Nat 4, Nat5 or Higher. At this stage it is also expected, that in conjunction with our partners, we may be able to offer a range of courses contributing to each pupil's personal achievement.

In St Margaret Mary's Secondary School we will strive to ensure the Senior phase will enable young people to have the skills for life, learning and work which will equip them for employment, further or higher education or training for work.



PRIMARY/SECONDARY LIAISON

St Margaret Mary's Secondary forms part of a Learning Community with local associated primary schools. The Headteachers meet regularly to organise activities between the schools and there are many procedures in place to ensure all P7 pupils make a smooth transition to secondary school.

This year teachers from secondary and primary have been working together to provide P7 pupils in every school with a series of lessons on English, Mathematics, Science and ICT. This helps build pupils' confidence for the move to secondary and helps teachers develop a greater understanding of individual pupils needs and abilities.

All P7 pupils will take part in a range of visits to the secondary school and will have a good experience of lots of different subjects before they start in S1.

All our Pupil Support Team take part in a planned programme of visits to the primary schools to help prepare for the pupils move to secondary.

Parents are involved in information and discussion sessions and are encouraged to visit the secondary school so they can meet staff and find out more about how we can work together to help the children make a successful move from primary to secondary school.

Pupils react very favourably to the programme of activities.



CURRICULUM ENHANCEMENTS

PUPILS WITH ADDITIONAL SUPPORT NEEDS

St Margaret Mary's is committed to meeting the additional support needs of all its children and young people. All classroom teachers have a contractual and statutory obligation to address the learning needs of all pupils in their classes. In addition, St Margaret Mary's also operates a range of initiatives which provide further assessment and allow the school to respond effectively to specific additional support needs. In Session 09-10 this included weekly Pupil Support Team meetings attended by school staff, monthly Joint Support Team meetings attended by school staff, Educational Psychologists and representatives from Social Work department and School Health service, Local Attendance Council meetings, Education Support Base, Support for Learning tutorials, paired reading schemes and buddying by senior pupils.

For the majority of pupils their additional support needs will be met by effective learning and teaching and appropriate differentiation within the classroom. Where a pupil's additional support needs require input from resources or initiatives out with the classroom, their progress may be monitored through the provision of an Additional Support Plan and discussed with young person and their carer.

EDUCATION INDUSTRY LINKS

Mentoring

St Margaret Mary's Secondary school has various mentoring programmes in place:

- ❖ Mentoring by class teachers for pupils undertaking heavy exam loads.
- ❖ A peer/buddying system.
- ❖ Mentoring of pupils needing additional support in the area of behaviour management.

Work Experience

Most of our pupils have the opportunity to take part in Work Experience and community placements. These placements are made at a time appropriate to the pupil and the body organising the placement.

Enterprise

The school participates in the National Enterprise week. There are various activities of an Enterprise nature carried out in departments. There is an Enterprise group in the Pupil Support Base. They participate in various campaigns and fundraising events both in the school and the community.



To help pupils.....ranging from:

- ❖ Citizen of the Week
- ❖ Enterprise ME
- ❖ Industrial Awareness Day
- ❖ Enterprise Activity Days
- ❖ Part time college placements
- ❖ Guest speakers form Industry and Business

Careers

St Margaret Mary's has a Careers Officer who oversees the following provisions:

- ❖ Individual Careers Interviews
- ❖ Career Action Plans
- ❖ Careers Service drop in
- ❖ Parental Interviews
- ❖ Careers Assemblies

SCHOOL IMPROVEMENT PLAN 2014-15

Our school Improvement Plan has been drawn up in consultation with pupils, parents, teaching and support staff in line with local, national and school priorities.

Priorities this year are expected to include:

- ❖ Raise attainment and achievement for all young people.
- ❖ Further improve the school curriculum.

Our Improvement Plan is a working summary of the corporate views of our school community and it is a statement of how we will work together to raise achievement amongst all of our pupils.



ASSESSMENT AND REPORTING

ASSESSMENT

There are a number of reasons for assessing pupils' progress at St Margaret Mary's Secondary School. Some of these are to:

- ❖ Identify strengths and weaknesses;
- ❖ Measure rates of progress;
- ❖ Suggest ways of achieving improvement;
- ❖ Predict likely future progress.

Assessments are made using a variety of methods. These include continuous reviews of pupils' progress as well as by a series of departmental tests and more formal examinations. Formal examinations are a particularly important part of the assessment process in Fourth Year to Sixth Year. A detailed record of each individual pupil's progress is maintained by the Guidance department, by individual Subject departments and in the school's central records.

Pupils are also involved in the process of assessment through the production of a Progress File. Each pupil has the opportunity to produce a Progress File by the end of Fourth Year and to update it as required during Fifth Year and Sixth Year. This record is particularly valuable as a preparation for job interviews as it contains a far wider range of information than that normally available in school reports.

Parents' Evenings

It is standard practice to hold Parents' Evening at some stage in every year – mainly to give parents the opportunity to discuss pupils' progress. It is also open to every parent to visit the school by appointment if they wish to discuss their child's progress.

There are also separate information meetings provided for parents as an introduction to the Second Year and Fourth Year subject choice programmes.



IMPORTANT ADDRESSES FOR PARENTS

Education Office:	Education Department 40 John Street Glasgow G1 1JL
School Attendance:	As Education Office
Head of Inclusion:	Mr John Butcher Education Department 40 John Street Glasgow G1 1JL
Social Work Department:	2Max Building 187 Old Rutherglen Road Glasgow G5 0RE Tel No: 0141-420-8000
Psychological Services:	c/o Battlefield Primary School 44 Carmichael Place Glasgow G42 9SY Tel No: 0141-276-3270
Castlemilk Health Centre:	71 Dougrie Drive Glasgow G45 Tel No: 0141-531-8585
Glasgow Life	220 High Street Glasgow G4 0QW Tel No: 0141-287-4350
Councillor:	Lord Provost Sadie Docherty Glasgow City Chambers George Square Glasgow G2 1DU
School Website:	Currently being re-built



NATIONAL EXAMINATIONS

Policy with regard to entering pupils for public examinations: schools in consultation with pupils and parents normally decide on presentation for examinations. However, in the final analysis, the school will accede to the wishes of the parents.

SCOTTISH QUALIFICATIONS AUTHORITY

The Scottish Qualifications Authority is the body responsible for national examinations and awards.

Contact details: Telephone: 0345 279 1000
Email: customer@sqa.org.uk

National Qualification courses offered by St Margaret Mary's Secondary include:

Advance Higher Grade
Higher
Intermediate 1
Intermediate 2

From the exam diet in 2014 additional National Qualifications courses offered by St Margaret Mary's Secondary School will include:

National 5
National 4
National 3

All pupils taking exams will receive a certificate and this will be updated each year new exams are taken.

Please be aware that as the changes in Curriculum are announced by the Scottish Government, changes in assessment will also be announced.



SCHOOL LEAVER DESTINATION

The total leavers from last year were 82 between Winter 2012 and Summer 2013.

%	Destination
23.2%	Higher Education
29.3%	Further Education
8.5%	Training
24.4%	Employment
1.2%	Voluntary work
2.4%	Working with an Activity Agreement Coach
11%	Unemployed – seeking employment

The following notes may be helpful when you are looking at this information.

Full-time Higher Education

Undertaking higher education within the meaning of Section 38 of the Further and Higher Education (Scotland) Act 1992 (a) on a full-time basis, namely ordinarily involving periods of study or tuition which amount in aggregate to an average of at least 21 hours per week.

Full-time Further Education

Undertaking on a full-time basis within the meaning of (a) above a course of further education, not being a course falling within that category.

Training

Undertaking a course of training and not in full-time employment.

Employment

In full-time employment, namely employed for 30 hours or more a week in return for remuneration or money. In part-time employment, namely employed for less than 30 hours or more a week in return for remuneration or money.

Other Known

Other destination known to the education authority, or the managers of the school, as the case may be.

Not Known

Unknown to the Education Authority or the managers of the school, as the case may be.



TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Careers Scotland need accurate up-to-date data about 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 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. 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, Careers Scotland and the SQA. On occasion, we will make individual data available to partners and also academic intuitions and organisations to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government.

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 1B, Victoria Quay, Leith, Eh6 6QQ. Alternative versions of this page are available, on request form the ScotXed Support Office, in other languages, audio tape, Braille and large print.

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

- a) before the commencement or during the course of the school year in question;
- b) in relation to subsequent school years.